



**MILFORD HAVEN SCHOOL
YSGOL GYFUN ABERDAUGLEDDAU**

**GOVERNORS' ANNUAL REPORT TO PARENTS
For the Academic Year September 2018 to August 2019**

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 at

MILFORD HAVEN SCHOOL GOVERNONG BODY

The current full list of Governors (as 05/11/2019) is:

Name	Status	Term of Office Expires
Head Boy	Associate Pupil	31.08.2020
Head Girl	Associate Pupil	31.08.2020
Mr M Layton	Local Authority	16.06.2023
Mrs P James	Local Authority	02.12.2022
Cllr R Sinnett	Local Authority	23.10.2020
Cllr R Owens	Local Authority	24.07.2020
Mrs K Wood	Local Authority	20.11.2020
Mrs R Thomas	Parent	12.10.2021
Mrs A Singh	Parent	10.11.2021
Mr D Edwards	Parent	03.11.2019
Mrs A Beegan	Parent	01.10.2021
Mr K Rozblat	Parent	05.12.2022
Mr C Griffiths	Parent	08.02.2021
Mr J Bramley	Community	16.10.2020
Dr C Mackintosh	Community	21.06.2019
Mr M Rickard	Community	03.11.2019
Mr J R Owens	Community	31.03.2023
Ms B Roberts	Community	07.05.2023
Mr S Thomas	Teacher	15.11.2022
Ms N Sizer	Teacher	11.03.2023
Mr J Matthews	Support Staff	05.02.2021
Ms C A Morris	Headteacher (Commenced post Easter 2018)	

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

Committee	Chair
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/carers 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:

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

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 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 1016 students and pupils, including 47 in the sixth form. Pupil numbers are expected to increase steadily over the next few years and, following the planned re-organisation of secondary education in Haverfordwest in 2018, the School's catchment area also includes Neyland and Johnston which will further increase pupil numbers. Just over 23% 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 1% of pupils have statements of additional learning needs (ALN) which is below the average for Wales as a whole.

During the November 2017 inspection the school was without a substantive Headteacher since the end of September 2017, the former Head teacher took up his post in January 2013 and was promoted to another school in September 2017 and there was an interim Headteacher in post at the time.

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 2019: 56, including 6 part time.

The School employs 44.7 (full time equivalent) support staff – 5 of which are temporary

Number of Pupils on Roll January 2019: 966

Number of Pupils on Roll September 2019: 1013

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 BaccaLaureate, 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 Baccalaureate and Welsh (though pupils may be disapplied 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.

Milford Haven School are also a part of the Urdd's 'Cymraeg Bob Dydd' project and receive £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.

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

Back in 2017 MHS was the first of our County Schools to gain a National Award form Renaissance Learning. The award recognises schools across the UK and Ireland that are as passionate about promoting reading to their students and are using Renaissance Learning products to ensure their students develop a love of reading.

Implementing Accelerated Reader resulted in our pupils making excellent progress in their literacy skills. Year on year we continue to make reading a focus for our pupils. We were delighted with the acknowledgement gained but most proud of the continued progress our pupils are making in their skills and to witness them develop a real love of reading through this well structured programme.

Pembrokeshire Young Achievers Award 2018

In 2018 the nomination for a group of Milford Haven School pupils attending the Literacy Intervention group was chosen as the winner of the Achievement in Education at the

Pembrokeshire Young Achiever Awards 2018. The winners of this prestigious award were Sara Davies, Haydn Gough, Tahira Ali, Jadon Abbott, Lucas Davies, Ebony Gibby, Matthew Thomas and Evie Berridge. The whole group have demonstrated the incredible progress that is possible with hard work and dedication, we are very proud of you all.

ATTENDANCE

Group Analysis by Attendance Category

Period: 03/09/2018 to 24/05/2019

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	60574	2633	2091	860	66158	95.5
Year 8	54136	3234	2330	1046	60746	94.4
Year 9	44198	2480	1893	924	49495	94.3
Year 10	47609	2882	2452	1161	54104	93.3
Year 11	43622	4261	2053	1054	50992	93.9
Totals	250139	15490	10819	5045	281495	94.4

Milford Haven School has a target of 94% attendance for 2019-2020 and has formulated a detailed strategic plan to achieve this in the school improvement plan under priority 2. 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 2019-20

TERM	BEGIN	HALF-TERM		END		NO. OF SCHOOL DAYS
		BEGIN	END			
Autumn 2019	Wednesday 4 Sept 2019	Monday 28 October 2019	Friday 01 November 2019	Friday 20 December 2019		73
Spring 2020	Monday 6 January 2020	Monday 17 February 2020	Friday 21 February 2020	Friday 3 April 2020		60
Summer 2020	Monday 20 April 2020	Monday 25 May 2020	Friday 29 May 2020	Thursday 16 July 2020		57
Staff training closure days	Monday 2 Sept 2019	Tuesday 3 Sept 2019	Friday 31 January 2020	Friday 17 July 2020	Monday 20 July 2020	5
				TOTAL		195

An additional day has been granted by Welsh Government and this will take place on Friday 3rd July 2020.

SENIOR LEADERSHIP TEAM (as at Sept 2018 - August 2019)

Headteacher -Ms C A Morris
Associate Headteacher-Mr D John
Assistant Headteacher-Mrs E Kedward (returned 24th June 2019)
Assistant Headteacher -Mr J Letten
Assistant Headteacher (1 Year Fixed term) - Mrs M Griffiths
Assistant Headteacher (1 Year Fixed term) and Additional Learning Needs Co-ordinator - Miss J Reynolds
Business Manager (Administration)-Mrs J Hicks

SENIOR LEADERSHIP TEAM (as at September 2019)

Headteacher -Ms C A Morris
Associate Headteacher-Mr D John
Assistant Headteacher-Mrs E Kedward
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-Mrs R Mansell
Business Manager (Administration)-Mrs J Hicks

FINANCE:

A summary of the School's budget position at the end of the financial year 2018/19 is shown below indicating that the School delivered a £120,248 deficit 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)	-98,554
Total Funding for the Financial Year:	4,337,086
Total Funds Available:	4,238,532
Less: Total Expenditure -	4,358,780
Year End Resources available (deficit)	-120.248

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 2018/19.

Pupil Deprivation Grant

The School also benefitted 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 2018-19, Milford Haven School was provided with a PDG allocation of £201,825

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.

KEY STAGE 3 Level 5+ OUTCOMES

Subject	2014	2015	2016	2017	2018	2019
English	79%	85%	87%	88%	91%	91%
Maths	85%	88%	91%	92%	93%	94%
Science	88%	85%	94%	94%	93%	95%
CSI	72%	81%	84%	87%	89%	90%
Art	88%	89%	94%	95%	94%	97%
Design Technology	87%	94%	94%	94%	95%	94%
Geography	85%	92%	94%	93%	94%	93%
History	85%	89%	91%	94%	90%	92%
ICT	94%	90%	95%	96%	98%	97%
MFL	83%	85%	93%	85%	85%	85%
Music	89%	91%	94%	94%	95%	96%
Physical Education	86%	92%	87%	94%	93%	97%
Welsh (2 nd Language)	78%	79%	82%	81%	83%	94%

KEY STAGE 4 OUTCOMES

	S	A	B	C	D	E	F	G	P	P1	U	X	A*-A	A*-C	A*-G	U
Art	2	4	5	11	0	1	1	1	0	0	0	0	24%	88%	100%	0%
Business Studies	0	2	4	5	6	5	3	7	0	0	0	0	6%	34%	100%	0%
Child Development	0	0	3	2	4	3	5	2	0	0	1	0	0%	25%	95%	5%
Drama	0	1	0	0	1	0	0	0	0	0	0	0	50%	50%	100%	0%
DT Product Design	0	0	5	4	6	4	0	1	0	0	1	0	0%	43%	95%	5%
English Language	6	7	27	33	44	18	17	2	0	0	2	1	8%	46%	98%	2%
English Literature	6	16	26	24	23	7	1	0	0	0	0	0	21%	70%	100%	0%
French	2	1	1	6	3	0	0	1	0	0	0	0	21%	71%	100%	0%
Geography	2	6	6	9	5	4	2	0	0	0	0	0	24%	68%	100%	0%
Health & Social	2	5	3	17	0	0	0	1	0	0	0	0	25%	96%	100%	0%
History	4	7	15	16	15	11	7	1	0	0	1	0	14%	55%	99%	1%
ICT	0	3	2	8	2	4	6	8	0	0	13	0	7%	28%	72%	28%
Mathematics	4	8	23	40	20	25	16	12	0	0	8	1	8%	48%	94%	6%
Media Studies	0	0	3	6	3	1	1	0	0	0	0	0	0%	64%	100%	0%
Music	2	1	4	1	3	0	0	0	0	0	0	0	27%	73%	100%	0%
Numeracy	1	5	8	48	29	31	13	11	0	0	10	1	4%	39%	93%	7%
PE	0	2	6	5	4	1	0	0	0	0	0	0	11%	72%	100%	0%
RE	4	7	1	2	0	0	0	0	0	0	0	0	79%	100%	100%	0%
Science - Biology	3	7	16	5	1	0	0	0	0	0	0	0	31%	97%	100%	0%
Science - Chemistry	2	4	13	9	4	0	0	0	0	0	0	0	19%	88%	100%	0%

Science - Physics	3	2	14	12	1	0	0	0	0	0	0	0	16%	97%	100%	0%
Science 1	0	0	9	34	24	22	16	7	0	0	10	0	0%	35%	92%	8%
Science 2	0	0	2	17	36	25	15	17	0	0	10	0	0%	16%	92%	8%
WBQ Skills	2	22	24	78	0	0	0	0	15	8	0	6	15%	81%	96%	4%
Welsh	2	7	29	31	26	17	8	8	0	0	9	0	7%	50%	93%	7%
RE (Short)	1	4	5	18	16	15	25	26	0	0	15	4	4%	22%	85%	15%

Performance in the skills certificate is on an upward trend at its highest in 2019 of 80.2%pts.

Since 2018/19 the revised Key stage 4 measures have focused on capped points. The Capped Points Score is a performance measure the average of the score for each individual learner in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.

In 2019, the Capped 9 Points Score (interim) for learners in year 11 included all qualifications up to and including Level 3 that are approved or designated for pre-16 use in Wales by the regulatory body in Wales, Qualifications Wales. It is made up of nine slots each worth a GCSE in volume.

There are three subject-specific slots for each learner's best results in: English or Welsh language or literature GCSE, mathematics or mathematics – numeracy GCSE, and Science GCSE. The six remaining slots capture each learner's best remaining qualifications to make a total of nine GCSEs or equivalent volume of qualifications.

KEY STAGE 5 OUTCOMES

AS subject performance

AS	S	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E	U
Biology	0	1	1	0	1	0	1	25%	50%	50%	75%	25%
Business	0	0	1	0	0	0	0	0%	100%	100%	100%	0%
Chemistry	0	0	1	1	1	0	0	0%	33%	67%	100%	0%
Computer Science	0	0	1	0	0	0	0	0%	100%	100%	100%	0%
D&T Product Design	0	0	0	1	1	1	5	0%	0%	13%	38%	63%
Drama and Theatre	0	0	0	1	0	0	0	0%	0%	100%	100%	0%
English Literature	0	2	0	0	1	0	0	67%	67%	67%	100%	0%
French	0	1	0	0	0	0	0	100%	100%	100%	100%	0%
History	0	0	1	4	0	0	0	0%	20%	100%	100%	0%
Law	0	0	1	0	0	0	0	0%	100%	100%	100%	0%
Mathematics	0	1	0	1	1	5	6	7%	7%	14%	57%	43%

Physical Education	0	0	0	0	0	0	1	0%	0%	0%	0%	100%
Physics	0	0	0	1	0	3	6	0%	0%	10%	40%	60%
Spanish	0	1	0	0	1	0	0	50%	50%	50%	100%	0%
ICT CE3	2	2	0	0	0	4	0	50%	50%	50%	100%	0%

A2 subject performance

A2	S	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E	U
Biology	0	1	1	1	1	1	2	14%	29%	43%	71%	29%
Business	0	0	0	0	0	0	1	0%	0%	0%	0%	100%
Chemistry	0	1	1	2	2	0	0	17%	33%	67%	100%	0%
Computer Sciene	0	0	0	1	0	0	0	0%	0%	100%	100%	0%
D&T Product Design	0	0	1	0	1	0	0	0%	50%	50%	100%	0%
English Lang & Lit	0	0	0	1	1	0	0	0%	0%	50%	100%	0%
Geography	0	0	1	0	0	0	0	0%	100%	100%	100%	0%
Health & Social	0	0	0	1	0	0	0	0%	0%	100%	100%	0%
History	0	1	4	1	0	0	0	17%	83%	100%	100%	0%
Mathematics	0	1	1	3	2	1	1	11%	22%	56%	89%	11%
Physical Education	0	0	1	0	0	0	0	0%	100%	100%	100%	0%
Physics	0	1	0	2	0	3	0	17%	17%	50%	100%	0%
Religious Studies	0	0	0	0	0	1	0	0%	0%	0%	100%	0%
Sociology	0	0	1	0	5	0	0	0%	17%	17%	100%	0%
Welsh	0	0	0	1	0	0	0	0%	0%	100%	100%	0%
Skills Challenge	0	6	7	6	3	0	0	27%	59%	86%	100%	0%
ICT ID3	4	0	0	1	0	0	0	80%	80%	100%	100%	0%

ACCOMMODATION/BUILDINGS & MAINTENANCE

The School has made significant progress in making the site more secure during the last few years with the erection of further fencing under the service level agreement with the local authority.

The school 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.

21st Century Funding has been agreed for developing the school site at approx. £24m. The governors have actively sort to re-align the field boundary at the back of the school sports field, discussions remain ongoing and 21st 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 change in catchment area, the 21st century board will increase 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 21st 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.

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

All visitors to the school are directed to the school office where they are registered and issued with security 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. The local authority invested money to upgrade the school's CCTV system and increase the number of cameras which is extremely useful in preventing vandalism and potential bullying.

Children are not allowed 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 security gates and fences referred to earlier.

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.

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. This is a continued concern and needs will have to be addressed at a later phase.

However, a new lift installed some years ago 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 2018-19

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 to 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>

AGPM meeting Wednesday 11th December 2019, 6-7pm in Milford Haven School Steynton Hall.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2019 : 157

Average points score per pupil:

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	342	38	35	33	39
LA Area 2018/19
Wales 2018/19
School 17/18/19	..	38	36	33	..
School 16/17/18

Number of boys in Year 11 who were on roll in January 2019 : 67

Average points score per boy:

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	323	34	34	31	34
LA Area 2018/19
Wales 2018/19
School 17/18/19	..	36	36	33	..
School 16/17/18

Number of girls in Year 11 who were on roll in January 2019 : 90

Average points score per girl:

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	355	40	35	34	42
LA Area 2018/19
Wales 2018/19
School 17/18/19	..	40	36	34	..
School 16/17/18

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QiW) at <https://www.qiw.wales/>

(2) For details on the calculation of these indicators please see the guidance note at: <https://gov.wales/interim-key-stage-4-school-performance-arrangements>

.. Data not available.

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2019: 24		Number of boys aged 17 who were on roll in January 2019: 10		Number of girls aged 17 who were on roll in January 2019: 14	
	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score
School 2018/19	100	720	100	829	100	643
LA Area 2018/19	..	..	..	..	..	..
Wales 2018/19	..	..	..	..	..	..
School 17/18/19	100	763	100	740	100	776
School 16/17/18	..	..	..	..	..	..
	Achieved 3 or more A level grades A*-A or equivalent	Achieved 3 or more A level grades A*-C or equivalent	Achieved 3 or more A level grades A*-A or equivalent	Achieved 3 or more A level grades A*-C or equivalent	Achieved 3 or more A level grades A*-A or equivalent	Achieved 3 or more A level grades A*-C or equivalent
School 2018/19	9	41	20	50	0	33
LA Area 2018/19	..	..	..	..	..	..
Wales 2018/19	..	..	..	..	..	..
School 17/18/19	4	50	8	42	2	55
School 16/17/18	..	..	..	..	..	..

(1) For details on approved qualifications, point scores and contribution to thresholds, please see Qualifications Wales website (QiW) at <https://www.qiw.wales/>

School Validation 2019 (KS3 - Pupils)



(Table 1 of 2 - PERCENTAGES)

Pembrokeshire
Milford Haven School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6	7	8	EP	5+
English	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	8.0	41.3	32.0	17.3	0.7	0.0	91.3
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.6	7.9	40.7	35.6	14.1	0.6	0.0	91.0
Oracy	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	10.0	42.7	28.0	17.3	0.7	0.0	88.7
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.0	10.2	40.1	35.0	13.6	0.6	0.0	89.3
Reading	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	10.7	39.3	30.7	17.3	0.7	0.0	88.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.1	1.1	9.6	41.2	32.8	13.6	0.6	0.0	88.1
Writing	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	14.0	36.7	28.7	17.3	0.7	0.0	83.3
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.6	1.1	10.2	46.3	33.9	7.9	0.0	0.0	88.1
Mathematics	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	4.0	26.0	41.3	23.3	3.3	0.0	94.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.6	6.2	33.3	22.6	35.6	1.1	0.0	92.7
Science	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	4.0	44.7	36.7	14.0	0.0	0.0	95.3
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.6	1.1	5.6	32.8	39.0	20.9	0.0	0.0	92.7

Core Subject Indicator **

2019	90.0
2018	89.3

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6	7	8	EP	5+
Welsh Second Language	2019	0.0	0.0	0.0	0.0	0.0	0.0	2.0	4.0	10.0	51.3	27.3	5.3	0.0	0.0	84.0
	2018	2.3	2.3	0.0	0.0	0.0	0.0	0.0	1.1	11.3	42.9	28.8	11.3	0.0	0.0	83.1
Modern Foreign Language	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.7	8.0	6.0	36.7	39.3	9.3	0.0	0.0	85.3
	2018	1.7	0.0	0.0	0.0	0.0	0.0	3.4	1.1	8.5	29.4	44.1	11.9	0.0	0.0	85.3
Design and Technology	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	5.3	33.3	37.3	22.7	0.7	0.0	94.0
	2018	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0	26.0	46.9	21.5	0.6	0.0	94.9
Information and Communication Technology	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	1.3	37.3	34.0	16.7	9.3	0.0	97.3
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	1.7	23.2	44.6	28.2	1.7	0.0	97.7
History	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	6.0	35.3	42.0	14.0	0.7	0.0	92.0
	2018	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.5	31.1	41.2	16.4	1.7	0.0	90.4
Geography	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	6.0	33.3	42.7	16.7	0.0	0.0	92.7
	2018	1.1	0.0	0.0	0.0	0.0	0.0	0.0	1.1	4.0	27.7	48.6	15.8	1.7	0.0	93.8
Art and Design	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	26.7	55.3	10.7	4.7	0.0	97.3
	2018	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.5	32.8	45.8	14.7	1.1	0.0	94.4
Music	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	3.3	39.3	48.7	7.3	0.7	0.0	96.0
	2018	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.4	39.5	45.8	7.3	2.8	0.0	95.5
Physical Education	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	34.0	48.7	12.0	2.7	0.0	97.3
	2018	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.6	40.7	39.0	12.4	1.1	0.0	93.2

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

EP: Exceptional Performance

5+: % achieving the expected level (L5+)

- : Not exactly zero, but less than 0.05

** : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

School Validation 2019 (KS3 - Pupils)



(Table 2 of 2 - PUPIL NUMBERS)

Pembrokeshire
Milford Haven School

	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6	7	8	EP	Cohort
English	0	0	0	0	0	0	0	1	12	62	48	26	1	0	150
Oracy	0	0	0	0	0	0	0	2	15	64	42	26	1	0	150
Reading	0	0	0	0	0	0	0	2	16	59	46	26	1	0	150
Writing	0	0	0	0	0	0	0	4	21	55	43	26	1	0	150
Mathematics	0	0	0	0	0	0	0	3	6	39	62	35	5	0	150
Science	0	0	0	0	0	0	0	1	6	67	55	21	0	0	150

Core Subject Indicator **

2019	135
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Cohort = 150

School Validation 2019 (KS3 - Pupils)



	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6	7	8	EP	Cohort
Welsh Second Language	0	0	0	0	0	0	3	6	15	77	41	8	0	0	150
Modern Foreign Language	0	0	0	0	0	0	1	12	9	55	59	14	0	0	150
Design and Technology	0	0	0	0	0	0	0	1	8	50	56	34	1	0	150
Information and Communication Technology	0	0	0	0	0	0	0	2	2	56	51	25	14	0	150
History	0	0	0	0	0	0	0	3	9	53	63	21	1	0	150
Geography	0	0	0	0	0	0	0	2	9	50	64	25	0	0	150
Art and Design	0	0	0	0	0	0	0	0	4	40	83	16	7	0	150
Music	0	0	0	0	0	0	0	1	5	59	73	11	1	0	150
Physical Education	0	0	0	0	0	0	0	0	4	51	73	18	4	0	150

Notes

- N: Not awarded a level for reasons other than disapplication.
- D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.
- NCO1 : National Curriculum Outcome 1
- NCO2 : National Curriculum Outcome 2
- NCO3 : National Curriculum Outcome 3
- (NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)
- EP: Exceptional Performance

**PEMBROKESHIRE COUNTY COUNCIL
SCHOOL TERM DATES 2019-20**

2019 - September						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

2019 - October						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2019 - November						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2019 - December						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2020 - January						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2020 - February						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

2020 - March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					


2020 - April						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			


2020 - May						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2020 - June						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2020 - July						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2020 - August						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DESIGNATED STAFF TRAINING CLOSURE DAYS 

SCHOOL HOLIDAYS 

Bank holidays

Good Friday 10 April 20
Easter Monday 13 April 20

Early May Holiday 08 May 20
Spring Bank Holiday 25 May 20

Term	Begin	End	Mid-term break		Begin	End	School days
			Begin	End			
Autumn 2019	Mon 2 Sep 2019	Fri 25 Oct 2019	Mon 28 Oct 2019	Fri 1 Nov 2019	Mon 4 Nov 2019	Fri 20 Dec 2019	74
Spring 2020	Mon 6 Jan 2020	Fri 14 Feb 2020	Mon 17 Feb 2020	Fri 21 Feb 2020	Mon 24 Feb 2020	Fri 3 Apr 2020	60
Summer 2020	Mon 20 Apr 2020	Fri 22 May 2020	Mon 25 May 2020	Fri 29 May 2020	Mon 1 June 2020	Mon 20 Jul 2020	59
Plus designated staff training closure days Mon 2 Sep 2019 and Mon 20 Jul 2020							2
TOTAL							195

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.