



**MILFORD HAVEN SCHOOL  
YSGOL GYFUN ABERDAUGLEDDAU**

**GOVERNORS' ANNUAL REPORT TO PARENTS  
For the Academic Year September 2019 to August 2020**

**Chair of Governors:**

Mrs Pat James  
C/o Milford Haven School  
Steynton Road,  
MILFORD HAVEN.  
SA73 1AE  
Telephone: 01646 690021

**Clerk to the Governors:**

The Director for Children & Schools  
Education and Community Services  
County Hall  
HAVERFORDWEST  
Pembs  
SA61 1TP

**Headteacher:**

Ms Ceri-Ann Morris  
Milford Haven School



**TOGETHER ASPIRE, TOGETHER ACHIEVE.**

*Gyda'n gilydd, ymdrechwn... Gyda'n gilydd, cyflawnwn...*

This report is posted on the school website and hard copies may be requested via the Clerk to the Governing Body, Governors Support Services, Pembrokeshire County Council, County Hall, Haverfordwest, Pembrokeshire SA61 1TP, Tel No. 01437 764551. Hard copies can also be collected in person from the reception



It gives me great pleasure to present the AGPM report for the year 2019 - 20 . A very difficult year for everyone but a year that has shown great promise and our best results ever. A huge achievement in these difficult times , congratulations to all our hard working learners and staff.

This past year has seen an engagement within our community that shows the school is at the heart and the commitment shown by all has been amazing. A truly wonderful collaboration within the cluster, community, learners, parents/ carers and businesses that has gone above and beyond anything I have ever known before.

The governors are very proud to be involved with this commitment and I thank them for their incredible support and continued hard work monitoring and evaluating the positive progress the school is making towards the Estyn recommendations in all areas. Some very difficult and heartbreaking decisions have been made but always with the pupils and school's best interest at the forefront.

The year has been a steep learning curve for us all, virtual meetings for governors, online classes for pupils and staff and homeschooling for you! Thank you for your amazing support and hard work in supporting online learning.

We thank the Headteacher and staff for the incredible drive and dedication in moving the school forward and their total commitment to the pupils and community of Milford Haven, and surrounding areas including Herbrandston, St Ishmaels , Dale, Marloes, Johnston and Neyland.

Your continued support will , as always, be much appreciated and we are all looking forward to being able to meet again in better circumstances.

Pat James  
Chair of Governors MHS

## Reflections from the Headteacher

Dear Parent/ Carer,

In this report I would normally provide a brief overview of the previous year highlighting particular achievements and issues of note from a Headteacher's point of view; things like successful sixth form applications to Oxbridge, our innovative FACE project, our sector leading Darwin sessions to support Year 6 transition, not to mention fantastic academic results. However, this year has been anything but normal. Since the last Governors report was issued we have experienced some of the toughest challenges of our professional lifetime due to the Covid 19 pandemic, but even in the face of adversity I am proud to say that our staff team have risen to the occasion and gone above and beyond to support our school community.

It seems only appropriate to take this opportunity to say thank you. It is something that we have said time and time again this past year, because in truth we owe our school community nothing but our heartfelt thanks for the unwavering support that we have received over the past year. This has unquestionably been the most challenging year that many of us have lived through, both personally and professionally, and I am proud to say that our school family responded to every obstacle with endless amounts of compassion and kindness for each other.

Guidance has changed often and we have worked our way through from Plan A to Plan Z to ensure that we have done everything possible to support our learners. Our whole staff team have worked tirelessly too, at short notice, organise remote learning for around 1200 young people. This was no easy feat, trying to balance the needs of everyone whether they be enthusiastic for more work or struggling to complete any. The flexibility we have asked of everyone this year has been huge, but hopefully it is clear that every decision and last minute change of plan has always been made with the best interests of our children and our community at heart.

Sadly Covid regulations have meant that most of our annual events have not been able to take place in their traditional face to face format, but I hope that you have appreciated our vast efforts in keeping the school calendar alive by providing as many virtual alternatives as possible. We have always cherished the value of our strong connection to the community of Milford Haven, and this year we have worked hard to maintain that close bond so we could continue working together to best support your children and our extended school family.

I am conscious of the fact that it will take time, patience and commitment to get back to normal. Everyone has been impacted by the virus to some degree. At the lower end of the scale, people have missed out on social occasions, holidays and seeing their families but, at worst, people have lost close family members & friends. As we look forward to the future and supporting our young people to transition from home learning to being back in school, we will clearly have a focus on ensuring that all children catch up with any academic work that they have fallen behind with over lockdown, but equally important will be the rebuilding of children's confidence and resilience and we will have a range of strategies to achieve this. We will, as far as possible, resume our wide range of curriculum opportunities for all pupils as well as providing further emotional support for those children who need it.

We are a very strong school community, and I am sure that if we all work towards the common goal of ensuring that every single child thrives at school, we will enable them all to face the future with renewed confidence and achieve their full potential.

On behalf of all the Milford Haven School staff, I would like to thank all parents/carers for all the support you have shown school this year and very much look forward to continuing our wonderful working relationship.

Kindest Regards,

***Ms CA Morris***

Headteacher

**MILFORD HAVEN SCHOOL GOVERNING BODY**

<b>Governor Type</b>	<b>Governor Name</b>	<b>Start Date</b>	<b>End Date</b>
Community	Mr Duncan Edwards	13/11/2019	12/11/2023
Community	Mr John Bramley	18/11/2020	17/11/2024
Community	Ms Bethany Roberts	08/05/2019	07/05/2023
Community	Dr Carol Mackintosh	24/06/2019	23/06/2023
Community	Mr Julian Owens	01/04/2019	31/03/2023
Headteacher	Ms Ceri-Ann Morris	01/04/2018	
Local Authority	Mrs Karen Wood	23/11/2020	22/11/2024
Local Authority	Cllr Rhys Sinnett	26/10/2020	25/10/2024
Local Authority	Mrs Pat James	03/12/2018	02/12/2022
Local Authority	Mr Dayle Gibby	17/09/2020	16/09/2024
Local Authority	Mrs Louise Rees	18/12/2019	17/12/2023
Parent	Ms Anne Beegan	02/10/2017	01/10/2021
Parent	Mr Colin Griffiths	09/02/2017	08/02/2021
Parent	Mr Karl Rozblat	06/12/2018	05/12/2022
Parent	Mr Elton Allen	15/10/2020	14/10/2024
Parent	Mrs Amanda Singh	11/11/2017	10/11/2021
Parent	Mr Mark Smith	04/11/2019	03/11/2023
Teacher	Miss Nicola Sizer	12/03/2019	11/03/2023
Teacher	Mr Sean Thomas	16/11/2018	15/11/2022

<b>GENERAL INFORMATION/ YFFREDINOL</b>	
<p><b>Chair/Cadeirydd:</b> Mrs P James C/O Milford Haven School</p>	<p><b>Clerk to the Governing Body:</b> <b>Clerc i'r Llywodraethwyr:</b> Kate Evan-Hughes Director for Children and Schools/Cyfarwyddwr dros Blant ac Ysgolion County Hall / Neuadd y Sir Haverfordwest / Hwlfordd Pembrokeshire / Sir Penfro SA61 1TP</p>

### **Election of Parent Governors**

Arrangements are made for the election of parent governors one school term governor's term of office expires, or on receipt of a resignation. Information is sent to parents via pupil post.

### **Etholiad Rhiant-lywodraethwyr**

Gwneir trefniadau ar gyfer ethol rhiant-lywodraethwyr un tymor cyn i gyfnod swydd rhiant-lywodraethwr ddod i ben, neu pan fydd rhiant-lywodraethwr yn ymddiswyddo. Anfonir gwybodaeth ynglŷn â'r etholiad drwy law'r disgyblion.

The sub-committee structure is organised in line with the Estyn inspection framework as follows:

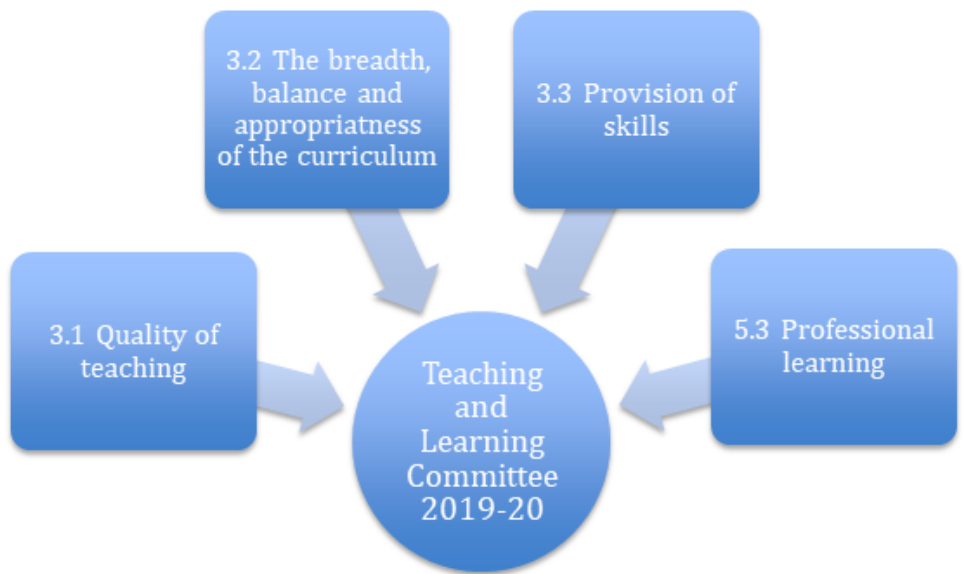
<b>Committee</b>	<b>Chair</b>
Teaching and Learning	Mrs K Wood
Standards	Mrs A Beegan
Resources	Mr J Bramley
Wellbeing	Dr C Mackintosh
Policy	Mrs P James
Pay & Staffing	Mrs P James

There are regular termly meetings of these committees with minutes reported and approved at full governing body meetings.

### **Election of Parent Governors**

Arrangements are made for the election of parent/carer governors once a parent governor's term of office expires, or on receipt of a resignation. Information about the election is sent to parents/carers via pupil post.





## **ESTYN INSPECTION**

The School was inspected by ESTYN (Schools' inspectorate in Wales) in November 2017 in accordance with the Common Inspection Framework and a summary of judgements from the inspection is as follows:

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Adequate and needs improvement</b>
<b>Wellbeing and attitudes to learning</b>	<b>Unsatisfactory and needs urgent improvement</b>
<b>Teaching and learning experiences</b>	<b>Unsatisfactory and needs urgent improvement</b>
<b>Care, support and guidance</b>	<b>Adequate and needs improvement</b>
<b>Leadership and management</b>	<b>Adequate and needs improvement</b>

The inspectors made six recommendations:

### **TARGETS FOR IMPROVEMENT - School Improvement Plan (SIP) 2019-2020**

R1 Raise standards at Key Stage 4 and improve the progress made by all pupils in lessons, in particular their development of literacy and numeracy skills. **Governor link is Mrs A Beegan**

R2 Improve pupil behaviour and attitudes to learning **Governor link is Dr C Mackintosh**

R3 Improve the quality of teaching **Governor link is Mrs K Wood**

R4 Strengthen the planning for the development of pupils' skills **Governor link is Mrs R Thomas**

R5 Improve the quality and impact of leadership, particularly through the strengthening of arrangements for self-evaluation and improvement planning. **Governor link is Mrs P James**

R6 Address the deficit budget **Governor link is Mr J Bramley**

**ESTYN Category (overall judgement): School is in need of Significant Improvement  
Revisit 12-18 months from February 2018. Monitoring visit completed in September 2019, revisit in 6 months time.**

Draft post-inspection action plan (PIAP) was drawn up by February 2018

Estyn attended a follow up visit in May 2018 Final PIAP report submitted with the LA Action plan in June 2018.

Estyn visited school on September 30th 2019 for 3 days in order to monitor the progress made since the Section 28 inspection. The outcome of monitoring visit is as follows:

*"While your School is judged to have made progress in respect of many of the key issues for action from the inspection, many of the improvements are still at an early stage of development. As a result, this*



*school will remain on the list of schools in need of significant improvement and Estyn will re-visit the school in about six months' time to monitor progress."*

The school continues to use the recommendations and monitor progress against the PIAP and have now completed the new academic years School Improvement Plan. The progress report is completed half termly and presented to the School Improvement Panel (SIP).

## **CONTEXT OF THE SCHOOL**

Milford Haven School is an English-medium 11-18 mixed comprehensive school of 1056 students and pupils, including 28 in the sixth form, going forward into year 13. There is no year 12 for September 2020 as numbers are not viable to run A level classes in this year group. Pupil numbers are expected to increase steadily over the next few years and, following the planned re-organisation of secondary education in Haverfordwest in 2019, the School's catchment area also includes Neyland and Johnston which has further increased pupil numbers. Just over 27% of pupils are eligible for free school meals (FSM) which is above the Welsh average for secondary schools. Very few pupils come from Welsh-speaking homes. A small percentage of learners currently learn English as an additional language. The school's intake represents the full range of ability. Just over 2% of pupils have statements of additional learning needs (ALN) which is below the average for Wales as a whole.

The school's key purpose is to provide the best possible education for children of all abilities within a happy, child-centred, pleasant working environment. The school follows the ASPIRE values (Ambition, Self-belief, Persistence, Independence, Responsibility and Effort) and these are underpinned by the three school rules, our anchors of Ready, Respect and Safe.

The school continues to work in partnership with Ysgol Harri Tudur, Haverfordwest High VC and Pembrokeshire College to broaden the post-16 curriculum offer.

## **STAFF AND PUPILS**

Number of Teaching Staff September 2020: 57, including 7 part time.

The School employs 42 (full time equivalent) support staff – 6 of which are temporary

Number of Pupils on Roll January 2020: 1014 (FSM 19.8%)

Number of Pupils on Roll September 2020: 1053 (FSM 23.1%)

## **CURRICULUM**

The Curriculum at Milford Haven School is designed around six Areas of Learning as follows:

- Communications – English, Welsh, MFL
- Maths and Numeracy
- Scitech - Science and Technology
- Humanities – Geography, History, RE, Business Studies, Sociology
- Expressive Arts and Sports – Art, Music, Drama, PE, Btec
- Health and Wellbeing – ICT, Computer Science, Welsh Baccaulaureate, PSE and DACW

At Key Stage 3 (years 8 & 9), pupils study English, Maths, Science, Humanities (Year 7), History (Year8+), Geography (Year8+), Ethical Studies (Year 8+), French, ICT, Technology, Welsh, PE, PSE.

Pupils in Year 7 & 8 take part in the Accelerated Reader programme.

At Key Stage 4 (Years 9-11), all pupils study English Language and Literature, Mathematics and Numeracy, Science, RE, Welsh Baccaulaureate and Welsh (though pupils may be disappiled from Second

Language Welsh under special circumstances). Pupils also learn about Personal, Social and Health education and participate in Games lessons.

In addition to these, pupils are invited to choose from a range of optional subjects including Food and Nutrition, Product Design, Engineering, Physics, Biology, Chemistry, French, Art, Music, Drama, History, Geography, ICT, Computer Science, PE, Child Care, Health and Social Care, Hair and Beauty and the Alternative Curriculum programme.

## **WELSH LANGUAGE**

Milford Haven School, Ysgol Gyfun Aderdaugleddau is an English language medium school. However, all students learn Welsh and the school is fully committed to implementing the Welsh Government policy for the promotion of the Welsh language and culture. Incidental use of Welsh occurs in all lessons and around the school and signage is bilingual. In addition, key annual Cymraeg events are intrinsic parts of the school's curriculum and include the Cluster Welsh Concert, Eisteddfod, Shwmae Day and a variety of trips to support Welsh teams sport and increase opportunities outside school to use the Welsh language. Due to COVID many of these events were adapted to virtual events with learners and staff taking part.

Milford Haven School, Ysgol Gyfun Aberdaugleddau is an English language medium school. However, the school is fully committed to implementing the Welsh Government policy for the promotion of the Welsh language and culture. All students learn Welsh as a second language in accordance with the statutory requirements and have the opportunity to gain formal qualifications in Welsh at the end of Key Stage 4.

Incidental use of Welsh occurs in all lessons and around the school and signage is bilingual. In addition, key annual Cymraeg events have been an intrinsic part of the school's curriculum and include the Cluster Welsh Concert, Eisteddfod, Shwmae Day and a variety of trips to support Welsh teams sport and increase opportunities outside school to use the Welsh language. In spite of the challenges since March 2020, Welsh has been pushed through online Clybiau Cymraeg (3 per week in the recent lockdown, attracting almost 40 pupils weekly), online sessions with the Cluster, fortnightly Kahoot challenges and, since returning, staff Welsh lesson drop-ins (attracting 10-12 every week).

Milford Haven School has been a part of the Urdd's 'Cymraeg Bob Dydd' project and has received £500 to use on guest speakers. Pupils can access discounted courses in the Urdd's Glan-llyn centre. "Clwb Cwtsh", classes were held Wednesdays for 8 weeks. There is no charge for the sessions and anybody who has contact with young children is welcome to come along. This could include grandparents, carers, aunties/ uncles etc. Childcare is also available for those who have childcare issues for pre-school age children. Classes are informal and based around vocabulary that attendees will use in the home with children. There is also an emphasis on learning through songs. These have continued online recently.

All students learn Welsh as a second language in accordance with the statutory requirements and have the opportunity to gain formal qualifications in Welsh at the end of Key Stage 4.

## **TEACHING**

The quality of teaching and learning is a whole school priority, as we continue to strive to deliver a curriculum that will help pupils to become:

- ambitious, capable learners
- enterprising, creative contributors
- ethical, informed citizens
- healthy, confident individuals

Our key strategic objectives to improve teaching and learning are:

- All teachers have a shared understanding of the key features of effective teaching including high expectations with a focus on improved outcomes.
- Lessons are planned to minimize disruption and engage learners in order to secure progress through high quality teaching.
- All teachers have high expectations of pupils in terms of academic achievement and attitudes to learning.
- The needs of all groups of learners are met through effective planning.
- Assessment of students' work informs teachers' planning so that all pupils know where they are in their learning and can make rapid progress.
- Skills integrated appropriately into lesson planning with age appropriate challenge ensuring progress in pupil outcomes.

To help achieve these strategic objectives, teachers are expected to adhere to the following guidelines for effective classroom practice in their planning and assessment of pupils' work:

- Begin the lesson with a starter activity that activates pupils' prior knowledge.
- Share learning outcomes with pupils so that they know what the focus of the lesson will be, and share/create success criteria so that pupils understand how to produce successful outcomes.
- Provide models of high achieving outcomes and link these explicitly to the success criteria.
- Provide challenge and support through a range of suitably differentiated tasks and activities, catering to the needs of ALL learners. Include a range of questioning techniques to enhance this provision.
- Employ a range of approaches that involve group and independent work to encourage collaborative learning and ensure that skills are developed independently.
- Finish the lesson with a plenary that assesses the progress made during the lesson.

When giving feedback to pupils in class and in their books or work, ensure that:

- Teachers set 'actionable' targets.
- Pupils be given time to upgrade their work.
- Teachers create more extended writing opportunities for pupils.
- Improve the impact of self and peer-assessment.

The school provides regular training for staff to promote teaching strategies to improve outcomes for our groups of learners. Our key priorities and strategies to improve outcomes for these learners are below:

- To improve boys' performance, our key priority is to check boys' work regularly.
- To improve our more able and talented pupils, our priority strategy is to provide model work at a high standard.
- To improve oracy, we are aiming to plan higher order questions that require more thought and detailed answers and use newly created oracy mats to assist pupils in starting their answers.

## **AWARDS 2019/20**

### **Sport Pembrokeshire Award 2019**

Sport Pembrokeshire Awards ceremony took place on Friday 29<sup>th</sup> November, 6.00pm at Folly Farm in Begelly where Emily Gray won the Volunteer of the Year Award.

### **Pembrokeshire Young Achievers Award 2019**

This year we made a very special nomination to the Pembrokeshire Young Achievers Awards. It is very rare to see young people so proactively involved in trying to make a positive impact within their own community, and Liam Sean and Finley have worked exceptionally hard to increase the opportunities available to all young people in Milford whilst also encouraging engagement with the opportunities available to them. The three boys have attended several networking events to promote 'Under the Bridge' and other initiatives focused on young people in Milford Haven. At these events they represented themselves to the highest standard, and spoke passionately and articulately about the importance of

young people being engaged and consulted in the provisions being funded across the County. All three became official 'Under the Bridge Ambassadors' this year, which saw them give up a significant amount of their own time to promote the project and support it's delivery over the summer holidays. They have also been instrumental in organising community events at the local youth centre, most notably the Community Christmas Lunch which brings together vulnerable and elderly members of our own community to support multi-generational networking and the development of personal support networks. There is a significant amount of planning that goes into an event this large, and on the day the boys plan to get stuck in as they did last year serving meals and making sure that everyone who attends has a positive experience. I cannot say strongly enough how proud we are of these young men, and how lucky we feel to have such amazing role models here at Milford Haven School.

We nominated the trio for the Inspiration Award, which they won, but as well as that they came away overall winners of the Young Achievers of the Year- an honour it is difficult to articulate, especially with so many worthy young people in the running.

### Group Analysis by Attendance Category

Period:

01/09/2019 to 22/05/2020

Scope: Year Group

Year 7+Year 8+Year 9+Year 10+Year 11

Number of Sessions

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
Year 7	51006	1096	3046	846	55994	93.0
Year 8	44142	3210	2504	1280	51136	92.6
Year 9	40954	2698	2842	1589	48083	90.8
Year 10	33717	1972	2476	811	38976	91.6
Year 11	34340	3433	2517	1602	41892	90.2
Totals	204159	12409	13385	6128	236081	91.7

Milford Haven School has an annual target for attendance and this is formulated in a detailed strategic plan to achieve this in the school improvement plan under priority 2. Due to COVID inevitably the target has been adjusted to take account of the impact of pupil absence due to isolation periods and absence due to COVID related illness. Plans to improve attendance include the use of both the attendance zone, the EWO (Education Welfare Officer) and the dedicated Attendance Officer, rigorous tracking of attendance data and its monthly analysis.

## **SCHOOL TERMS - ACADEMIC YEAR 2020-21**

TERM	BEGIN	HALF-TERM		END				NO. OF SCHOOL DAYS
		Begin	End					
<b>Autumn 2020</b>	Tuesday 1 September 2020	Monday 19 October 2020	Friday 30 October 2020	Friday 18 December 2020				
<b>Spring 2021</b>	Monday 4 January 2021	Monday 15 February 2021	Friday 19 February 2021	Friday 26 March 2021				
<b>Summer 2021</b>	Monday 12 April 2021	Monday 31 May 2021	Friday 4 June 2021	Tuesday 20 July 2021				
<b>Staff training closure days</b>	Monday 1 Sept 2020	Tuesday 2 Sept 2020	Friday 8 January 2021	Monday 1 February 2021	Monday 12 April 2021	Monday 5 July 2021	Monday 19 July 2021	Tuesday 20 July 2021

### **SENIOR LEADERSHIP TEAM (as at Sept 2019 - August 2020)**

Headteacher - Ms C A Morris  
 Associate Headteacher - Mr D John  
 Deputy Headteacher - Mr R Berry (post commenced 01.06.2020)  
 Assistant Headteacher - Mr J Letten  
 Strategic Lead/Additional Learning Needs Co-ordinator - Miss J Reynolds  
 Strategic Lead - Mrs M Griffiths  
 Strategic Lead - Mr S Peters  
 Strategic Lead - Ms R Mansell  
 Business Manager (Administration) - Mrs J Hicks

### **SENIOR LEADERSHIP TEAM (as at September 2020)**

Headteacher - Ms C A Morris  
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 Strategic Lead/Additional Learning Needs Co-ordinator - Miss J Reynolds  
 Strategic Lead - Mrs M Griffiths  
 Strategic Lead - Mr S Peters  
 Strategic Lead - Ms R Mansell  
 Business Manager (Administration) - Mrs J Hicks

## **FINANCE:**

A summary of the School's budget position at the end of the financial year 2019/20 is shown below indicating that the School delivered a £104,80 surplus on its use of the resources allocated to it by the local authority. Should any parent wish to have a copy of the detailed figures of income and expenditure, please ask and the School will provide them.

School Reserve Balance b/fwd from Last Year: (deficit)	<b>-120,248</b>
<b>Total Funding for the Financial Year:</b>	4,760,073
<b>Total Funds Available:</b>	<b>4,639,825</b>
<b>Less: Total Expenditure</b> -	<b>4,535,017</b>
<b>Year End Resources available (surplus)</b>	<b>104,808</b>

Financial gifts to the School are sometimes made by the Friends of the School and other organisations but are relatively small. The Governors have resolved to claim expenses only when there is a genuine need and there were no expenses claimed during 2019/20.

### **Pupil Deprivation Grant**

The School also benefited from the Pupil Development Grant.

The Pupil Development Grant (PDG) is allocated to schools with pupils who come from low income families and are currently known to be eligible for free school meals (eFSM). Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about changes for learners eligible for free school meals or who are LAC (looked after children).

In 2019-20, Milford Haven School was provided with a PDG allocation of £204,425

At Milford Haven School we have incorporated the PDG into our whole school development plan which has been approved by the Governing Body, the local authority and ERW.

The key priorities within the plan with particular relevance to PDG are:

- To improve attendance of eFSM learners in order to reduce the impact of deprivation on educational attainment
- Improve the academic performance of eFSM pupils at KS3 and KS4
- Address the curriculum needs of all pupils and remove barriers to learning for learners from deprived backgrounds.

Examples we have used the funding available for are:

- Providing support to pupils in KS3/4 through ATL mentor.
- Work with key service providers to deliver a menu of focused learning opportunities for all FSM/LAC Pupils.
- Provide LAC/FSM pupils with structured tutoring time to catch-up and develop skills.
- Enhance learning opportunities that develop transferable skills and knowledge back to the classroom, such as Drama sessions.
- Support to Community Engagement officer working with family learning providers, external agencies and school staff to ensure smooth delivery of targeted intervention support that underpins teaching, learning and family engagement
- Support a Pupil Support Counsellor to work with identified & referred pupils that will require emotional counselling support.

### **Communication and Partnership with Parents/Carers**

Communication with all parties associated with the school is vital, but none more so than our Parents/Carers. Due to the Covid 19 pandemic, some of these activities could not take place once school was closed on March 20th 2020 and then due to social distancing restrictions.

Social media, including our website [www.milfordhavenschool.co.uk](http://www.milfordhavenschool.co.uk), Twitter and Facebook allows parents/carers to see what their children are doing in class and out of class as part of our curriculum.

Weekly Headteacher blogs, booklets and policies are also offered to parents as are a range of meetings and open weeks.

We also hold a termly Family Forum group where you can meet with the headteacher and senior staff and discuss topical issues and school improvement plans. This is a vital forum to include parental/carer voice in new developments at the school and to review current practices.

### **Community Links**

During the year our school has continued to develop numerous close links with the community in and around Milford Haven. These include performing at various social functions through the year, visits to places of interest linked to our curriculum and invitations for the community to come into our school. There are also close links with the Police through regular visits by the Police Liaison Officer.

During the lockdown we supported our community through our projects of feminine hygiene projects, food parcels and activities packs.

### **Summer Results 2020**

In March 2020, due to the Covid-19 pandemic, all examinations scheduled for summer 2020 were cancelled. After much controversy and changes in Welsh Government policy, exam grades were eventually awarded based on the higher of the Centre Assessed Grades (CAGs) or the calculated grades from the examination board algorithms.

School results data publication was also suspended for 2020. However, as part of the unique grade awarding process and in line with our normal school quality assurance and record keeping processes, data analysis was carried out internally.

## **GCSE**

From 2019 schools were subject to new performance indicators at KS4. The intention of these measures was to move away from a focus on the achievement of threshold measures such as Level 2 and Level 2+ which only credited the achievement of A\* to C grades and did not distinguish between these grades. We have now moved to a system of average points and capped points, the calculation of which includes all grades. Another significant change in 2019 was that schools were only permitted to count the grade achieved in the first entry of a qualification in performance measures. The introduction of these new indicators makes year on year comparisons more challenging and the old indicators are no longer collected at a national level.

### **The Revised Capped Nine Average Points Score Explained**

The Revised Capped Nine Average Points Score uses a points system to award a total number of points to each pupil for nine of their qualifications. These totals are then averaged to give an Average Capped Nine Score for the Y11 cohort.

Points are assigned to grades as follows A\*=58, A=52, B=46, C=40, D=34, E=28, F=22 & G=16.

Three of the nine slots in the total must be the best of English Literature or English Language, the best of Numeracy or Maths and the best Science GCSE grade achieved. The other six slots are then the pupil's best of the other six results.

So, for example if a pupil scored Cs in everything their Capped Nine Points Score would be  $9 \times 40 = 360$ .

<b><i>Revised Capped 9 – Average Point Score 2020</i></b>	<b>458</b>
$458 \div 9 = 50.9$	
<i>So this represents average performance of between a B and an A grade across all 9 subjects</i>	

### **The Literacy, Numeracy and Science Average Points Measures Explained**

These performance indicators also focus on average points score in the core subjects, giving a measure of the average grade achieved in each core subject across the whole cohort. The literacy measure takes into account every pupil's best grade in English Language or Literature. The Numeracy measure counts every pupil's best grade in Numeracy or Mathematics and the Science measure counts every pupil's best GCSE science grade.

Literacy Measure - Average Points Score 2020	40.1
Numeracy Measure - Average Points Score 2020	37.8
Science Measure - Average Points Score 2020	37.1

### **Comparison to Family Schools, Local Authority, and All Wales figures**

A document entitled the Summary of Secondary School Performance (SSSP) is normally published annually. This provides an official record of national performance indicators and a comparison to local authority and all Wales figures. For more focused comparison of school performance, schools are also grouped into families based on their context and the level of challenge this represents. Individual school



performance can then be considered in relation to national, local and family averages. However, as a result of the pandemic, Welsh Government have decided that this analysis will not be published for 2020.

### **Performance against Modelled Expectations & Value Added**

Welsh government normally provides analysis of individual school performance in comparison to modelled expectations based on the proportion of eFSM pupils in a school. This analysis will not be published for 2020, however the school does use an internal system called Alps to provide a value added measure by comparing performance against prior attainment. Similarly to last year, the 2020 performance was strong with a KS4 Alps value added quality indicator of 1.13, indicating value added performance in the top 10% of all performances across the UK. This score represents pupils achieving, on average, more than half a grade in excess of their expected grade across all subjects.

### **A Level**

At A Level, a number of extra mitigating allowances were put in place, before the eventual abandonment of the examination board algorithm generated grades. As a result, pupils were awarded the best of their AS grade from 2019, their AS CAG from 2020, their A2 CAG from 2020 or the exam board generated grade. The final grades therefore reflect significant increases in the grades awarded from previous years. The positive news for our students is that they now have been awarded the highest possible grades available to them. They have been supported throughout this challenging time and have received expert help in securing university places.

### **Value Added at KS5**

At KS5, as at KS4, no nationally published value added data is available this year, however the school uses the Alps system to provide a value added measure by comparing performance against prior attainment. In 2020 strong value added performance was maintained with an A Level Alps value added quality indicator of 1.08, indicating value added performance in the top 10% of all performances across the UK. This score represents pupils achieving, on average, nearly half a grade in excess of their expected grade across all subjects.

### **Destinations**

We are very proud that, even in these most challenging circumstances, nearly all of our students achieved at least 3 A Level qualifications at grades A\* to E and secured a place in further education, training or employment. A number of students have secured places to study medicine, veterinary science and dentistry, and we continue our tradition of supporting pupils to study at Oxbridge and Russell Group universities.

### **Departmental Data Analysis**

Each year, departmental performance data for all key stages is examined in detail and discussed at scheduled meetings with each Curriculum Leader early in the autumn term. These meetings have taken place this year, and have focused on our recovery planning and how we can best support our exam classes navigate the uncertainties and challenges surrounding assessment in the current situation.

## **ACCOMMODATION/BUILDINGS & MAINTENANCE**

Unfortunately the academic years in both Spring 2020 and the New Year 2021 have been interrupted by lockdown due to Covid19. As a result of Covid19 and guidance from Welsh Assembly Government, the school has had to implement and manage a one way system on site with appropriate signage and hand sanitiser stations throughout the buildings to reduce the risks posed by Coronavirus. PPE in the form of face coverings has also been provided by the Local Authority to support pupils and staff alike. Pupil breaks have been adjusted to minimise the pupil cohorts in each year mixing. Additional cleaners, PPE

and cleaning products have also been provided so that continual cleaning of high use areas and touch points is maximised.

The school has adjusted staff site parking to create break time space within the school gates for different year groups to maintain their social distance outside. Staff no longer park in the first car park within the Steynton Entrance electronic vehicle gate. Parents have been requested to use Thornton Car Park to drop off pupils at school and refrain from using Steynton Entrance which was becoming increasingly congested with parent vehicles at the start and end of the school day.

Due to the additional loading of parental vehicles now using Thornton Car Park to drop off/collect pupils, PCC have been consulted and instructed to improve the line markings on both the staff parking (Lower Thornton Car Park) area and the top end of Thornton Car Park (adjacent to Astro Pitch) in order to improve traffic flows at peak times and reduce the risk of a traffic related incident. These works are currently drawing to a conclusion later than planned as the contractor has been hindered by inclement weather.

The school also undertook building works to create separate areas of provision for ALN pupils primarily in year 7 and year 8 and also to deliver an alternative curriculum to both key stage 3 and 4 pupils - these are the Bay, Harbour, Hafan and the Cabin.

The school has a lockdown policy which has been approved by the governing body. A practice drill was first run in the latter half of the Summer term 2019 and this will be tested on an annual basis in the Spring terms.

21<sup>st</sup> Century Funding has been agreed for developing the school site at approx. £24m. The governors have actively sought to re-align the field boundary at the back of the school sports field, discussions remain ongoing and 21<sup>st</sup> century schools will look at building bulletins to determine what the allocation of outside space should be for the number of pupils on roll. As the school sees a rise in the number of pupils attending and a change in the catchment area, the 21<sup>st</sup> Century Board will increase the number of classrooms to accommodate the new learners in the future as the school expands. The Local Authority is in consultation with the community on whether a learning resource centre will be based on the school site and this would also form part of the 21<sup>st</sup> Century School project.

In addition, transitional funding was received from PCC to reflect the additional pupils as a result of the change to the school catchment area.

The school has also added an outdoor food serving portacabin in conjunction with PCC Catering. This will further alleviate some of the pressure on the main school canteen at peak times.

## **RESOURCES**

The school is reasonably resourced and wherever possible the school applies for additional funding and also funding from grants such as the Big Lottery. Resources continue to be a priority moving forward in particular with a view to reviewing ICT equipment such as iPads and chrome-books. The Welsh government has announced that there will be grant funding available to assist schools with the improvement of ICT networks, infrastructure and equipment. This will be a centrally managed grant and the school has completed a detailed review of all areas of ICT across the school.

The Library is well resourced and is supported by ICT systems and pupils also have access to chrome-books.

The school continues to roll out ICT equipment across the curriculum departments providing them with chromebooks and laptops - the school received a grant from Welsh government which was used to increase the number of chromebooks within the school.

The school has now fully moved the storage of its data to the Pembrokeshire County Council servers: this has in effect saved the school substantial capital outlay to replace its server suite whilst providing more robust and secure infrastructure supported by the local authority.

### **PASTORAL CARE**

MHS prides itself on its caring and supportive ethos and has promoted and embedded the values of ASPIRE (ambition, self-belief, perseverance, independence, responsibility, effort) amongst learners. Weekly assemblies and DACW have provided the opportunity to promote these values and encourage pupils to be responsible and ambitious learners. The good quality school assemblies are used well to raise awareness of Anti-bullying, Equalities and Tolerances and pupils are involved in and lead whole school assemblies on such issues. This ensures that all pupils are fully aware of policy and avenues of support.

Most pupils are happy in school and a majority feel safe in school. Physical and verbal abuse is not tolerated and incidents are dealt with quickly and effectively. The Anti-bullying Policy and Engagement Policy is used consistently. Pupils are aware of how to seek support and help with issues of abuse, anti-bullying and personal problems. Most pupils say that they are not bullied. The new KiVA Anti-bullying programme has been piloted and commenced in Year 7. The very few racial incidents are dealt with effectively. The school has not had any incidents in relation to radicalisation and extremism issues.

All pupils are expected to adhere to the Positive Engagement policy and are also given opportunities to gain rewards and receive recognition. Relationships between staff and pupils are positive. In lessons, and around the school, most pupils behave well and are polite and courteous to each other, staff and visitors. All pupils are aware of the three anchors of Ready, Respect, Safe with repeated reference in form sessions, year and SLT assemblies. Improvements made this year include a significant reduction in the total number of days lost to exclusion which, in turn, has resulted in a positive impact on attendance. All staff and pupils are allocated to a 'House' and points are earned in various ways throughout the year to encourage a team ethos and a sense of commitment and belonging.

Attendance figures show a significant improvement. Whole school attendance has improved by +1.7% and there has been improvement in all key groups, notably that of EFSM pupils with a +2.9% improvement. There has been an improvement in pupils' punctuality to lessons.

Many pupils benefit from a wide range of activities across the school that support their social skills. Pupils of all ages are involved in charitable work raising much needed funds for local charities such as Patch and national campaigns. All pupils contribute well to activities in the community and play a full part in the life of the school, which includes being members of the school production and drama club where they develop their confidence and well-being. Many pupils are aware of the importance of healthy eating and have a suitable understanding of how to stay healthy.

Pupil voice plays an important role in the life of the school. The school council meet regularly on aspects across the school. The school council, led by the senior prefects have produced their own pupil action plan following the school inspection and have used assemblies to update pupils on their plans and progress. Pupils' participation in making decisions is developing well, for example their input to a new PE kit. The school council has been active in fostering strong links with the community. For example, they met with the local police to discuss their concerns and responsibilities within the local community. A wider range of pupil voice is sought via a range of activities such as staff appointment panels, Headteacher pupil forums and department questionnaires.

Transition continues to be a strength. Discussion and regular interchange of ideas continue with our local Cluster of Schools, where we develop our literacy, numeracy and science bridging units as well as prepare each and every pupil for the transition ahead. As in previous years a comprehensive transition programme ensures all pupils are supported and guided fully during their transition from Year 6 to Year 7. This includes in depth discussion regarding individual pupils prior to their transfer from Primary to Secondary School, additional ALN transition days at school and parents evening for Transition. This partnership working has been supported over the last few years by Welsh Government grant funding through the Challenge Cymru project for closer working between the primary and secondary sectors.

Transition includes one day off site at Milford Haven Leisure Centre. Outside providers including Police, Youth Service and Meditation services provide pupils with a carousel of activities which focus on team building and self-confidence.

There has been a co-ordinated approach involving several subject areas in the School with the primary schools to develop a project, 'Whale of a Time' which is an over-arching project and develops pupils' literacy and numeracy skills across a range of subjects. This project has received national recognition within Wales and has been identified as an exemplar in working across the sectors.

The Whale of a Time programme incorporates a Summer challenge which allows pupils to engage in stretch and challenge activities. These activities involve visiting Milford Haven Museum as well as the use of ICT to record discussions and debates which in turn promote speech skills amongst our learners

All pupils who engage within the activity are invited along with parents to attend The Whale of a Time Celebration Evening - sponsored by Dragon LNG who supply certificates and small gifts for each pupil. This event allows all involved in the learning triad to identify and trace the progression from Key Stage 2 to 3.

## **SCHOOL SECURITY**

The school has made significant improvements to site security and pupil safeguarding during the last few years. This has included upgraded IP cameras for the school CCTV system and electronically controlled gated access for vehicles and pedestrians alike. Access requests to and from are controlled via a designated gate buzzer system linked to Reception. Gate entry for all persons on site is monitored by the school CCTV system. The school has installed additional CCTV cameras in order to enhance site security and help prevent vandalism and potential bullying. These works have been conducted and funded by investment from the Local Authority under the SLA. The school minibus has also been upgraded and had on board CCTV installed to enhance pupil safeguarding.

All visitors to the school are directed to the school office where they are registered and issued with visitor badges. Visitors are issued with a red lanyard if they do not hold a current DBS check. Anyone not wearing a badge is challenged, likewise if a visitor wearing a red lanyard is unaccompanied, they would also be challenged, and asked to leave if they do not have a legitimate reason for being on site: signs at the back of the school clearly state that visitors must report to reception via the front entrance. The school encourages visitors to use the Thornton car park to drop off and collect pupils at the start and end of school days. In the interests of security and safety to children it is not possible to allow visitors, including parents, to walk through the school grounds or building, other than directly from the front gate, through the car park and up the front steps.

Pupils are not permitted on the premises outside school hours except to attend legitimate supervised classes, clubs, events etc. Although we sympathise with young people who see the school grounds as the ideal place for skateboarding, scootering, cycling, playing tennis, football etc., we are not insured for accidental damage to persons or property and therefore cannot allow it. Access to the site has largely

been prevented by the presence of a school caretaker residing on site and the security gates and fences referred to earlier.

### **SCHOOL PROSPECTUS**

The prospectus is up-dated annually. The school prospectus is available on the website.

### **POLICIES AND PROCEDURES**

The Governing Body has a rolling programme to review policies held by the school across the academic calendar. During the year when policies are updated they are replaced on the school website for parents and carers to easily access.

### **FRIENDS OF THE SCHOOL**

There is an active Friends of the School group who run events to engage with the local community and anyone wishing to contribute and support the School are more than welcome. Contact details can be obtained from the School office. Unfortunately due to the pandemic it temporarily ceased all operations due to the current restrictions.

### **PUPILS WITH DISABILITIES**

Arrangements for admissions are the same as for other pupils with the exception that the ALNCO is present at the meeting.

All pupils at Milford Haven School are tested for Access Arrangements in Year 9 or 10. Pupils joining the school in Year 12 are invited to be screened if they choose. These assessments are carried out by a specialist assessor. This allows for early interventions to support pupils. It is clear that there has been an increasing need resulting in all LSAs and additional staff having to support pupils for both informal and formal examinations. If this trend continues there will not be enough LSAs to support pupils with Access Arrangements.

Disabled pupils are treated as far as possible the same as other pupils, but unfortunately, we still do not have wheelchair access to all areas of the curriculum. There is no wheelchair access for pupils with limited mobility or wheelchair access to Art, Business and Food Technology classrooms.

There is a lift which allows access to the Library and the Humanities Block, including ICT, as well as improving access to the Additional Learning Needs Department and new disabled toilet facilities. This has greatly improved life for pupils in wheelchairs and their carers.

### **THE BAY**

Alternative provision was sought for a wide range of pupils with a broad spectrum of complex additional learning needs and difficulties that may challenge their ability to maximise their potential in school. The school identified pupils who would require additional transition and additional support in Secondary School due to their complex learning needs. The Bay provided a bespoke curriculum which addresses the gaps in pupil's literacy, numeracy and social emotional behavioural needs.

### **EXTRA CURRICULAR ACTIVITIES:**

The School runs a number of activities and clubs throughout the week over and above the curriculum including:

Excel club - running Monday - Wednesday after school 3.15 until 4.10pm. Free transport is provided for pupils

Sport – rugby, fitness club, hockey, netball, boccia, cricket, football, gymnastics, multi activity sports, weights

Music – clarinet, sax, folk band, wind band, flute, pop choir, harmony group, brass, samba

Miscellaneous – street dance, craft club, film club and table top club - run by members of staff during lunch time and after school

Sport Pembrokeshire provide a number of activities for pupils in all year groups including parkour running club, roller disco, climbing wall and 6-week surf club at Newgale beach

There are a number of trips run throughout the school year which are both enrichment for pupils and rewards for positive engagement. These range from watching Wales play football, pantomime trips, cinema excursions and visits to local theme parks.

## **SCHOOL EVENTS AND COMMUNITY LINKS 2019-20**

There is a plethora of events that occur throughout the school year, much too many to note here, but a few examples are as follows:

### **September**

- Attending weekly Soup and Sandwich Tuesday's at the Mount- funded some lunches and also take students to prep and serve lunches.
- Abseil at Pembroke Castle.
- Jeans for Genes.
- British Legion book launch at MHS
- Great British Beach Clean.
- Community litter picks.
- Pre-loved uniform sales at the Mount Community Centre and Youth Centre.
- Macmillan coffee morning
- Fortnightly ALN coffee mornings
- Young Carers drop in session with Action for Children.

### **October**

- Trailathlon at Stackpole in association with the National Trust.
- Free first aid training for young carers at MHS.
- 'Pay what you can' lunch at Mount Community Centre.
- Art exhibition at the Torch Theatre.
- Year 7 Reward Disco.
- Open Evening
- Young Carers drop in session with Action for Children.

### **November**

- Children in Need
- Staff soup lunch.
- Free cinema trip- British Film Council.
- Headteacher drop in session
- Young Carers drop in session with Action for Children.

- Remembrance service

## **December**

- Staff breakfast.
- Young Carers drop in session with Action for Children.
- MHS Christmas Fayre
- PATCH whole school food collection.
- Free Christmas lunch for the community at Mount Community Centre- supported by TESCO.
- ALN panto trip.
- Hangar 5 trip for young carers.
- Carol Service
- Year 7 Reward Disco.
- Christmas Jumper Day

## **January**

- Tree Planting Day
- Bird Box Making Workshop- products made gifted to the community
- Fair Trade events

## **February**

- Phoenix Course- Milford Fire Service
- Young Carer drop in session.
- Valentines Bake Off competition

## **March**

- Leah and Kelly planning 'World Water Day' activities in conjunction with Science and Geography departments
- 'Women's Wellness' event at Mount Community Centre
- Sport Taster Day at the Meads- local providers to deliver a variety of sessions
- Fair Trade workshops and display making.
- World Book Day celebrations and readings
- International Women's Day celebrations at Bluestone
- Planning workshop at County Hall for selected pupils
- Parent Forum

## **April**

- Easter Bingo
- Parent Forum

## **May**

- The Wave- Year 7 project funded by the Port Authority on tomb stoning.

## **June**

- Sunset Cinema event
- Pupil & Community Award Ceremony – This takes place in the last week of the Summer Term when a number of organisations in Milford Haven contributed prizes for pupils gaining the highest number of merits in each form. In return pupils gave out the money they had raised in the June Jaunt to a number of local charities of their choice. This ceremony is one of the highlights of the year and further cements the partnership between the school and the local community. As per the last 2 years family,

community members and pupils were treated to afternoon tea, provided by the Technology department and music from the Music Department.

- MHS Fun Run, in support of Cancer Research UK

Throughout the year the school engages in a number of charitable events including Children in Need week in November. This is a highlight of the school calendar with the pupils raising almost £4000 by means of various activities and events throughout the week. This adds to our total of over £200,000 in the last fifteen or so years.

## **Facebook**

The School has established a very successful Facebook page to enhance its engagement with the local community and many events, activities and news can be found here. We'd be delighted if you have a look and be inspired to get involved in any way you can. Information can be found at <https://www.facebook.com/milfordhavenschool>

A new school website has now been launched – <https://milfordhavenschool.co.uk> -, and while as expected there have been a few small teething problems, it is a fantastic asset to the school to share vital information with the wider community about school life.

**WEDUC**- we have launched a new school app which has increased the opportunity for home school communication.

## **GOVERNING BODY MEETING WITH PARENTS**

You have the right to request a meeting with the governing body of Milford Haven School.

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them.

Advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Government's website at:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>





**PEMBROKESHIRE COUNTY COUNCIL  
SCHOOL TERM DATES 2020-21**

2020 - September						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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2020 - October (** See below)						
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2020 - December						
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2021 - January						
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2021 - February						
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2021 - March						
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2021 - April						
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2021 - May						
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2021 - June						
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2021 - July						
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2021 - August						
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DESIGNATED PLANNING AND STAFF TRAINING CLOSURE DAYS 

SCHOOL HOLIDAYS 

**Bank holidays**

Good Friday 2 April 21  
Easter Monday 5 April 21

Early May Holiday  
Spring Bank Holiday

3 May 21  
31 May 21

Term	Begin	End	Mid-term break (** See below)		Begin	End	School days
			Begin	End			
<b>Autumn 2020</b>	Tue 1 Sep 2020	Fri 16 Oct 2020	Mon 19 Oct 2020	Fri 30 Oct 2020	Mon 2 Nov 2020	Fri 18 Dec 2020	68
<b>Spring 2021</b>	Mon 4 Jan 2021	Fri 12 Feb 2021	Mon 15 Feb 2021	Fri 19 Feb 2021	Mon 22 Feb 2021	Fri 26 Mar 2021	55
<b>Summer 2021</b>	Mon 12 Apr 2021	Fri 28 May 2021	Mon 31 May 2021	Fri 4 June 2021	Mon 7 June 2021	Tue 20 Jul 2021	65
Plus designated staff training closure days 1 September 2020 and 12 Apr 2021							2
<b>TOTAL</b>							<b>190</b>

The 1st & 2nd September will be allocated as planning days with pupils returning from 3rd September onwards.

\*\*October half term will be for a period of 2 weeks, commencing on 19th October 2020. This applies to all schools with the exception of Ysgol y Presell whose half term will be for 1 week only, commencing on 26th October 2020

Please note that this calendar is subject to any changes which may arise as a result of government policy decisions. Pembrokeshire County Council does not accept liability for any losses incurred in respect of altered holiday arrangements following such changes.

**PEMBROKESHIRE COUNTY COUNCIL  
DRAFT SCHOOL TERM DATES 2021 - 22**

<b>2021 - September</b>	<b>2021 - October</b>	<b>2021 - November</b>																																																																																																																																					
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DESIGNATED STAFF TRAINING CLOSURE DAYS TR

SCHOOL HOLIDAYS

**Bank holidays**

Good Friday      15 April 22  
Easter Monday    18 April 22

Early May Holiday      2 May 22  
Spring Bank Holiday    30 May 22

Term	Begin	End	Mid-term break		Begin	End	School days
			Begin	End			
<b>Autumn 2021</b>	Wed 1 Sep 2021	Fri 22 Oct 2021	Mon 25 Oct 2021	Fri 29 Oct 2021	Mon 1 Nov 2021	Tue 21 Dec 2021	75
<b>Spring 2022</b>	Tue 4 Jan 2022	Fri 11 Feb 2022	Mon 14 Feb 2022	Fri 18 Feb 2022	Mon 21 Feb 2022	Fri 8 Apr 2022	64
<b>Summer 2022</b>	Mon 25 Apr 2022	Fri 27 May 2022	Mon 30 May 2022	Fri 3 June 2022	Mon 6 June 2022	Tue 19 Jul 2022	56

Including 2 designated staff training closure days

Wed 1 Sep 2021 & Mon 25 Apr 2022

A further 4 staff training days are to be confirmed by the schools

**TOTAL**      195

Please note that this calendar is subject to any changes which may arise as a result of government policy decisions. Pembrokehire County Council does not accept liability for any losses incurred in respect of altered holiday arrangements following such changes.