

Saint Teilo's Catholic Primary School

P R O S P E C T U S

2018-2019

P R O S P E C T W S



Learning to
follow the right
Path through
care, love and
respect in the
Light of the
Risen Christ



Name and Address of School

St Teilo's Catholic Primary School
Greenhill Road
Tenby
Pembrokeshire
SA70 7LJ
Email: head.stteilos@pembrokeshire.gov.uk

Telephone Number of School

01834 843995

Website

<http://www.saint-teilos.co.uk>

Teaching Staff

Mrs. A. Nicholls
Mr. C. Amos
Mrs. A. Harley
Mrs S Frearson

Mrs. A. Nicholls
Headteacher

Ancillary Staff

Teaching Assistants

Mrs. N. Blake
Mrs. J. Conbeer
Mrs. A. Canton
Mrs. J. James
Mrs. D. Goforth
Mrs. C. Gardner
Mrs. S. Lindsay

School Administration Officer

Mrs. C Martin

Chairman of Governing Body

Dr. M Zeraschi

School Governors

Rev. Fr. M Fewell	Foundation
Mrs.V Hayes	Foundation
Mr A Wales	Foundation
Mrs. S. Wilson	Foundation
Mrs S Rowell	Foundation
Dr. M. Zeraschi	Foundation
Mr C Amos	Teacher Governor
Mrs. A. Canton	Non-teaching Staff Governor
Cllr S Williams	Additional Community Governor
Mrs. L. Tomp	Local Authority

St. Teilo's Catholic Primary School fully recognises the contribution it makes to child protection and is committed to ensuring the safety and protection of all children and will take action to safeguard their well-being, and acknowledge that children have a right to protection.

St. Teilo's has achieved the Quality Mark from the Basic Skills Agency

Estyn Inspection

The last inspection took place in February 2013 and the school achieved a very positive response from the Inspection Team which rated both the school's current performance and prospects for improvement as being 'Good.' Each of the three Key Questions were awarded 'Good' judgements confirming that the school has many strengths and no important areas requiring significant improvement.

Diocese of Menevia Inspection

The school was also inspected in February 2013 on behalf of the Diocese of Menevia and inspection of denominational education under Section 50 of the Education Act 2005. The school received a very favourable inspection report with inspectors grading the school as 'Good' in relation to 'How effective is the school in providing Catholic Education?' and 'What are the school's prospects for improvement?'. Judgements in relation to each of the three Key Questions were graded as 'Good' confirming that the school has many strengths and no important areas requiring significant improvement.

Copies of both reports are available on request from the Headteacher.

The Director For Children and Schools can be contacted at:

Pembrokeshire County Council
County Hall
Haverfordwest
Pembrokeshire
SA61 1TP

Tel No: 01437 764551

Classification of School

St Teilo's is a Roman Catholic Voluntary Aided School, which means that it is provided by the Education Authority and owned by the Diocese of Menevia and is maintained by Pembrokeshire County Council. It is a primary school catering for Nursery, Infant and Junior children aged 3-11 years.

Mission Statement

'Learning to follow the right path through care, love and respect in the light of the Risen Christ'

- To inculcate a love for and an understanding of the Catholic faith which will promote the development of faith of each individual in the school community.
- To ensure the curriculum provides a means of developing the whole child in a context based on Gospel values which both permeate and inspire school practice and policy.
- To promote and develop the partnership between the home, school and parish and foster links between the school and the wider community.
- To follow the example of Christ and show concern for everybody in the school, so as to ensure that the pupils' experiences of relationships within the school will have significant effect on their development.

St. Teilo's school aims to help its students reach their potential and realize their abilities and talents. It is our intention to encourage good-manners, politeness and general good deportment among the student body. The school has a good reputation for developing helpful and kind children.

St. Teilo's lays a stress on academic excellence and although not all children may reach the pinnacle of success, we are known for creating an atmosphere that encourages conscientiousness among our students with the ability to endeavour at tasks put before them and so enjoy the satisfaction that comes from completing their work. Our excellent teaching staff tailor work to the ability of the child – each

child is recognized as an individual with unique needs and this is acknowledged by the teaching staff through their schemes of work. Should your child have particular teaching requirements St. Teilo's will aim to provide for him/her. We are fortunate to have good learning assistants who assist the school in delivering appropriate educational provision in a caring and supportive manner.

The school aims to provide a learning environment and, as a smaller school than many, you can be assured your child's individual needs will be met to the best of our ability. We strive to create a happy, purposeful environment in which children feel secure and confident as they endeavour to develop their knowledge, skills and understanding within an ethos which hopefully will stay with them throughout their lives.

Times of School Day

Morning Session:

Early Years 8.45 am – 11.50 am

Infants 8.45 am – 12 noon

Juniors 8.45 am – 12 noon

Afternoon Session:

Early Years 1.00 pm – 3.15 pm

Infants 1.00 pm – 3.15 pm

Juniors 1.00 pm – 3.15 pm

Parents are urged to encourage their children to be punctual at all times. Pupils are not expected to arrive at school much before 8.30 a.m. unless attending breakfast club.

Dates of School Terms and Holidays Academic Year 2018/2019

Autumn Term

Tuesday 4th September 2018 to Friday 21st December 2018

Spring Term

Monday 7th January 2019 to Friday 12th April 2019

Summer Term

Monday 29th April 2019 to Monday 27th July 2019

Half Term Holidays

Monday 29th October 2018 to Friday 2nd November 2018

Monday 25th February 2019 to Friday 1st March 2019

Monday 27th May 2019 to Friday 31st May 2019

Designated staff training closure days include Monday 3rd September 2018

- The dates of school terms and holidays for subsequent academic years are appended to this prospectus.

Security arrangements

Once pupils and staff have entered the school at the commencement of the morning and afternoon sessions and at the end of morning and afternoon break times all doors are locked. Access into the school after these times is facilitated via the main entrance where visitors are met, issued with a visitor's badge, and logged in the visitors' book.

Admission Policy and Oversubscription Criteria

Admissions to the school are the responsibility of the Governing Body. The Admissions Number for the school is 15 plus Nursery and if in any one year the number of applications for places should exceed that number then the Admissions Committee will apply the following oversubscription criteria in priority order:

1. Baptised Catholic 'Looked After' children, in the care of the local authority, within the parishes served by the school.
2. 'Looked After' children who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents).
3. Baptised Catholic children within the parishes served by the school.
4. Other Baptised Catholic children.
5. Children who have a brother or sister at the school at the time of a likely admission.
6. Children of other Christian Denominations.
7. Non-Catholic children who have a brother or sister in the school at the time

of admission.

8. Children of other faiths whose parents seek Catholic schooling.
9. Non-Catholic children whose parents seek Catholic education for their child.
10. Children for whom the LEA has specifically asked for a place at the school.

In event of any over-subscription in the number of applications made under any of the categories above then the Admissions Committee will offer places first to children living nearest to the school by the shortest walking distance using public highways. All Christian applicants will be required to produce baptismal certificates.

Children are admitted to the school in the morning or afternoon on a part-time basis at the commencement of the term following their third birthday, and the allocation to the morning or afternoon session is entirely at the Head Teacher's discretion. Children attend full-time at the commencement of the term following their fourth birthday.

If you are considering placing your child at St. Teilo's Catholic Primary School please contact the school and arrange a visit. A visit will provide you with the opportunity to meet the Head Teacher who will discuss the educational provision we are able to offer your child before taking you on a guided tour of the school which will enable you to meet the teachers and children and view the school 'in action.' During your visit you will gain an insight into the organization and educational provision of the school that will inform your decision as to whether St. Teilo's Catholic Primary School is the most suitable school for your child.

The school often holds open days and prospective parents are invited to attend one of these.

Appeals

An appeal against an unsuccessful application may be made in writing by the parent to the Chair of Governors. The Diocese of Menevia has an Appeals Panel which will inform parents of the procedure thereafter.



Uniform

Boys: Gold/Yellow Shirt
Brown Pullover/Cardigan
School Tie
Brown Trousers
Brown or Black shoes

Girls: Gold/Yellow Shirt
Brown Pullover/Cardigan
School Tie
Brown Skirt
Brown Trousers
Brown or Black Shoes

PE Kit: Yellow Shirt
Blue Shorts
Gym/Training Shoes
Change of socks

Games Kit:

As for PE. Tracksuits may be worn outside in the cold weather.

The School does not require children to wear a particular type of outdoor coat, but asks parents to buy something that complements the uniform, particularly with regard to style and colour.

Stockists:
The School Shop

The Clarks Shop,
13 Bridge Street,
Haverfordwest.

ALL ITEMS OF CLOTHING MUST BE CLEARLY LABELLED WITH THE OWNER'S NAME.

Curriculum, organisation of education and teaching methods

As a Voluntary Aided Catholic School the basic religious ethos is to be found across the whole, curriculum and not just within the Religious Education time-table. The whole aim of the school is the Christian growth of the children, not simply their growth in their own faith but their growing awareness of the world as

Definition of the school according to Welsh medium provision

St. Teilo's Catholic Primary School has been defined as an English medium school (EM). The implications of this definition are as follows:

Curriculum

Foundation Phase– all pupils experience areas of learning through the medium of English.

KS2– Welsh is taught as a second language. Less than 20% of the teaching is through the medium of Welsh

Language of the School

English is the language used in the day to day business of the school — some Welsh is used as a language of communication with pupils to improve their capacity to use everyday Welsh. The school communicates with parents either in English or in both languages if requested.

Outcomes

The normal expectation is that pupils will transfer to English medium secondary provision and continue to learn predominantly through the medium of English, learning Welsh as a second language.

Pupils normally transfer to The Greenhill School, Tenby in the September following their eleventh birthday.

maturing Christians.

The Curriculum of the School is structured in accordance with government guidelines, as such it aims at developing the intellectual, social, emotional, spiritual and physical potential of each child by carefully planned teaching and learning programmes with due regard to the age, aptitude and ability of each child.

The school works in partnership with parents and a Home/School Agreement aimed at forging effective links between the home and school is forwarded to parents for their approval and acceptance.

Home/School Agreement

As Teachers at the school we will do our best to:-

- Meet the aims of the school as published in the school handbook
- Care for your child's safety and happiness
- Achieve a balanced curriculum to meet the needs of your child
- Develop you child's talents and abilities as fully as possible
- Keep you informed about your child's progress in particular and school matters in general
- Deal promptly and sensitively with any concerns or complaints
- Help your child to leave school well equipped to make the most of the career/education opportunities available.

As a Parent/Guardian I will do my best to:-

- Ensure that my child attends school regularly, on time and properly equipped
- Notify the school immediately of any unavoidable absence
- Take an active and supportive interest in my child's work and progress including homework
- Attend the Parents Evening and other discussions about my child's progress
- Encourage my child to take advantage of the opportunities offered
- Let the school know of any concerns of

problems that might affect my child's behaviour or work

- Support the authority and discipline of the school, including the correct dress code
- Get to know about my child's life at the school
- Assist the school in meeting its aims, which I have read in the school handbook

As a Pupil of the school I will do my best to:-

- Attend regularly and on time
- Bring all the equipment and kit that I need for every day
- Wear the correct school uniform and be tidy in appearance
- Complete all my school class work and homework to the best of my ability
- Take advantage of the opportunities offered
- Be respectful, polite and helpful to other pupils and all members of staff
- Take good care of the school environment and help to keep the school free from litter and graffiti

The National Curriculum

The National Curriculum consists of the core subjects: English, Mathematics and Science. The foundation subjects are Information and Communication Technology, Design and Technology, History, Geography, Music, Art and Design, Physical Education, Personal and Social Education and Welsh. Religious Education in Catholic schools is given the status of a core subject and as such receives 10% of curricular provision.

In line with current requirements the Foundation Phase has been introduced and pupils work on learning programmes aimed at developing their full potential in the seven areas of learning.

For each of the core and foundation subjects, in Key Stage 2, an attainment target, a programme of study and assessment arrangements have been specified. The chronological organisation of the two stages are

as follows:

- (i) Foundation Phase - from 3-7 years of age
- (ii) Key Stage 2 - from 7-11 years of age

The National Curriculum is implemented in the main through a thematic approach consisting of six themes that are taught over a period of two years. Each theme is developed over a term and provides a vehicle for the progressive development of attitudes, skills and concepts. The programme of study is organized in a meaningful context that facilitates a cross-curricular, integrated learning approach. Where it is difficult to achieve meaningful integration some aspects of the curriculum are taught outside the theme.

Religious Education

The primary aim of St Teilo's School is the Christian growth of our children and the growth of their faith and of their awareness of the world as maturing Christians.

The basic religious ethos encompasses every aspect of school life - the way in which we structure and manage our school, the delivery of the whole curriculum, the quality of relationships and our outlook on life.

Religious Education lessons follow a programme of study, which has been planned with regard to the experience, age, ability and aptitude of the children, to develop the following concepts.

1. Experiential (exploring the experience of living with others).
2. Doctrinal (revealing some aspects of God's plan for our salvation).
3. Moral (responding to God's love).
4. Sacramental (recognizing God's offer for salvation in the sacraments).

We aim to nurture and develop the Christian faith of our community by providing opportunities to live and share our faith with each other and participate more consciously

and actively in the life of the Church.

The school assembles for collective worship on Monday, Wednesday and Friday of each week and on Tuesdays and Thursday collective worship takes place within each class. In this manner each day begins and ends with prayers which are also said before and after each midday meal.

English

Pupils' communication skills develop well across the school, pupils listen carefully and attentively to staff and each other and most pupils are able to speak confidently using interesting vocabulary to express their ideas. Nearly all pupils in the Foundation Phase make good progress in developing their reading skills and by the end of Key Stage 2, nearly all pupils are confident readers. In the Foundation Phase, pupils' writing develops well and pupils in Key Stage 2 make good progress in developing the content of their writing. Pupils' use of varied vocabulary and their good development of ideas are a strong feature. (Estyn Report 2013)

The English Curriculum is organised into a two yearly cycle. The subject is theme based and much of what is taught and learnt goes on throughout the school day and across all curriculum areas.

Speaking and listening is developed through providing a range of opportunities for children to talk and listen in formal and informal settings. The use of drama and role play, together with the links between language and other areas form an important part of building a child's confidence and vocabulary. All pupils are actively encouraged to speak in assembly to a whole school audience.

Reading is developed through a wide range of reading material. Opportunities are given for pupils to select from school books for both information and entertainment. Ginn 360, Oxford Reading Tree and other parallel readers are used as a structured scheme to support pupils until they are capable of independent reading. Use of class and school/local libraries is encouraged.

Writing is developed through providing a wide range of contexts for written work. Increased

attention is given to punctuation, grammar and spelling as children become more fluent and confident. We encourage the process of drafting and redrafting through the use of word processors where applicable. Opportunities are also provided within the class situation for collaborative writing.

Spelling and handwriting play a major part in the learning process. Weekly homework is given, followed by dictation and structured worksheets. Handwriting practice is given and includes printing at Foundation Phase and joined writing at Key Stage 2.

Mathematics

'Nearly all pupils make good progress in developing their number skills.' (Estyn Report 2013)

Using a course of planned teaching and learning situations we aim to develop a knowledge and understanding of Mathematics which will give the child the confidence to use mathematics in order to understand or analyse a situation. This will enable the child to employ appropriate strategies to approach what he / she does not understand or needs to solve.

Our methodology is structured on a 'Do, Talk and Record' philosophy which recognizes the importance of concrete experiences and the development of language that facilitates the development of meaningful recording, which is progressively refined towards standard, adult notation.

Science

Our science curriculum introduces pupils to the 'Interdependence of organisms', 'The sustainable Earth' and 'How things work.' It is a largely practical subject which develops a spirit of enquiry which encourages curiosity and reason.

Through a basically thematic approach, which develops the study of science in a meaningful context, the children enjoy the scientific experiences that enable them to increase and develop their knowledge and understanding using skills associated with scientific methods of investigation. By working with others, children learn to persevere, ask questions and

develop attitudes which encourage work to be undertaken in a scientific manner.

Geography

Geography is a vehicle through which all children develop an understanding of the environment, local to global and the physical and human forces that shape it.

Children are encouraged, through topic work, to learn about the features and conditions which make up the physical environment. They learn to appreciate how human beings have used that environment with positive and negative effects. All pupils develop a range of geographical skills, together with the ability to ask questions and propose solutions to environmental problems.

The predominant mode of working in geography is co-operative work. Fieldwork in the environment is an important component of the Geography curriculum. Class teaching and individual work are evident when appropriate. Relevant discussion is encouraged and groups communicate their findings in a variety of ways. The Geography curriculum is delivered on a two year cycle.

History

The teaching of History has an important contribution to make in the development of understanding of human societies.

History is a foundation subject in the National Curriculum and it is organized on a topic basis following a two year cycle.

The predominant mode of instruction is co-operative group work, although individual and class teaching are used where appropriate. Groups are encouraged to discuss and communicate their findings in a variety of ways.

School computers, radio and TV broadcasts are used extensively. Visits to sites, museums etc are encouraged where appropriate.

Displays in the classroom and around the school are developed through topic work. Presentation of historical study plays an

important part in each child's learning about the subject.

Design and Technology

Design and Technology, due to its influence on everyday life, plays a significant role in the school curriculum as a subject in its own right.

Design and Technology also, however, acts as a vehicle for the progressive development of knowledge/skills and understanding learned and applied in other areas of the curriculum. With this in mind, Design and Technology is delivered on a thematic basis in order that children can focus on tasks which are contextually relevant. This provides opportunities for developing a knowledge and an understanding of processes associated with technological activity, as well as, consolidating and developing other areas of learning experience.

Information and Communication Technology

'The recently updated ICT equipment is having a positive impact on the standards pupils achieve.' (Estyn Report 2013)

The term 'Information and Communication Technology' (ICT) refers both to an area of technological activity and to the products of certain designing and manufacturing activities. Broadly speaking, information and communication technology is concerned with the handling of information, which may consist of text, numbers, images, sounds and other forms of information. ICT involves creating, collecting, storing, organising, processing, presenting and communicating information, and controlling the operation of machines and other devices. The children benefit from a wide variety of resources; Interactive Whiteboards enhance the quality of the teaching and learning process and access to computers with internet facilities, under the protection of our Internet Safety Policy, gives children opportunities to access a wide range of information and assist with the development of the school website.

The main focus is on pupil's ability to use ICT in

a variety of contexts and for a range of purposes – 'information technology capability'. The development of ICT is therefore seen as being cross-curricular and best achieved through a range of curriculum activities. In developing the pupils ICT capability the school strives to ensure that:

- a. Pupils will know about the nature and variety of ICT equipment and software tools.
- b. Pupils will become skilled in the use of ICT for a variety of tasks.
- c. Pupils will develop a critical awareness of the effects of ICT on individuals and societies.
- d. Pupils will acquire a range of positive qualities and attitudes.

Art

The curriculum of the school is mainly structured in a cross-curricular, thematic way and art provides many opportunities for developing these links. Children will be given opportunities to undertake a balanced programme of art, craft and design activities that will build on previous work and take account of previous achievement.

Children will be given opportunities to work individually, in groups and as a whole class on work in two and three dimensions and in a variety of scales. Children are encouraged to organize and care for materials, tools and equipment and use them in accordance with health and safety requirements. Children will learn about artists, craft workers and designers working in various times, cultures, contexts and materials, and be able to appreciate and evaluate their works.

In order to develop the necessary observational and investigational skills and understanding required to organize and communicate experiences, feelings and ideas, children will study three terms of painting and drawing and one term each of collage, printing and 3D construction as well as various connected crafts and the use of information technology.

Music

The teaching of music has an important

contribution to make to the education of every child, in developing their creative and expressive skills and their aesthetic awareness. Music offers a chance to participate in something active, creative and joyful and can supply the foundations for enriched leisure pursuits, both as listeners and as participants in music making.

Music teaching is essentially a practical activity, developing the pupils' sensitivity, understanding and enjoyment of music through active participation in:

listening (to music in a variety of styles and from different periods and cultures).

performing (singing, playing classroom instruments, playing recorder).

composing (using a variety of sound sources).

There will be opportunities to develop musical abilities and interests in the form of extra-curricular music clubs and tuition for selected pupils at Key Stage 2 in stringed, woodwind and brass instruments provided by LEA peripatetic teachers.

Physical Education

Physical Education plays an integral part of life in St Teilo's School, both in and out of school hours and in 2010 the school achieved the 'Active Marc Cymru.'

It is an important medium of education offering opportunities for pupils to improve their psychomotor skills, promote physical development, appreciate fair play and good sportsmanship, develop self-confidence and understand their own limitations and promote a healthy lifestyle for their future.

Each class has one PE lesson and one games lesson per week. In addition to this swimming lessons are offered to Classes 2-4 throughout the year. Most lessons are integrated and both boys and girls are able to experience a variety of sports as well as traditional games.

As well as this, Class 4 visit outside agencies to experience outdoor activities.

There are numerous after school activities to cater for the interests of the pupils.

Welsh as a Second Language

'The majority of pupils read at a level which is appropriate to their age and ability in Welsh as a second language. Many older pupils are able to hold simple conversations and answer basic questions in Welsh. They write with increasing confidence in Welsh as they progress through



the school.' (Estyn Report 2013)

Welsh, as a Second Language, is taught throughout the school on a regular basis and whenever possible learning experiences are incorporated into the thematic work of the pupils. As a school we aim to deliver the provision, which in the main is implemented using the services of a specialist teacher, in such a manner that it is seen as an enjoyable experience for all pupils and aimed at fostering a love for the language

Opportunities are given for pupils to communicate both orally and using written work. The language skills of speaking and listening, reading and writing are included in the planning of language activities.

Personal and Social Education (P.S.E.)

'All pupils feel safe in the school and know how to seek help with any problems. They have a good understanding of the need to take exercise and eat healthily. Pupils' behaviour is

very good and the way in which they show care and concern for others is a strong feature. A particular strength of the school is the way that older pupils care for younger pupils through an established buddy system.’ (Estyn Report 2013)

In the Foundation Phase opportunities in Personal, Social, Well-Being and Emotional Development focus upon pupils’ growing awareness of themselves both physically and emotionally in the context of their relationships with friends and family and their immediate environment. Emphasis is placed upon nurturing self-understanding and relationships with others in a positive and accepting environment in which the pupils’ self-esteem is fostered, confidence and responsibility are developed and achievement is affirmed.

At Key Stage 2 pupils are offered learning opportunities and experiences which reflect the increased freedom and physical and social awareness of pupils. The pupils develop skills, knowledge, attitudes and understanding which enable them to develop effective relationships, assume greater responsibility and keep themselves safe. P.S.E. assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to society.

The aims of the curriculum have been

summarized below and more specific information relating to the delivery of the curriculum can be found in the curriculum policy document and schemes of work that are available in the library for reference purposes.

The Curriculum aims to:

- inculcate a love for the understanding of the Catholic faith which will promote the development of the faith of each individual in the school community.
- provide a means of developing the whole child in a context based on Gospel values which both permeate and inspire school practice and policy.
- promote and develop the partnership between the home, school and parish and foster links between the school and the wider community.
- provide a context where pupils can follow the example of Christ and show concern for everybody in the school, so as to ensure that the pupils’ experiences of relationships within the school will have a significant effect on their development.



- develop language in all its various forms so that it becomes a purposeful and meaningful means of communication which will include listening, speaking, reading, writing and literary appreciation.
- develop knowledge and understanding of mathematical ideas in using mathematics as a means of communication, description and explanation and in solving problems.
- develop a knowledge and understanding of scientific ideas, skills and competencies, associated with science as a process of enquiry.
- develop the pupils knowledge of the local environment, historical, geographical, natural, economic and social so as to enable them to gain an understanding of times and places both within and beyond their immediate experience.
- develop an awareness of the importance of health through exercise and the confidence and competence to express themselves through physical activity in order to satisfy their creative needs.
- provide the opportunity for pupils to understand and respond practically and imaginatively to the work of others in developing their ability to make and investigate, using a variety of resources to stimulate personal responses.
- develop confidence and competence to identify, examine and solve technological problems which require the design and construction of products.
- develop the use of information technology in a variety of ways so as to enable pupils to make informed judgments about the application and importance of information technology and its effect on the quality of life.
- foster the pupils' sensitivity to and understanding and enjoyment of music through an active involvement in listening, composing and performing.
- develop an understanding of Welsh as a Second Language in order that pupils can use language as fluently as possible in different situations for different purposes.
- equip pupils to be personally and socially effective by providing learning experiences in which pupils can develop skills, explore attitudes, values and personal qualities, and acquire, evaluate and apply appropriate knowledge and understanding.
- develop pupils' self-esteem and personal responsibility.
- prepare pupils for challenges, choices and responsibilities of work and employment and life long learning.
- empower pupils to participate in their communities as active citizens and to develop a global perspective.
- assist pupils to live healthy and fulfilled lives.
- foster and encourage positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally.
- promote the development of a healthy and satisfying lifestyle.

The School's Sporting Aims and Provision for Sport

Aims

1. To provide children with a stimulating, yet safe environment in which they can work towards general maturation and at the same time develop physical skills.
2. To provide activities which give the children enjoyment and at the same time satisfy their creative needs.
3. To teach and give opportunity to practice and improve skills applicable to the activity.

4. To develop social awareness and social training through individual expression.
5. To develop confidence through physical activity.
6. To develop the awareness of the importance of health through exercise.
7. To make physical education enjoyable so as to encourage their life long interest and participation in the subject.

cookery club which are run by teaching assistants.

The school tries to ensure that the clubs are available to as many pupils as possible. However, age restrictions are sometimes necessary on certain activities, which the teachers believe may be beyond the ability of a child's age. But individual cases are likely to be considered, for instance gym club has recently been made available to full-time children in the early years unit.

Parents may obtain a copy of the LEA Curriculum Policy Statement upon request from the Head Teacher. Documentation relating to the school's curriculum is located in the school library and available for perusal by parents.

After School Clubs

Although previously mentioned in passing, a great variety of after school activities are provided.

Sports clubs include Football, Netball and Cross Country during the winter terms. Athletics, Volleyball/ Tennis, and Cricket/ Rounders are offered during the summer term. Gym club is available for two terms. The clubs are not compulsory and are open to pupils of every level of ability. As many children as are able are encouraged to represent the school in local and county events, whenever possible. Mrs Nicholls and qualified volunteers run the sports activities.

Art club is available to pupils at the higher end of the school – Years 4-6, and is the responsibility of Mrs A Harley.

Music clubs are very popular and add significantly to the overall musical output of the school. Mrs Blackledge organizes recorder club, the school orchestral ensemble and the school choir. A peripatetic music teacher provides individual tuition for children interested in mastering particular instruments like clarinet and flute. The Music club play at School Masses and school assemblies. The school choir is often invited to sing at local community events, which is praise indeed for a school of our size.

The school also has a gardening club and

Organisation of Classes

Early Years Class

The Early Years Class caters for the many varied needs of children in our care. We endeavour to provide a differentiated curriculum which is matched to Foundation Phase requirements and the needs of the child and delivered in an integrated, thematic approach which offers the children relevant and meaningful educational experiences.

Our ethos is such that we aim to establish a loving, friendly environment that nurtures the growth of the child's emotional, social, intellectual and physical development in an atmosphere which encourages and promotes the need for sensitivity towards others, self-discipline, acceptable behaviour, independence and co-ordination.

Children are admitted to the Early Years Class in the morning or afternoon on a part-time basis at the commencement of the term following their third birthday, and the allocation to the morning or afternoon session is entirely at the Head Teacher's discretion. Children attend full time at the commencement of the term following their fourth birthday.

Primary Classes

There are four primary classes catering for the provision for pupils aged from 5 years to 11 years. Pupils are allocated to classes, which are of mixed ability, on a chronological basis. The organizational arrangements are as follows but may be changed according to need.

Class 1	—	Part time pupils/Reception
Class 2	-	NCY1/Y2
Class 3	-	NCY3/Y4

Class 4 - NCY5/Y6

A wide variety of teaching approaches are employed in each class depending on the nature of the lesson. Pupils may be taught as a class, in groups or individually.

In order for pupils to receive appropriate provision, work is differentiated according to the ability of the pupil and, through a carefully planned teaching and learning programme, we aim to develop the full potential of each child.

Pupils are encouraged to adopt a healthy and satisfying lifestyle through the provision of learning situations which will enable the children to make informed decisions regarding themselves, others and the environment. The school has achieved the 'Pembrokeshire Health Promoting Schools Phase 5' award.

There is no planned scheme of sex education. Instruction in this area is seen as a parent's right and privilege, however, teachers do make use of relevant opportunities which can arise in the curriculum. The school does use the Diocesan Relationships Programme 'All That I Am' which is a carefully structured programme studied by pupils in Years 5 and 6.

Pupils in the three primary classes receive swimming tuition at Tenby Swimming Pool. During the Summer Term Class Two pupils are given the opportunity to learn to swim.

The recorder is taught throughout the school and, if there is sufficient demand, children with musical ability are given the opportunity to learn to play string, woodwind and brass instruments.

Extra curricular activities vary from term to term and include football, netball, athletics, gymnastics, cross-country, music, art, gardening and folk dancing.

The hours spent on teaching during a normal school week excluding assemblies, registration, lunch and other breaks is 23.5 hours.

Monitoring Progress

Assessment tasks are set regularly to assess pupils' achievements in the core subjects and in many foundation subjects. Pupils who are

underachieving are targeted and successful action is taken to raise standards.

The reporting of pupil progress is facilitated by two parents' evenings per year; the first of which is organised halfway through the Autumn Term providing parents with the opportunity to review their child's work and discuss progress.

A report on each child is provided at the end of the school year. Parents are invited to visit school at this time to discuss their child's progress with the teacher. Parents, however, are always welcome to discuss with the Head



Teacher and staff any queries which they have concerning the progress of their children. It is advisable to communicate with the school in advance in order that a mutually convenient time can be arranged.

Members of staff are experienced in detecting a pupil's additional learning needs. Where necessary the Head Teacher is consulted and special arrangements are made internally, or following discussion with the child's parents, with the specialist services provided by the Local Authority.

School Library

The school has a well stocked lending library which is run by a group of parents on a voluntary basis and used by the children extensively.

Additional Educational Needs

St Teilo's recognises that early identification of children's potential educational needs is essential. Each class teacher assesses, monitors and records every child's progress from the time of admission, using classroom observation, analysis of the child's work, talking with parents, screening measures and individual diagnostic assessment.

We aim to provide access to the whole curriculum for all pupils, including those who experience difficulties with learning and those who have statements of special educational needs. In order to achieve this, we recognize that all teachers and classroom assistants have a responsibility to provide support for individual children and that this will require support for staff to develop appropriate strategies and resources. While access to separate facilities may be necessary, one of our objectives is to enable pupils to be taught in mainstream classes.

A budget, delegated for additional educational needs is allocated to the school in response to an annual audit of special educational needs in the school.

This budget is used to:

- procure teaching time for a Learning Support Assistant.
- purchase training sessions for the Learning Support Assistant.

This resource is allocated according to need, ie those with the greatest need will receive the most provision.

Extra funding allocated to pupils with statements may be used for the procurement of additional support from a Learning Support Assistant.

It is also recognized that more able and talented children also have additional learning needs which need to be addressed and provision for pupils in this category is accelerated and enriched in order to extend the thinking modes of these children and encourage independent learning.

All pupils, including those with additional learning needs, are very well supported by a

committed and able team, made up of teachers, assistants and the ALN governor. Links with parents of children with additional learning needs are carefully focused on helping pupils to overcome their difficulties. 'Pupils identified with additional learning needs achieve well against the targets set in their individual education plans.' (Estyn Report 2013)



Homework

The school, in partnership with the home, seeks to develop the full potential of each child and values the contribution of homework to achieving this aim.

Our policy is such that homework is seen as a vehicle for the consolidation of concepts, the development and reinforcement of skills and sound work habits. Homework, used to encourage children to plan and use time responsibly, also serves to promote independent learning which becomes of increasing importance as the child matures.

Parents are encouraged to take an active interest in this area and ensure that their child completes the assignment in an environment which promotes the attainment of good standards.

Homework is set on a regular basis and the type and amount of work set is differentiated according to need and left to the discretion of the class teacher.

Pastoral Care

Pastoral care of the children is primarily the responsibility of the class teacher who in some

cases will consult with the P.S.E teacher / Headteacher.

Parents are asked to fill in an information sheet once a year in order that an up-to-date record of their address and telephone numbers (home and at work) can be kept in school. This is especially important should a parent need to be contacted in the event of sickness or accident.

All LEA-maintained and grant-maintained schools collect ethnically-based data on their pupils. To facilitate this parents are asked to provide the information on a voluntary basis on the form provided. The information will be collected when a pupil enters the primary school and will be held as part of the educational record on the pupil.

In the event of inclement weather parents will be notified of the need to collect their children from school. Pupils normally conveyed to and from school by bus or taxi will only be released for their transport once their parents have been contacted and once notified it is the parents' responsibility to be at the home when their children arrive.

During recreational periods in the morning and afternoon the children are supervised by members of staff. Lunch time supervision is carried out by the Meals Supervisors.

Children taking lunch in school are not normally allowed to leave school at dinnertime, unless a request is made by the parent.

'Looked After Children'

The school's policy for 'Looked after Children' comes into effect when the school has been informed that a child:

- a) already attending school becomes a 'Looked After Child'
- b) a 'Looked after Child' is admitted to the school.

The school is required to have a designated person and this is Mrs A Nicholls.

The responsibilities of the named person are to:

- Keep a list of 'Looked After' pupils.
- Act as liaison person between the school and other agencies in relation to 'Looked After' pupils in school.
- Ensure pupils' views are sought and

opportunities are provided for pupils to discuss their views.

- Attend training on 'Looked After' pupils provided by the Local Authority.
- Ensure that teaching staff have relevant information/training on 'Looked After' pupils to enable them to positively promote educational issues.
- Act as advisor for other staff/governors on issues relevant to 'Looked After' pupils.
- Ensure all 'Looked After' pupils have a PEP-Personal Educational Plan that has been written involving outside agencies as much as possible. The PEP is initiated by Social Services.
- Keep general circulars, legislation and information on 'Looked After' children available and up to date as it arrives in school.
- Ensure speedy transfer of educational information between the agencies and individuals when requested.

Discipline and Moral Education

The approach to discipline and moral education is closely allied to the Religious programme. The purpose is to develop the character of the pupil to respect his own person and belongings and to respect other people and their property. Pupils are asked to be responsible for their actions in relation to themselves and others and the common good. Each day is made up of a series of choices and, as free agents, pupils must be responsible for these choices, or take the consequences. Punishment administered for misdemeanours will, at all times, be reasonable and moderate and could take the form of curtailment of privileges or the performance of some tasks related to the offence. A 'Code of Conduct', which is displayed in all classrooms, serves to remind pupils of the school's behavioural expectations.

School Lunches

School meals are cooked in a local school and conveyed to the school kitchen where they are served in the dining hall at a cost determined by the Local Authority. Payment for meals should be made on the Monday of each week, for the week, in a sealed envelope marked with the child's name. Provision is made for children wishing to bring a sandwich lunch.

conveyed to the school kitchen where they are served in the dining hall at a cost determined by the Local Authority. Payment for meals should be made on the Monday of each week, for the week, in a sealed envelope marked with the child's name. Provision is made for children wishing to bring a sandwich lunch.

The Local Authority provides supervision for children partaking of school meals and those eating a sandwich lunch.

Free meals are provided for children where parents qualify for these and application forms to obtain these are available from school.

Transport

Free school transport is provided for children by the local authority. The authority will provide transport on a concessionary basis to the nearest VA school within eight miles of the pupil's home and where the school is on faith grounds as evidenced by a supporting letter from the local Priest.

Parents who bring their children to school by car are, under normal circumstances requested not to bring them onto the school premises. Those using their cars are asked to be particularly vigilant when arriving and leaving and to keep the school entrance clear.

Ancillary Services

The school is visited regularly by the school nurse, school doctor and school dentist. Parents are informed of these visits, and can, if they wish, attend the medical and dental examinations of their children.

School Activities

School events – concerts, visits, Friends Meetings, fund-raising functions, etc are held from time to time, and advance notice of these are given to parents.

The school participates with other schools in the area in swimming galas, athletics, games, music concerts and festivals, School Council activities, National Schools Film and Animation and The Pembrokeshire Enterprise Fair.

Cycling Proficiency Tests are carried out

annually under arrangements approved by the Road Safety Officer for Pembrokeshire.

These details are as accurate as we can achieve at the time of writing. If changes occur then these will be notified to parents as soon as possible.

Parental Contacts with the School

The school has an active 'Friends of the School Association'. The 'Friends' have a successful record of raising funds to help the school afford many facilities that it may otherwise not be able to afford. The 'Friends' have bought a wide range of items such as Interactive Whiteboards, new reading schemes, computers, printers, scanners as well as a wide of classroom resources which ensure that our pupils benefit from a well resourced and comfortable learning environment. The 'Friends' is open to all parents and tries to put the 'fun' into fundraising!

Besides raising money for school materials, 'Friends' provides a forum whereby teachers and parents can meet, exchange ideas and come to know each other better. The AGM of this Association is held in the Autumn Term each year when new Committee Members are elected.

Communication between home and school is considered to be a two way process. Parents will always be notified of any changes in the normal school routine, and in the events of a child's absence from school a written explanation from the parent is expected. The class teacher should also be informed by the parent of any exemption from PE, Games or swimming, or if it is necessary to withdraw a pupil before the end of the school day.

Parents with anxieties about their child's schooling, whether educational, behavioural, physical or social, should always first discuss any problem with the child's teacher or Head Teacher. Prior arrangements should be made for this. If any aspect of the child's schooling is causing concern to the teacher, parents will be notified.

Parents moving into the area or considering sending their children to the school should

Procedures for the Consideration of Complaints

The school has a clear policy for dealing with General Complaints. Our procedures ensure that anyone with an interest in the school can raise a concern which will be heard and, if well founded, will be addressed in an appropriate, fair and timely fashion.

A copy of the General Complaints Procedure is available from the Head Teacher, any member of the teaching staff and the Parish Church.

Charging and Remission Policy

In conformity with the requirements of the Education Reform Act 1988, it is the policy of the Governing Body.

1. to levy, except where pupils are entitled to statutory remission, a charge for all board and lodging costs on residential visits.
2. to levy a charge in respect of individual tuition in playing any musical instrument where it is deemed to be necessary.
3. to request voluntary contributions from parents for school activities in or out of school time for which compulsory charges cannot be levied but which can only be provided if there is sufficient voluntary funding, whilst ensuring that no pupil is excluded from such activity by reason of inability or unwillingness to make a voluntary contribution.
4. to seek payment from parents for damage to or loss of school property caused willfully or negligently by their children.
5. to leave to the Head's discretion, the proportion of costs of an activity which should be charged to public or non-public funds.
6. to delegate to the Chairman and the Head the determination of any individual case arising from the implementation of this policy.

Documents pertaining to the Education Reform Act are held in school and may be viewed by prior arrangements with the Head Teacher.

Authorised and Unauthorised Absences

The School acknowledges the importance of regular school attendance as a means of enabling pupils to take full advantage of the educational opportunities available to them. Irregular attendance undermines the educational process, places children at risk and leads to educational disadvantage. The school therefore places great emphasis on maximizing school attendance and carefully investigating what is considered to be unauthorized absence.

Under Section 36 of the Education Act 1944, parents, and those who have parental responsibility of children of compulsory school age, are required to ensure that they receive efficient full-time education, whether by regular school attendance or otherwise. It is a major responsibility of the school to support attendance and to take seriously problems that may lead to non-attendance.

Parental responsibility extends beyond securing regular school attendance to ensuring that their children arrive at school punctually, properly attired and in a condition to learn. As partners with the school in the educative process, parents should inform schools of the reason for a child's absence as soon as possible and parental contact on the first day of absence is the normal expectation. Where a child is ill the school should be notified of the nature of the illness and, if possible, the date the child is expected to be able to resume his or her studies.

The Education (Pupil's Attendance Records) Regulations 1991

From the 1 August 1991, all school (other than independent schools for boarders only) must distinguish in their attendance registers between authorized and unauthorized absences of pupils of compulsory school age.

Sections 39 of the Education Act 1994 protects

parents from prosecution where a child is absent on any day:

- a. when prevented from attending by sickness or any avoidable cause.
- b. exclusively set apart for religious observance by the religious body to which its parents belong.
- c. on the grounds that suitable transport has not been provided and the school is not within walking distance.

To assist in improving attendance Pembrokeshire County County has made the decision that schools will no longer authorise the withdrawal by parents of children for holidays.

Authorised Absence 2017/2018

Autumn Term 2017	3.4%
Spring Term 2018	8.2%
Summer Term 2018	3%

Unauthorised Absence 2017/2018

Autumn Term 2017	2%
Spring Term 2018	0.7%
Summer Term 2018	2.6%

Use of the Welsh Language

The provision for the learning of Welsh Second Language is extended throughout the school and with the services of the part-time Welsh teacher all pupils receive tuition in this area on a weekly basis.

Disability

The Head Teacher assesses special needs requirements regarding the admission of disabled pupils with the Governors well in advance of the anticipated admission so as to facilitate adequate provision being made available to assist access to the school by disabled pupils.

Equal Opportunities

It is our aim to create an environment where every pupil and member of staff have an equal opportunity in every aspect of the school's life and work.

Our policy document which has been accepted by Governors underlines our commitment to:

- a) promoting understanding of the principles and practice of equality and justice;
- b) Identifying and removing discriminatory practices / procedures and ensuring that an agreed practices procedures are available to all;
- c) according high priority to the promotion of equal opportunities;
- d) appreciate the value of difference.

Strategic Equality Plan

The 'Strategic Equality Plan' adopted by the Governing Body identifies four 'Equality Objectives' the progression of each are checked, monitored and evaluated systematically.

School Security and Health and Safety

The school provides a secure and safe environment for both children and adults engaged in day to day school activities. A member of staff co-ordinates health and safety initiatives and risk assessments are undertaken each half term in order to identify hazards which would compromise safe practice. A Health and Safety Sub-Committee, appointed by the Governing Body, meet with the Head Teacher each term to discuss issues relating to school security and health and safety.



Child Protection Policy and Procedures

Safeguarding and Child Protection are key priorities for St. Teilo's Catholic Primary School. We aim to support vulnerable children and young people to ensure they are as safe as they can possibly be. Protecting children and young people from abuse is a shared responsibility for all staff and our policy, which has been adopted by the Governing Body, is governed by the All Wales Child Protection Procedures and has been endorsed locally by the Pembrokeshire Local Safeguarding Children's Board.

Parents are issued with an information sheet 'Child Protection Information for Parents / Carers' and a child protection leaflet on 'How to keep safe!' is issued to pupils.

Parent Governor Elections

The school uses pupil post for facilitating parent governor elections, particularly with regard to ballot papers.



School Comparative/Validation 2017 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)

Pembrokeshire

St. Teilo's Catholic Primary School

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	<i>Wales</i>	-	0.4	0.3	0.2	0.4	1.0	3.3	35.5	58.8	0.1
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	<i>Wales</i>	0.0	0.1	-	0.1	0.2	1.2	7.6	54.4	36.2	0.1
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	57.1	42.9	0.0
	<i>Wales</i>	0.1	0.5	0.4	0.2	0.6	1.7	8.7	51.8	36.1	0.1
Mathematical development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	42.9	57.1	0.0
	<i>Wales</i>	-	0.4	0.3	0.2	0.4	1.3	7.5	53.5	36.3	0.1
Optional Areas of Learning:											
Creative development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Knowledge and understanding of the world	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Welsh language development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

FPI **

School	100.0
<i>Wales</i>	87.0

School Comparative/Validation 2017 (KS2 - Pupils)



(Table 1 of 2 - PERCENTAGES)

Pembrokeshire

St. Teilo's Catholic Primary School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	55.6	44.4	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.6	6.8	48.4	40.6	1.4	90.3
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	44.4	55.6	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.4	6.9	47.1	41.7	1.7	90.5
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	55.6	44.4	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.5	7.5	46.4	41.6	1.7	89.7
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	55.6	44.4	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	2.0	11.3	51.5	32.5	1.3	85.4
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	55.6	44.4	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.4	6.5	47.8	41.5	1.6	91.0
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	55.6	44.4	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.3	5.8	49.2	42.3	0.2	91.7
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	0.0	11.1	33.3	22.2	33.3	0.0	55.6
	Wales	0.1	0.6	0.3	0.2	0.1	1.0	2.7	17.1	55.5	22.0	0.4	77.9

Core Subject Indicator **

School	100.0
Wales	88.6

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.

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

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

- : Not exactly zero, but less than 0.05

* : Cohort is less than five or cannot be given for reasons of confidentiality

** : Achieved the expected level in each of Welsh First Language

**PEMBROKESHIRE COUNTY COUNCIL
SCHOOL TERM DATES 2018-19**

Published 07 July 2017 in accordance with the Statement issued by the Cabinet Secretary for Education

2018 - 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

2018 - 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				

2018 - 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		

2018 - 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						

2019 - 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			

2019 - 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			

2019 - 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

2019 - 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					

2019 - 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		

2019 - 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

2019 - 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				

2019 - 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 19 April 19
Easter Monday 22 April 19

Early May Holiday 06 May 19
Spring Bank Holiday 27 May 19

Term	Begin	End	Mid-term break		Begin	End	School days
			Begin	End			
Autumn 2018	Monday 3 Sep 2018	Friday 26 Oct 2018	Monday 29 Oct 2018	Friday 2 Nov 2018	Monday 5 Nov 2018	Friday 21 Dec 2018	74
Spring 2019	Monday 7 Jan 2019	Friday 22 Feb 2019	Monday 25 Feb 2019	Friday 1 Mar 2019	Monday 4 Mar 2019	Friday 12 Apr 2019	65
Summer 2019	Monday 29 Apr 2019	Friday 24 May 2019	Monday 27 May 2019	Friday 31 May 2019	Monday 3 Jun 2019	Monday 22 Jul 2019	54
Plus designated staff training closure days: Monday 3 September 2018 and Monday 22 July 2019							2
TOTAL							195

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