

PORTFIELD SCHOOL

2020-21

ANNUAL GOVERNORS REPORT TO PARENTS



Every Child Every Day Every Possibility

Here at Portfield we aim to be **person-centred** in our approach - our decision-making is focused on the needs of the pupils that we work with. We want Portfield to be a happy place where everyone feels they are listened to and has a role to play. We want our pupils to feel safe, secure and regulated so they have the resilience to learn and progress. We want to give them experiences that will support them make sense of our world and prepare them for their future.

The Portfield Way will have three core values that guide our practice:

- ***Our pupils feel happy and safe to learn*** as we **personalise** their learning; we aim to find innovative and creative ways to support their needs
- ***Our Pupils feel happy and safe to learn*** as we approach all we do with **warmth**, professionalism and **integrity**
- ***Our Pupils feel happy and safe to learn*** as we work **proactively** and **collaboratively** with our community and multi-agency partners

In simple terms we want to build our Portfield practice around **empathy**. It is important that we take the time to **listen**; that we try 'walk in the shoes' of others and **champion kindness** whilst we delight in each other's company. As stakeholders we work together; we make time for each other and in unison we build an educational oasis for our pupils.

Whether 6, 36 or 76 it doesn't matter – we all should be treated with consideration and respect.

We would like to welcome you to our Portfield family and look forward to working with you to support our vision, core values and person-centered practice.

Dear Parents,

I am pleased to provide you with the annual report from the Governing Body for the past school year. I am grateful to my fellow governors for their support during the last year.

Once again the school has faced significant pressures due to the COVID Pandemic. I would like to thank Mr Hewitt and the school team for ensuring disruption was kept to a minimum. I am aware that the parental body truly appreciated the school remaining open as a hub and providing support for families who required help. The continuing system of partial opening demonstrates the hard work and strategic efforts the school has put in place to ensure learning is maintained.

I must continue by congratulating the new leadership team of Mr Hewitt, Mrs Wapner Carter, Mrs George and Mrs Wilkinson. The school has invested in Trauma and Mental Health informed practice ensuring pupil wellbeing, happiness, self-esteem, and resilience underpins the way that pupils are engaged and how their learning is shaped. The rationale is a simple one, in that, if the pupils are happy and well regulated, they are always able to learn.

I am also aware that the school's new communication system Class Dojo has ensured parents have been able to communicate more readily with the school. The feedback has been extremely positive, and the school has been excited by the bespoke support that they have been able to provide. We feel proud in that relationships between home and school have never been stronger.

I am also pleased to share that it finally looks like Portfield's new build under the Twenty First Century funding programme has been initiated and the school is line for a potential new build. Hopefully this will be confirmed later in the year and more tangible information will be provided as we move into 2022.

Finally, I would like to thank everyone who is part of our team at the school for their dedication and to thank you, our parents and carers, for your continued support of our school.

Yours sincerely,

Mrs Samantha Lawrence, Chair
September 2020

Your right to request a meeting with the school's governing body

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. If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

1. Parents will need to raise a petition in support of holding a meeting.

The parents of at least 10% of the school's registered pupils, that is 16, will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

There were 163 registered as pupils with this School at the beginning of this academic year. Exact roll numbers at any time during the year may be obtained from the school office.

2. The meeting must be called to discuss matters which affect the School

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body. The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

3. A maximum of 3 meetings can be held during the school year

The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

4. There must be at least 25 school days left in the school year

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.

A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

The address for service of a petition requesting a meeting with this school's Governing Body is:

Chair of Governors or Clerk to the Governing Body, Portfield School, Portfield, Haverfordwest, Pembrokeshire, SA611BS. Email to the Clerk of the Governing Body or Head.portfield@pembrokeshire.gov.uk

Further 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-meetingsstatutory-guidance/?lang=en>

School Governors 2020 - 2021

Chair of Governors

Mrs Sam Lawrence
c/o Portfield School

Clerk to the Governors

Mr Stephen Richards- Downes, Director for Children and Schools
Address: Education Services, County Hall, Haverfordwest, Pembrokeshire SA61 1TP

Governors	Designation	Term Ends
Mr Damian Hewitt	Headteacher	Open
Mr Roy Barker	Community	06-Nov-20
Rev Hugh-John Wilson	Community	08-Oct-21
Vacancy	Local Authority	
Cllr Tim Evans	Local Authority	20-Jun-21
Cllr Thomas Tudor	Local Authority	24-Jun-23
Vacancy	Parent	
Mrs Sam Lawrence	Parent	13-Feb-23
Miss Samantha Harries	Staff	02-Sep-20
Mrs Hayley Wilkinson	Teacher	03-Mar-23
Mrs Linda Llewellyn	Voluntary Rep	22-May-20

From time to time, vacancies occur for parent representatives on the Governing Body. Any parent of a pupil registered at the school is eligible to stand as a candidate. All parents of children at the school have the opportunity to participate in the election if one is deemed necessary. The election will take the form of a secret ballot and parents are able to vote returning the ballot paper to school in a sealed envelope marked 'voting paper', with a pupil or by post. The LA will make the necessary arrangements for the election. Arrangements are made for the election of parent governors one school term before a parent governor's term of office expires, or on receipt of a resignation. Information about parent elections is sent to parents via pupil post.

Previous AGPM

An Annual Parents' Meeting was not requested nor held during the 2020-21 academic year.

Admissions policy

The procedure for admissions involves pupils being assessed and a Statement of their Special Educational Needs being drawn up by the LEA. The LEA Inclusion Panel meets to discuss referrals to the School and makes a decision on the placement of pupils with SEN. Parents are encouraged to visit the School if a possible referral is being made so that they can make an informed choice. If the LEA recommend Portfield and the parents are in agreement, then the LEA will agree an admission date.

Language Category

The main school and satellite classes at Haverfordwest High VC are designated a English Medium school with our class based in Ysgol Y Preseli, Y Porth, designated an English with Welsh.

Attendance

The attendance at school is low due to the issues with the COVID-19 situation.

Age Group	Actual %	Authorised Absence %	Unauthorised Absence %
Pre-School	74.19%	24.50%	1.32%
Years 1 to 6	84.97%	1.13%	14.28%
Years 7 to 11	79.65%	19.06%	1.30%
Years 12 to 14	84.14%	14.59%	1.27%
Whole School	81.80%	17.11%	1.09%

The school regularly meets with the local authority Education Welfare Officer to monitor attendance. Attendance is report each term to the governing body.

The Curriculum

The school's curriculum is designed to take into account of the requirements of the current National Curriculum and also the move to the new curriculum for Wales. The school looks to ensure that we provide the Foundation Phase Curriculum, the National Literacy & Numeracy Framework, accreditation schemes and the needs of the pupils at Portfield. In order to meet the needs of our pupils, great emphasis is placed on the new skills frameworks, the development of Literacy, Numeracy, Digital Competency and to develop Thinking Skills. Personal and Social Education and Life Skills, together with physiotherapy, speech therapy, a multi-sensory programme and the Foundation subjects, provides a broad and balanced curriculum to meet the specific needs of our pupils.

Welsh is taught as a second language if appropriate, however children access education through Welsh in Y Porth. In KS3 pupils are introduced to life outside their local contexts appropriate to their ability and this involves work on food, language and the culture in other countries. KS4 and the Sixth Form curriculum include vocational, recreational and leisure activities together with work experience. Careers and Sex Education are taught in line with Welsh Government Regulations.

During the year, the school has planned to develop our response to the new curriculum by developing our learners in line with the four purposes of the new curriculum for Wales. These are:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Teachers now plan rich learning activities that enable learners to use a range of skills in one project and to see the relevance of developing these skills to their lives. Our curriculum continues to be enhanced by many visits off site but also by many visitors to school. These have been reported in our monthly newsletters. There are also many activities that take place regularly that enable our learners to develop their life skills such as going shopping.

The school has benefitted from a various educational grants from Welsh Government. This has enabled pupils to engage in workshops, virtual festivals and work with artists, coaches, musicians and even a gold medalist Olympian. Pupils participated in a wide and varied range of sporting events including swimming galas, football and rugby festivals. The school was also visited by sports tutors who continued to work with our pupils. These activities were less this year due to the school closure.

The school completed our work as a Pioneer School on the development of the new curriculum. The school applied to be a Quality Improvement Pioneer School for Humanities and was accepted to join the group to respond to feedback on this area of learning and experience. This work was completed in March 2020.

The school worked during the lockdown period to provide distance learning opportunities for our pupils across the whole age range. The emphasis in these packs was on the wellbeing of pupils but also use of literacy and numeracy skills. Packs were sent home at the start of the closure and learning activities were provided through our school website and also sent home to a number of pupils. The teachers also started to produce video lessons for use at home and also produced videos to support pupils returning to school in the "Check In" period after June 29th 2020.

School Council Report

The school council made up of 11 representatives from across the school, including head and deputy head girl and boy, were elected in October and began work on providing a strong voice for pupils. The school council were involved in the Estyn procedures which took place in November. This committee also served as the Eco Committee for the school.

Outreach Support to Mainstream School

The school continued to provide this support through an agreement with the Inclusion Service. As well as targeted 1:1 support for pupils in mainstream schools the team has also continued to work with LRCs in supporting target setting, specialist strategies and embedding good practice. The team continued to attend panel meetings with the Inclusion Service.

The Friends of Portfield School

The Friends of Portfield school continue to be an important and supportive part of the school life; although the majority of their usual fundraising events have been curtailed by the restrictions of the Covid situation, they did organise with Miss Sam Harries (PECO) a very successful Christmas Fayre which was held on the 27th November 2019 and raised £1234.

The Friends continue to run the charity shop, Trysorau, which celebrated its third birthday in December 2019. This excellent resource provides our pupils to engage in work related activities and is supported by the Cynydd Project provided through European Funding.

The school would like to thank all the members of the committee, new and old, for their dedication and hope for continued success and new members next year.

Health and Safety

There are termly Governing Body sub-committee Health & Safety site visits and meetings on the Portfield School. The outcomes of these meetings enable the school to identify where action must be taken to ensure the safety of all those who use the school.

School Prospectus

The school prospectus provides detailed information for parents, carers and new pupils. It is updated annually with relevant changes including new dates and changes to staff. You can find the prospectus on our website or contact the school for a copy.

Strategic Equality Scheme Action Plan and Disability Access Plan

The Strategic Equality Plan and Disability Access Plan are available in school. These outline the key actions that are planned to ensure that all our pupils have equal access to all aspects of school life. This is due to be updated and implemented in the Autumn Term 2020.

Premises

Our facilities are well utilised by Portfield pupils and groups from our community. It continues to be used by Arthritis Care, NHS Physiotherapy Department, Elliott's Hill, Portfield Activity Centre and after school swimming clubs for parents and toddlers/babies. Our school hall is used by local groups for events.

Essential maintenance has been completed where necessary and there continues to be an on-going programme of non-essential maintenance work. Any emergency responsive repairs are reported immediately to PCC repairs and maintenance.

Pupil Targets

Individual pupil targets are set annually through the annual statement review or for some pupils the Individual Development Plan meeting, these are then used termly in developing the pupil targets in their Individual Education Plans. Annual targets are set for the School for attendance and pupil progress. End of Key Stage assessments for pupils at Foundation Phase Y2; Key Stage 2 Y6 & KS3 Y9 are set and monitored annually. Annual Review reports include individual pupil targets.

Destination of School Leavers

As our pupils are able to stay in school until their nineteenth birthday they transfer to our Key Stage 5 classes at the end of Key Stage 4. All of our leavers in 2020 went on to further education or specialist placements.

Priority 1: School systems and structures

Reason: School improvement under new leadership team.

Lead responsibility: Headteacher (DH) and Deputy headteacher (EWC)

Action	Who?	Budget/ Resources & source (Covid Hardship, Education Improvement Grant (EIG)/ Pupil Deprivation Grant (PDG)/ main/ grant)	Timescale	Expected change/impact	Evidence source	Termly RAG Status
Activity 1 School governance and accountability – improve governors' engagement and ownership of school's systems and practice.	DH	None	April 2021	Governors will have increased responsibility, accountability and a more active role in school systems. Reporting process in place.	Reports to GB. GB meeting minutes	Dec
						April
						June
Activity 2 New school build: create building plan and related rag rating system	DH	None	Ongoing	Plans for new school building are prioritised correctly and relevant to SDP.	Blueprints Meeting minutes	Dec
						April
						June
Activity 3 Improving safeguarding procedures – review of current processes	DH, EWC	Cost of possible new system? e.g. My concerns or improvement of Behaviour Watch £1,200	Easter 2021	Safeguarding policies, process and procedures are clear to all, more streamlined and used effectively. Duplicate recording procedure no longer used. Multi agency communication between Education, Health and Social Services.	Policies ratified by GB Multi agency meeting minutes. Staff training registers	Dec
						April
						June
Activity 4 Develop the school's status as a Rights Respecting school.	DH, EWC, AG		Dec 2021	Accessibility, Equity and Equality plans in place.	Award maintained	Dec
						April
						June

Action	Who?	Budget/ Resources & source (Covid Hardship, Education Improvement Grant (EIG)/ Pupil Deprivation Grant (PDG)/ main/ grant)	Timescale	Expected change/impact	Evidence source	Termly RAG Status
Activity 5 Improve home / school communication	DH, EWC, AG	Purchase of app / apps? School text service costs? £1,500	July 2021	Home school books cease use – research into a home/school communication app used across the school with all parents and pupils (where appropriate) connected. Possible different app for Primary / Secondary pupils. Central place for information sharing between teachers & families that compliments the school's social media platforms. Social Media used to showcase pupils' lives.	Parental / Carer feedback Social media	Dec
						April
						June
Activity 6 Performance Management targets and professional learning	DH, EWC	Main / grants? (ERW – free) Cover - £1000	Jan 2021	Teachers' PM targets reviewed in line with New SDP and Covid responses. PL organised to suit focused needs.	Training registers	Dec
						April
						June
Activity 7 PPA	EWC	None	Nov 2020	PPA timetable revised to allow teachers a whole day. Working from home permitted. Improved trust and confidence in teaching staff.	PPA timetable Teacher feedback	Dec
						April
						June
Activity 8 Annual reviews / IDPs	SLT, Teachers, Admin	Staff cover costs – LSA Cover	Jan 2021	IDP format feedback given to Pembrokeshire CC. Experienced, confident teachers given ownership of IDP process, SLT available for complex cases / case managed pupils. Time management improved for SLT, cover for teachers attending IDPs improved. IDP timetable improvements – days with no IDPs.	Stakeholder feedback	Dec
						April
						June
Activity 9 Develop reporting processes to SLT and to governors	DH, EWC, AG	None	Over the yearly cycle	Overview of the processes created. Information available for accurate evaluation and reflection. Governors aware of strengths and areas for development	SLT minutes GB minutes	Dec
						April
						June
Activity 10:	DH, EWC		Dec 2021		Action Plan	Dec

Action	Who?	Budget/ Resources & source (Covid Hardship, Education Improvement Grant (EIG)/ Pupil Deprivation Grant (PDG)/ main/ grant)	Timescale	Expected change/impact	Evidence source	Termly RAG Status
Develop shared communal spaces to improve staff well-being and mental health		Resources and facility improvement costs (Covid Hardship, Main, GDP)		Staff communal areas reviewed for safety, efficiency and effective implementation of CV19 safety guidance. Furniture / resource costs to support this implementation	Staff feedback	April June
Evaluation	Activity 1: Gobs meetings have taken place. SDP shared with Gov Body. Governor committees and representation to be re-organised. PDG and new budget adjustment shared with Gobs.			Impact: New Committee structures created. Gov Body aware on new SDP priorities. Gobs have held review meeting to organise strategic work to inform future actions. Gov Services engaged and new meeting diary created linked to strategic diary.		
	Activity 2: Buildings Gobs brought together to inform them of plan to re-engage 21 st Century Funding. Letters sent out to all councillors. Head & Chair of Gobs met with LA to discuss school new build and share concerns. LA planners visited site to initiate feasibility Study. Portfolio Holder engaged and made aware of our strategic aims and current site conditions			Impact: School building feasibility study taken place and Portfield Building programme re-engaged. Works planned for repairs and maintenance of lower school roof.		
	Activity 3: 'My Concern' online platform purchased as new safeguarding concern reporting tool. To be rolled out in Jan 2021. Staff retrained in processes relating to new reporting tool. All staff signposted to use All Wales App and placed on phones.			Impact: All staff now trained to use new software that will ensure school team accurately follow the guidance set down in All Wales Safeguarding. Safeguarding reporting now separate from behaviour recording allowing no confusion or slippage.		

Action	Who?	Budget/ Resources & source (Covid Hardship, Education Improvement Grant (EIG)/ Pupil Deprivation Grant (PDG)/ main/ grant)	Timescale	Expected change/impact	Evidence source	Termly RAG Status
	Activity 4: Unicef RR now to be placed on all school policies as they are reviewed. School Council elections now taking place and meetings will be used to review RR within school context.			Impact: School Council now elected and ensuring pupil voice is represented in set strategic activities. Weekly focus points distributed to teams and shared with pupils.		
	Activity 5: School communication system reviewed and deemed not fit for purpose. Teams will trial two new apps. Lower school classes trialling SeeSaw App, Upper school (1 class as of Dec 2020) trialling Dojo App. Trials will be reviewed by Feb 21 with teachers, pupils and parents involved to assess performance of app and improvements in home/school communications.			Impact: Social media presence increased and celebrating pupil achievements positive feed back from parents. Dojo now adopted and has had positive impact on school home interaction. Communication, trust and parental positivity all increased.		
	Activity 6: DH has met with all teachers and support staff individually. EWC has met and completed interim PM reviews with all to ensure objectives are being supported and that the process for PM in the future has been explained.			Impact: Improvements in understanding processes trust in SLT and morale. Staff reporting that feel heard and supported. Teachers' current PM objectives tailored to suit teachers Professional Learning requests where possible		
	Activity 7: PPA timetable changed – All teachers have whole PPA days that can be taken at home. NQT teachers have the extra 10% as whole days.. all teachers have a whole day on the same day once every two weeks. PPA covered by one staff member covering Upper School and satellite classes, one covering Lower School. They are able			Impact: Staff covering PPA report they are happier and more settled in their role. Staff report improved focus, ability to get more work completed and benefits to personal well-being.		

Action	Who?	Budget/ Resources & source (Covid Hardship, Education Improvement Grant (EIG)/ Pupil Deprivation Grant (PDG)/ main/ grant)	Timescale	Expected change/impact	Evidence source	Termly RAG Status
	to build relationships with staff and pupils and have a clear focus on the objectives in their lessons.			Clear indicators that staff involvement in school has increased and passive behaviours have decreased.		
	<p>Activity 8: EWC attended meetings with PCC, IDP format under review. Processes feeding into Annual Review revised.</p> <p>Teachers will write 'School Advice' that feeds into Annual Review and PCP. Removal of annual curriculum report from Annual review. Teachers will identify suggested intended outcomes which focus on a pupil's barrier to learning related to their ALN to feed into the PCP, rather than writing curriculum-based targets.</p> <p>All pupils will continue to have Statements and IDP. Format of IDP under review. Portfield have received a copy of the new IDP format from PCC.</p> <p>Paperwork to be completed in Annual Review moved to one document to be completed alongside PCP.</p> <p>PCP & IDP training for teachers organised for 5th Jan with Heidi and Evans and Lucy Harrold (PCC).</p> <p>Teacher inset time and directed time planned for Jan to support development sand writing of School Advice.</p>			<p>Impact:</p> <p>Teachers report that they are beginning to understand the Annual Review process more clearly. Some say that this way of writing advice for the annual review means they are dissecting pupil's statements and fully understanding the legal requirements of Part 3. They feel more comfortable with the process of writing their advice which will be shared in the Person-Centred Planning process undertaken in an Annual Review.</p> <p>All teaching staff now equipped to inform new IDP processes.</p>		
	<p>Activity 9:</p> <p>New SDP & PDG shared with Gobs.</p> <p>Gov Body made aware of wellbeing audit and are determining Gobs for key focus points when scrutinising SDP.</p>			<p>Impact:</p> <p>SDP now created and shared.</p> <p>SDP now being used to determine proactive Gov engagement and accountability.</p>		

Action	Who?	Budget/ Resources & source (Covid Hardship, Education Improvement Grant (EIG)/ Pupil Deprivation Grant (PDG)/ main/ grant)	Timescale	Expected change/impact	Evidence source	Termly RAG Status
	Activity 10: Communal Areas reassessed in relation to COVID guidance.			Impact: Clear and regular updated covid risk assessment regularly shared with staff. Staff following correct safeguarding practice.		

Priority 2: Trauma and Mental Health Informed Schools

Reason: Local and National Priority

Lead responsibility: Headteacher (DH), Deputy headteacher (EWC), Assistant Headteacher (AG)

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
Activity 1 Well-being audits for staff and pupils	EWC	None	Easter 2021	All stakeholders empowered to voice opinion on where school is now, what's working / not working, where we want to be and how we will get there? Using Emotional & Mental health audit. TIS trauma and mental health check list	Audit responses SWOT	Dec
						April
						June
Activity 2 Emotion Coaching training	ERW, EWC	None / main	Easter 2021	Staff understand how to better support pupils.	Attendance lists Behaviour Watch	Dec
						April
						June
Activity 3 Trauma Informed School training undertaken SLT & staff to attend TIS 10-day course	SLT, Staff	PDG / LAC £8000	Summer 2022	SLT understand the TIS approach and support and lead it within the school, Teachers & LSAs more skilled in understanding and working with pupils with trauma	Attendance lists	Dec
						April
						June
Activity 4 Staff training - ACEs, PACE, Biophilia, Grief and Loss, Empathic Listening, Emotional Literacy	DH, EWC, TIS UK	PDG / LAC £2200	July 2021	Staff more aware of their pupils' feelings and needs, improvements in empathic understanding and reaction, improved morale	Stake holder feedback, Behaviour watch Attendance registers	Dec
						April
						June
Activity 5 Staff Wellbeing Committee to be formed to develop provision and activities.	EWC	None	July 2021	Staff voice heard, well-being improved. Improved morale across school sites. Improved communication for all staff and governing body.	Well- being group feedback	Dec
						April
						June

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
Activity 6 Improve positive SLT feedback to staff	SLT	None	July 2021	Staff well-being and confidence improved. Improved morale across school sites.	Well-being group feedback	Dec April June
Activity 7 Pupil well-being assessments	EWC AG, Teachers	Purchase of assessment tool £800	July 2021	Tools (e.g. Leuven, NBAR, Motional, Vinelands) used to assess pupil well-being. Staff will have better understanding of pupils' emotional needs, improving outcomes for pupils	Well-being assessments	Dec April June
Activity 8 Readiness to learn	EWC, OT	OT regulation resources £8500 Staff training costs (main)	July 2021	Readiness to learn ethos embedded across the school. Pupils given increased opportunities to co- and self-regulate. pupils will be increasingly calm, alert and ready to learn. Advise sought from health professionals. Improved relationships with pupils and staff and pupils / staff and health professionals	Behaviour watch Pupil voice	Dec April June
Activity 9 School council formed, Head Girl and Head Boy appointed.	DH AG	None	Dec 2020	Pupil voice active and represented. Council formed, prefects named, HG & HB appointed.	Pupil feedback, HG, HB & prefects	Dec April June
Activity 10 Pupil Support (PST) & Interventions Team formed	EWC Connor, Sam H, Claire S	Behaviour watch updates (main) Staff training (main)	Sept 2021	Team Teach and staff training revised. Pupil strategy pathway in place. Named PST team. Interventions timetable	PST Action Plan Behaviour Watch	Dec April June
Activity 11 Revise Behaviour Policy & Complete Safe Touch policy	EWC, Connor, Sam H, Claire S		Easter 2021	Staff understand that behaviour has a function and that relationships influence behaviour. Staff secure in working with pupils with trauma	Policy ratified by GB	Dec April June
Evaluation	Activity 1: Staff well-being audit completed October 2020, Feedback collated and shared with teachers to feedback to their teams. Quick fixes (e.g. Clubs for staff, improvements to facilities, PPA, teachers asked to attend meetings). Staff potentially not feeding back initially due to anxieties, will repeat audit for staff in Summer term. Audit for pupils to be completed, however many of the staff responses were child-centred.			Impact: Staff able to share baseline and input into SDP. Staff ownership of ethos and strategic systems increased. Staff voice now welcomed as part of practice.		

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
	Upload collated Well-being Audit responses for all staff to access.					
	Activity 2: EWC attended Emotion Coaching Champion / Mentor training Dec 2020 and is part of a team of 6 across all the counties of ERW who will support and mentor newly trained Emotion Coaches. Costs (£900) paid to school for EWC's time and participation.			Impact: Emotion Coaches now placed on school team and advising practice to support pupils.		
	Activity 3: Whole School (all staff) 3-hour intro to TIS undertaken as a twilight session Dec 2020. DH & MW currently completing 10-day diploma, AG, CS & AA to start 10-day diploma in Feb 2021. EWC to start TIS trainer training in Jan 21.			Impact: SLT and MLT trained and accredited. TIS practice owned by teaching team and informs T&L delivery and accountability.		
	Activity 4: PACE & Biophila Twilight sessions with Dr Carol Harper (TIS) booked for March and May '21. ACTION: Plan future training sessions and info areas (online and in school) for staff to access.			Impact: PACE pedagogy now informing T&L approaches and classroom set up and organisation. Panksepp's \theory structuring focus for peer mentoring.		
	Activity 5: Staff Committee created to ensure ownership and momentum is maintained.			Impact: Committee meet regularly to update and share practice and to review action plan and discuss impact / next steps.		
	Activity 6: Regular and positively framed staff business and feedback meetings to inform staff of school issues, structures and changing contexts.			Impact: Staff proactively informed of school changes and are given ownership of management systems. Positive ethos is developing through constant engagement.		
	Activity 7: MOTIONAL well-being assessment purchased by PCC. SLT, PST & selected teachers (identified from PM meetings) attended initial online training with Rich from Motional. Teacher INSET booked with Rich from Motional for Jan 27 th @ cost of £100			Impact: All staff now equipped to set emotional baseline and look at diagnostics to approach/ set pupil engagement to		

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
	PST will sit teachers individually to baseline all in Portfield on Motional. Once all completed results will be analysed, staff will have training on programmes to support improvements in well-being			improve well being and education outcomes.		
	<p>Activity 8: EWC & OT have met to look at OT provision in Portfield.</p> <p>OT training online for staff agreed and rolled out with expectation to be completed by 5th Jan 21. Teachers will meet with teams and identify areas of need and training within their classes. OT at Portfield signposting support written to be sent out to teachers following completion of online training.</p> <p>Equipment within Portfield identified and large storage container cleared of old equipment.</p> <p>OT assessments required identified for target pupils – 2 commenced.</p> <p>Final PDG budget allocation for OT & readiness for learning agreed by DH</p> <p>Discussions with OT regarding a full-time, in-house OT assistant position from current staff body to support OT in their role.</p> <p>SLA due for renewal in March – DH to discuss with Aveline Wolff & Claire Sims, head of OT.</p>			<p>Impact:</p> <p>Review of provision has led to a restructuring of delivery and approach. New OT assistant employed allowing school to set up proactive programme of support.</p> <p>Equipment organised and placed to support pupils both within Portfield and in the locality.</p> <p>Assessments now reorganised, up to date and ongoing.</p>		
	Activity 9: AG & CR organised Portfield Head Boy & Girl Election week. Students applied, wrote manifestos, shared their campaigns online and delivered their manifestoes to a variety of audiences. Votes were collected from all staff and pupils and Head Boy, Girl and Deputy Head Boy & Girl were elected and announced live online. All other candidates were announced as Portfield Prefects.			<p>Impact:</p> <p>Students engaged in democratic process. Student leaders appointed & play leading role in school events.</p> <p>Sixth formers given extra responsibilities in this ambassadorial role.</p>		
	<p>Activity 10: Initial PST formed – Connor, Sam H & Claire S. (All are Team Teach trainers).</p> <p>Team teach training revised – all staff will be trained at Level 1.</p> <p>Key members of staff working with children who may present</p>			<p>Impact:</p> <p>Staff all trained to appropriate levels in relation to pupil need and staff seniority.</p>		

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
				<p>more challenging behaviour will be trained at Level 2. CS booked onto TT trainer training. EWC yet to book on. Miro board created – Pupils RAG'd according to level of support / intervention-based approaches needed. Pupil support pathway written in draft form. Not yet shared with teaching staff. PST will support well-being assessment of pupils in all classes. They will be given time out of class to complete this. Behaviour Watch – PST & EWC had meeting with BST lead from YYD, Craig Campbell.</p>	<p>Miro board technology used and set up to organise teams and provide correct level of support. Pupil support pathways shared with staff and team aware of structured action and engagement procedures to advise behaviour management.</p>	
				Activity 11: Not yet completed.	Impact: Not initiated	

Priority 3: Curriculum for Wales						
Reason: National Priority, Post Inspection Action Plan						
Lead responsibility: Deputy headteacher (EWC). Assistant Headteacher (AG)						
Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
Activity 1 To refresh the existing 4-year thematic cycle and theme planning to reflect the Areas of Learning and Experience and the ethos of the new Curriculum for Wales and to align the 14-19 qualification framework to Areas of Learning and experience where possible	EWC, AG, Teachers	None	July 2021	A highly motivating 4-year thematic cycle and that engages all learners and embodies the 4 purposes, and an appropriate qualification framework that follows	Planning Pupils work photo/video	Dec
						April
						June
Activity 2 Further embed the awareness and understanding of the Four Purposes consistently across the school, for both staff and pupils. Incorporate displays around the school and in classrooms.	EWC, AG, Teachers	None	July 2021	All staff and pupils are aware of the four purposes and staff have considered how these can be applied and developed in their own context.	Classroom environments Planning Learning Walks	Dec
						April
						June
Activity 3 All staff to join AoLE group and become familiar with their chosen area and the 'What Matters' statements. Staff to contribute to whole staff group activities to develop each AoLE across the school.	SLT All Staff	None	July 2021	Improved staff understanding of the AoLEs	Planning Pupil work	Dec
						April
						June
Activity 4 Teachers to work in AoLE groups to audit the thematic curriculum and 14-19 long term plans for qualifications against 'What Matters' statements	SLT Teachers	None	July 2021	A Portfield thematic curriculum and qualification framework that incorporates the AoLEs and the What Matters Statements.	AOLE Action Plans Thematic Cycle Plans	Dec
						April
						June
Activity 5: LNF & DCF	EWC, AG, Teachers	Implementation of LNF & DCF online tool / app	July 2021	Research recording, reporting tools utilised to support target setting, assessment and data analysis.	Data analysis	Dec
						April
						June

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
Activity 6 Routes for Learning & MAPP targets	AG & Teachers	Main Inset	Dec 2021	New Routes Framework embedded, Pupil MAPP targets revised lessening workload for pupils and staff allowing focused drive for lateral learning.	Pupil targets Staff feedback	Dec April June
Activity 7 MSI curriculum	AG & Teachers	Main Inset	July 2022	MSI curriculum developed to support pupils. Staff training in specific interventions. Improved teaching and learning outcomes.	Classroom environments Planning Learning Walks	Dec April June
Activity 8 Language and Communication skills - ELKLAN	SLT, Teachers, SALT	Main	July 2021	Language and Communication Approaches revises. ELKLAN training with SALT completed	Attendance registers Course Qualifications	Dec April June
Activity 9 Moderation	SLT, Teachers	Main	July 2021	Develop moderation of DCF, Agored and Asdan and make links to external providers (Pembs College) Re-establish links with LRC	Moderation analysis; minutes, meeting notes	Dec April June
Evaluation This area has been impacted by COVID therefore most actions are on-going and will be transferred to next academic year.	Activity 1: AOLEs reorganised and new staff pairs responsible for curriculum foci and engagement. Thematic cycle to be refreshed by team			Impact: New Team organised and placed on Miro board and time given for them to adapt and create new planning		
	Activity 2: Inset taken place to refocus team on 4 Purposes			Impact: Class curriculum delivery bespoke and reflects pupil need based on 4 core purposes		
	Activity 3: Staff pairs met to discuss 4 purposes and map out What Matters statements			Impact: Initial action planning now taken place. Further meetings to be placed in strategic timetable.		
	Activity 4: Teacher Groups map out what matters statements within new curriculum mapping			Impact: Not initiated		
	Activity 5: Not initiated LNF & DCF organised into new planning wheels			Impact: Not initiated Not initiated		
	Activity 6:			Impact:		

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
	Mapp format reviewed with key members of staff to ensure bespoke assessment could be created for pupils with significant need			Mapp format being used from Sept 21 to inform assessment and IEP tracking for complex needs learners.		
	Activity 7: MSI review not initiated			Impact: Not initiated		
	Activity 8: Elklan training taken place. AHT & SALT team delivered bespoke training to support communication aides and pupil's access to learning			Impact: Staff knowledge of Elkan improved so they can confidently communicate with pupils. More pupils more able to share learning. Pupil engagement		
	Activity 9: Only internal moderation taken place this year. Opportunities for work with other Special Schools and LRCs signposted for next year.			Impact: Not initiated		

Priority 4: Further develop and maintain excellence in pedagogy

Reason: Post inspection recommendations

R2: Improve the consistency of teaching and learning support so that all practice matches the best in the school.

R3: Ensure that quality assurance processes focus clearly on the quality of teaching and the assessment of pupils' work.

Lead responsibility: Headteacher (DH), Deputy headteacher (EWC), Assistant Headteacher (AG)

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
Activity 1: Covid response: Adapt planning, timetable and access to facilities and equipment	EWC	None	Dec 2020 - Ongoing in response to new restrictions and changes to guidance.	Blended learning formalised across the school from EY to Post 16. Timetables adapted for specialist rooms, interventions and equipment. Staff and pupils clear on guidance for use and access of rooms and equipment to reduce potential cross infection.	Blended learning action plan Timetables Staff & pupil feedback	Dec
						April
						June
Activity 2: Teachers to develop awareness and understanding of the pedagogical approaches embedded in the new teaching standards through self and peer assessment and shared good practice.	DH, EWC, AG	Cost of self-assessment tool – e.g. teaching continua https://gov.wales/teachers-guide-school-self-evaluation	Sept 2021 – does this need to be moved to a later date?	Staff able to accurately assess their development. Shared good practice. Improved teaching standards.	Self-evaluation records	Dec
						April
						June
Activity 3: Encourage innovative staff to carry out small scale action research and enquiry projects. (Schools as Learning Organisations). Triangulation of impact frameworks.	EWC	PLO funding £5,000	Autumn, Spring, Summer Term	Teachers involved develop enquiry skills including risk taking and reflection and develop an area of their practice. Whole school ethos of reflective practice developed.	Enquiry notes and results.	Dec
						April
						June
Activity 4: Planning revised across the school.	EWC, AG	None		Planning templates reflect teaching and learning appropriate to the Key Stage / Developmental progression stages. i.e.	Planning templates	Dec
						April
						June

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
				Early Years, Routes for Learning, Primary, Secondary & Post 16.		
Activity 5: Develop practice of lesson observations and learning walks to evaluate the impact of specific aspects of teaching and assessment.	DH, EWC, AG	None	July 2021	Staff able to showcase exemplar work, shared good practice, self and peer evaluation opportunities to maintain, raise and improve standards of teaching and assessment. IRIS used to support evaluative processes and inform feedback.	Learning walks IRIS connect example footage.	Dec
						April
						June
Activity 6: Sensory Curriculum developed with Health.	EWC, AG, Lead Teachers. OT, SALT & Physio	Purchase of specialist equipment, main	July 2022	Sensory team established of staff with knowledge, expertise and interest in developing sensory curriculum. Improved relations with health professionals	Sensory Action Plan	Dec
						April
						June
Activity 7: Tracking and assessment	EWC, AG Teachers	Cost of new assessment tool / recording platform? £1500	Sept 2021	Current provision (SOLAR) analysed for effectiveness. Reduction in duplication of evidence recorded. Data collection and reporting for key skills only – literacy, numeracy and digital competency.	Target setting Assessment data	Dec
						April
						June
Activity 8: Professional Learning	SLT Teachers Support Staff	Training costs – PGD, Main ERW training (free) Cover - £1000	Autumn, Spring, Summer Term	Specified training needs met for all staff. ERW training and resources utilised fully. Improvements to staff awareness, understanding, expertise, confidence and trust. Staff skills sets appreciated. INSETs tailored to meet professional learning requirements. Micro training and speed learning introduced.	Performance management reviews Attendance registers / certificates Dissemination	Dec
						April
						June
Activity 9: Form a working party to improve processes	SLT Teachers Governors	LSA Cover £1000	Autumn, Spring, Summer Term	Governors involved with school self-evaluation (SSE) Governors knowledge of school processes improved allowing for ongoing ownership.	Meeting minutes Staff feedback	Dec
						April
						June
Activity 10: Links to other schools	SLT Teachers	EWC grant funding £2000	July 2021 and ongoing	Intra-school relations and communication improved across the 4 sites. Inter-school relations improved with cluster schools, LRUs, PRUs, and other special schools across Wales.	Meeting minutes Social media posts Governor reports	Dec
						April
						June

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
				Projects and collaborations discussed and planned to support improvements for outcomes.		
Evaluation	Activity 1: Bank of blended learning resources in place. Difficulties with engagement of families. All teachers in contact with families of pupils in their classes. Oak Online National Academy - https://www.thenational.academy/ shared with teachers to support blended learning. Blended learning requirements reduced to a small number of accessible activities to reduce pressure on teaching staff. As of Jan 2021, those shielding will be asked to support in preparing blended learning activities.			Impact: School successfully set up tiered blended learning opportunities. Risk assessments regularly updated and inform safe practice. Record keeping carefully organised to support CDC response if needed. Classrooms managing own bespoke delivery to ensure respite is available for all pupils. HT worked with authority to ensure all staff vaccinated early.		
	Activity 2: Peer Teaching Evaluation has been set up. Focus based on implementation of TIS practice and Panksepp. Teams review how inset has informed practise and impacted on pupil regulation.			Impact: Teachers all engaged and shared findings with SLT mentor. Pedadogy clearly resonating through school and TIS practice proactively used to regulate and engage pupils.		
	Activity 3: Opportunities for shared research and review within the classroom. Ongoing.			Impact: Staff benefitting from opportunities to explore and review elements of classroom practice. Specialist therapists now able to access and influence educational provision more readily.		
	Activity 4: Planning revised and reflects expectations within the new Curriculum for Wales.			Impact: Planning developing and staff more engaged in strategic processes.		
	Activity 5: Staff engaged in lesson observations.			Impact: Staff engaged in strategic processes and have greater ownership and understanding of strategic aims. Greater consistence and continuity		

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
	Activity 6: EWC attended TOMs (Therapy Outcome Measures) training with the PCC SALT team. SALT, OT & Physio have met to collaborate and share working practice. Working party formed to identify key pupils. EWC requested teachers of these pupils join the working party when pupil discussed.			Impact: Specialist therapists able to influence and shape teaching engagement. New SLAs created to allow more strategic time to support a tiered approach to pupil care and management ensuring pupil provision matches IDP.		
	Activity 7: Reviewing SOLAR to ensure platform is understood before analysing effectiveness. School to explore a			Impact: School to judge SOLAR is fit for purpose. Assessment structures in school reflect pupil pathways.		
	Activity 8: Training needs identified in PM's (4 to do). INSET timetable planned to include mandatory training and identified training needs for SLT teachers and support staff e.g. TIS training, Emotion Coaching, SALTA training, Rebound, ELKLAN, Team Teach, etc all taken place.			Impact: Significant programme of inset delivered and staff confident to teach and manage both the wider school context and individual class context. Micro training introduced to provide further opportunities to deliver specialised training sessions and review practice and impact in specific strategic chunks.		
	Activity 9: Governors reintroduced to Curriculum for Wales. Standards Governors realigned to SDP and new curriculum areas.			Impact: Governors now more involved in school strategic systems. Governing body committees and schedule now re-organised to relate and align to school strategic processes.		
	Activity 10: Meetings arranged to visit LRCs. HT reorganised Outreach engagement with County.			Impact: Outreach now re-organised and new defined system of support outlined for schools. Practice shared and informing approaches in LRCs.		

Action	Who?	Budget/ Resources & source (EIG/PDG/ main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
					HT involved in LA review offering peer support and advice. School proactively supporting County Council Panel hearings and in year admission to Portfield.	

School Policies

School policies are reviewed regularly in line with an agreed timetable. The policies are reviewed by the Governing Body, staff and parents and other related professionals. If you would like to review policies, please let us know as we are always keen to include new parents

EG11/ALL - PORTFIELD SCHOOL Financial Year: 2020/2021

Code	Subjective	Actual Amount
SALARY & WAGES COSTS		
11101	Basic Pay - Supply Teachers	15.19
11109	Sickness - Supply Teachers	13,252.52
11201	Basic Pay - Teachers Full Time	1,218,567.35
12601	Basic Pay - Meal Supervisors	35,036.03
12701	Basic Pay - Class Support / Technicians	1,554,524.19
12724	Relief Staff - Class Support / Technicians	20,651.47
13202	Overtime - Professional Staff Full Time	62.61
13401	Basic Pay - Professional Staff Temporary	20,738.01
13501	Basic Pay - Administration Support Full Time	94,979.53
13901	Recharged Salaries	18,528.00
17101	Basic Pay - Caretakers and Cleaners	104,038.97
TOTAL SALARY & WAGES COSTS:		3,080,393.87
OTHER RUNNING COSTS		
18101	Staff Training - Training & Recruitment	12,581.00
18302	External Support Cover - Employee Insurance	15,084.53
21103	Structural Building Maintenance SLA	67,938.48
21198	Retained Budgets (Internal Contractor)	10,317.62
21301	Cleaning Materials	1,848.80
21304	Gas	22,695.77
21305	Electricity	36,770.16
21309	Water & Sewerage	4,348.44
21313	Cleaning Contract	2,880.10
21314	Cleaning Costs	121.68
22102	Grounds Maintenance SLA	2,400.00
24104	Bulk Refuse Charge	8,847.38
25201	Furniture & Equipment Purchase	3,904.95
25204	Equipment - Operating Lease	5,293.23
25301	IT Equipment Purchase	10,103.04
25310	Mobile Telephone Account	179.15
31103	Materials Stores	2,362.64
31119	Personal Requisites	12,394.97
31131	Educational Visits	-152.10
31132	Schools Capitation	32,113.08
31134	Complimentary Refreshments	371.28
31141	Protective Clothing	710.55
31149	External Printing & Stationery	188.00
31158	Postage / Central Postage	1,580.26
31159	Telephone Accounts	2,274.45
31160	General Office Expenses	823.09
31256	Governors' Support	619.00
31263	Insurance Premiums	287.00
31268	All Risks Insurance	1,319.50
32203	Payroll	19,448.00
32204	Creditor Payments	459.00
32301	Legal Services	385.00
32303	IT Services	1,874.00
32313	Info Governance	175.00
32706	LMS SLA	6,362.00
32715	SCHOOL MEAL SER SLA	34,500.00
41104	Mileage	418.01
41216	Other Payments Children	7,447.10
41402	Licence Fees	826.45
41606	Local Health Board	86,428.12
TOTAL OTHER RUNNING COSTS:		418,528.73
INCOME		
63101	Education Services	-280.00
63114	Interest	27.00
65101	N.A.W	-10,500.00
65207	Contribution from Other Organisations	-5,597.10
65307	Insurance Claims	-2,832.00
65321	Contribution PTAs / Parents	-46.00
65323	Miscellaneous Contributions	-1,515.00
66315	Bulk Booking Swimming Pool	-870.00
73199	Other Education Grants In AEF	-2,625.42
74114	EC Convergence	-38,321.25
74199	Other Education Grants Outside AEF	-88,125.65

EG11/ALL - PORTFIELD SCHOOL Financial Year: 2020/2021

Code	Subjective	Actual Amount
74405	Covid Hardship Grnt	-10,479.66
74406	Covid Income Replacement Grant	-15,000.00
	TOTAL INCOME:	-176,165.08
	APPROPRIATIONS	
99412	Initiative Fund	453.00
	TOTAL APPROPRIATIONS:(eg Initiative Fund, Capital Fund Transactions)	453.00
	NET TOTAL COST OF SERVICE:	3,323,210.52
	School Resources Available	
	Initial Funding:	3,320,820.00
	Additional In-Year Funding:	
	Statementing and / or Additional ALN Support	27,212.00
	Other Funding	0.00
	Total Funding for the Financial Year:	3,348,032.00
	School Reserve Balance b/fwd from Last Year:	
	(NB. Not available until June after final balance agreed)	35,368.72
	Total Funds Available:	3,383,400.72
	Less: Budget Expenditure - EG11/ALL	3,323,210.52
	Estimated Year End Resources available, if spend is as School Working Budget:	60,190.20

The Governing Body have agreed that they will not claim travelling or subsistence expenses.

Details of any gifts made to Portfield School
REPORT OF DONATIONS RECEIVED – 2020

13/2/2020	Donation – Sponsor Walk - BM	£2100.00
28/04/2020	Donation – (In Memory of DL)	£20.00
04/06/2020	Donation – (In Memory of NN)	£35.00
18/06/2020	Donations – (In Memory of DL)	£155.00

Financial Statement 2020 - 2021

PEMBROKESHIRE COUNTY COUNCILSCHOOL TERM DATES 2021 - 22

2021 - September						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			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			

2021 - 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

2021 - 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					

2021 - 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		

2022 - 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						

2022 - 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						

2022 - 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			

2022 - 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	

2022 - 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					

2022 - 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			

2022 - 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

2022 - 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 **TR**

SCHOOL HOLIDAYS

Bank holidays

Good Friday 15 April 22
Easter Monday 18 April 22

Early May Holiday 2 May 22
Spring Bank Holiday 2 June 22
Additional Bank Holiday 3 June 22

19 July 22 - In lieu of the Jubilee
Additional Bank Holiday

Term	Begin	End	Mid-term break		Begin	End	School days
			Begin	End			
Autumn 2021	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
Spring 2022	Tue 4 Jan 2022	Fri 18 Feb 2022	Mon 21 Feb 2022	Fri 25 Feb 2022	Mon 28 Feb 2022	Fri 8 Apr 2022	64
Summer 2022	Mon 25 Apr 2022	Fri 27 May 2022	Mon 30 May 2022	Wed 1 June 2022	Mon 6 June 2022	Tue 19 Jul 2022	56
Including 2 designated staff training closure days							
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. Pembrokeshire County Council does not accept liability for any losses incurred in respect of altered holiday arrangements following such changes.

Inset Days:

Weds 1 Sept 2021; Tues 4 & Weds 5 2022; Mon 25 & Tues 26 2022; Mon 18 July 2022

Session Times

Lower School 9.05 a.m. – 3.15 p.m. (12.15-1.30p.m. Lunch and PSE Skills)

Upper School 8.55 a.m. – 3.15 p.m. (1.15-2.15 p.m. Lunch and PSE Skills)