

Ysgol Gymraeg Dyffryn Y Glowyr
Heol Bethel
Cwmtwrch Isaf
Abertawe
SA9 2PT



Ysgol Gymraeg Dyffryn Y Glowyr

GOVERNORS' REPORT TO PARENTS 2022-2023

Please note that this is a report that looks back on the previous academic year.

There is no requirement at present for schools to hold an annual parents'/governors' meeting. However, parents in sufficient number have a right to request a meeting up to three times a year if there are issues they wish to discuss. There was no parents/governors meeting held during the year. Ysgol Gymraeg Dyffryn Y Glowyr has an open door policy, which encourages parents to make an appointment to visit the school to discuss any matters relating to their children's education. Parents also receive regular information through electronic communication e.g. texts/Instagram/'Schoop'

Introduction from Chair of Governing Body

Dear parent,

As the Chairman of Governors at Ysgol Gymraeg Dyffryn Y Glowyr, it is with pleasure that I present to you our Governors' Annual Report.

I wish to thank the headteacher, Miss Rofe, and all her staff for their commitment and hard work during what has been an extremely challenging few years. As we progress through the post-pandemic period, the school continues to prioritise the health, safety and wellbeing of pupils. Staff have worked hard in implementing the new Curricular Framework and adapting to the new Additional Learning Needs Act.

I would like to take this opportunity to thank you as parents for supporting the school and its work and the PTFA for striving to raise much needed funds under challenging circumstances, such as the increase in the cost of living. The last academic year saw a vast increase in the number of activities that the school was able to offer, including the return of a greater range of residential visits. This was a welcome return to an even stronger sense of normality. We look forward to continuing to work together for the benefit of all pupils.

Pupil numbers continue to increase with more parents opting for Welsh medium education for their children, which is a cause for celebration. The Governing Body has been pro-active in recent years in securing support for extensive building programmes as a result of the increased demand for places at the school. Our purpose-built pre-school setting is now entering its third year and is flourishing in terms of numbers of children attending. The school and its stakeholders will face further challenges in the coming year with the continuation in the increases in the cost of living and further budgetary constraints.

Once again, I would like to thank members of the Governing Body for their conscientious approach and commitment throughout the year.

Mr G Davies.
Chair of Governors.

Members of the Governing Body – last academic year

Chair of Governing Body: Mr G Davies - Maes Pica, Cwmtwrch Isaf

Clerk to Governing Body: Mr Nicholas Underhay / Ms Beth Groves

The members of the Governing Body, their terms of office and their status are as follows:

NAME	STATUS	LINK
Mr G Davies	Chair of Governors	Governor Training / Data
Mr K Hopkins	Parent Governor (Vice chair)	Complaints Officer
Mrs Nia Jones	Parent Governor	Data / Mathematics+ Numeracy
Mr Anthony Jones	Parent Governor	Equal Opportunities
Mrs Gwen Jones	Community	Assessment / ICT
Mrs M Tweed	Community	E-Safety / Welsh Charter / Transition
Mr Glyn Davies	Community	Attendance / Wellbeing
Cllr. Sandra Davies	Local Authority	Safeguarding / Child Protection / Additional Learning Needs
Mr G Hayton	Local Authority	Digital Competency / ICT / Environment
Mr W Thomas	Local Authority	Environment
Miss E-W Rofo	Headteacher	All areas
Mr M Bowen	Teacher Representative	Deputy Head – all areas
Mrs S Hopkins	Ancillary staff representative	Pre-school, Transition

Next election of parent governors: There is currently no parent governor vacancy.

Governors' Travel and Subsistence Expenses: Governors do not claim travelling expenses or allowances.

Staff, pupils, school organisation

School address: Ysgol Gymraeg Dyffryn Y Glowyr, Bethel Road, Lower Cwmtwrch, Swansea. SA9 2PT.

Telephone number: 01639 846060

E-mail address: office@dyffrynyglowyr.powys.sch.uk

Number on Roll: During 2022/2023 the number of pupils on roll was 335.

Headteacher: Miss E Rofo

Mr Mark Bowen	Deputy headteacher / Teacher(Year 6)/Assessment +ICT
Mrs Elfair Jones	Teacher (Year 5/6) / TLR holder (Maths and Numeracy)
Miss Emma Jones	Teacher (Year 2) / TLR holder (Language and Literacy)
Mrs Nia Davies	Teacher (Year 4/5)
Mrs Nerys Hill	Teacher (Year 4)
Mrs Sophie Griffiths	Teacher (Year 3/4)
Mrs Ffion Geil	Teacher (Year 3)
Miss Hannah Weston	Teacher (Year 1/2)
Mrs Rhiannon Crocker	Teacher (Year 1)
Mrs Llinos Adere	Teacher (Reception)
Mr Martyn Watkin-Jones	Teacher (Reception)
Mrs Laura Manley/Mrs Laura Griffiths	Teachers (Reception)
Mr Elfyn Roberts	Teacher (PE) / PPA
Mrs Karen Jones	ALNCo / Small group support
Mrs Gwen Jones	Regular supply teacher
Mrs Lowri Phillips	Regular supply teacher
Mrs Anna Funnell	Regular supply teacher

Miss Catherine Davies	Teacher (Special Centre)
Mrs Caren Hopten	Learning Support Assistant (ALN – Special Centre)
Miss Carrie Saunders	Learning Support Assistant (ALN – Small group support)
Mrs Karen Lawrence	Learning Support Assistant (ALN – Special Centre/Small group support)
Mrs Mair Jones	Learning Support Assistant (ALN – Small group support)
Mrs Tracey Tibbet	Learning Support (1:1 support)

Teaching Assistants: Mrs Nia James, Miss Michelle Guerrier, Miss Lowri Hughes, Miss Angharad Jeremiah, Miss Michelle Norman, Miss Chloe Cowles, Miss Ellen Launchbury, Mrs Bethan Good, Miss Ceri Smith, Miss Sophie Davies, Miss Telyn Evans, Mrs Saran Davies, Mrs Lisa Evans.

Mrs Susan Hopkins	3yr old setting leader
Mrs Alison Jones	3yr old setting leader

3/4 yr old Setting Assistants: Mrs Helen Weston, Mrs Lesley Long, Mrs Helen Jones, Mrs Louise Turler, Miss Emily Griffiths, Miss Emili Greenacre, Ms Sharon Austin.

Mrs Wendy Griffiths	Admin Officer
Mrs Helen Morgan-Jones	Admin Officer

Changes in staffing

Mrs Lisa Evans, Miss Telyn Evans and Mrs Saran Davies joined our team as teaching assistants.

School Hours - Pupils were expected to arrive at school promptly and by 8:50a.m. in order to be in their classes for morning registration at 9:00a.m. School finished at 3:30p.m. Parents were asked to drop their children off at either the 'drop off' area within the main car park or at the upper car park. Children were then collected by their parents/guardians from outside their classrooms at the end of the school day.

Breakfast Club was available to all pupils throughout the school at 50 pence per day. Pre-registration was not required. Pupils had to arrive at school between 8:00a.m. and 8:30a.m. They were supervised by breakfast club staff until 8:50a.m. when they were then transferred to the supervision of class teachers.

Playtimes: Morning, afternoon and lunch playtimes were staggered throughout the day thus allowing Infant and Junior pupils to have full use of all play areas during the school day.

Language Category: Ysgol Gymraeg Dyffryn y Glowyr is a co-educational Welsh area primary school under the auspices of Powys Local Authority.

The use of the Welsh language: Welsh is the official language of the school and the main medium of its life and work. In Reception, Year 1 and Year 2 classes, Welsh is the main medium of teaching and learning. English is introduced in Year 3. In the Junior classes, therefore, Welsh and English are used as teaching and learning media with the aim of enabling pupils to become fully bilingual by the time they transfer to the secondary school.

Review of school policies and strategies: The school has the full range of policies required to govern its work. They include: Safeguarding, Attendance, Charging, Staff discipline, conduct, capability and grievance, Curriculum, Complaints. Existing policies are reviewed in accordance with the school's review timetable. New policies are ratified by the governing body. Copies of school policies are available to parents on request.

Curriculum: All pupils follow a new curricular framework which includes six areas of learning. Work has been underway throughout the year in implementing the new curricular framework. New curricular themes have been adopted alongside the introduction of the new framework.

The curriculum is taught through a combination of subject focus lessons and cross-curricular themes. There is a clear focus on developing pupils' basic skills of literacy, numeracy and Digital Competency. Each class works on a specific theme each term and due attention is given to pupils' learning needs and interests. Pupils' voice is central to the teaching and learning and integral to the school's decision making processes. The school's policies for Religious Education and Collective Worship are implemented across the school.

The school has established many extra-curricular clubs over the years which support and extend pupils' learning experiences. They include football, rugby, cricket, netball, hockey, choir, and fun through the medium of Welsh club, Hafan club, coding club and Urdd Club. Most clubs have been well attended and we are grateful to all members of staff and volunteers who have assisted in their delivery. A special thank you to Mr Tweed and family for running our coding club.

The school hall was also used to run the Urdd gymnastics club which has gone from strength to strength and privately run ballet classes. Pupils, staff and parents welcomed these opportunities to help develop pupils holistically. The clubs allowed pupils to experience enjoyment, whilst also pursuing their interests and developing their skills. Educational visits and excursions to places of interest in order to enrich pupils' learning experiences have also been offered. Year 6 pupils leaving for secondary school also experienced a wealth of educational and fun activities.

Pupils' progress is carefully monitored and evaluated critically across the school. The process includes implementing statutory National Tests in reading, numeracy and mathematical reasoning for all pupils in Years 2-6. Assessment for learning strategies are also used productively across the school to develop pupils' skills in evaluating their own learning and development.

The school has established productive links with the receiving secondary schools to promote transition and to support discussion on curriculum matters, which benefit both sectors.

Provision for sport and extra-curricular sport activities: Physical education and exercise continue to receive a prominent place in the school. We are committed to promoting pupils' health, wellbeing and fitness. All pupils receive two physical education lessons a week. The school offers pupils an extensive programme of activities during the year. This includes rugby, cricket, football, netball, hockey, swimming, dodgeball, dance, gymnastics, athletics and cross-country activities.

The school usually participates in a range of games, competitions and activities with other schools at local, regional and national levels. Pupils have been particularly successful in competitions and have won numerous cups and awards. Every effort is made to ensure that as many pupils as possible get to experience participating in competitive tournaments, however, this is often governed by the number of teams that the school is allowed to enter by the tournament organisers.

Swimming lessons are offered throughout the school year and during the school day to pupils in Years 3-6 at Maesydderwen Leisure Centre. Swimming lessons are offered to different classes in blocks and parents are asked to sign contracts to confirm their level of commitment to these lessons. The school budget covers additional instructors at the pool but parents are asked to cover the cost of the transport to and from the pool at £2 per session.

School Improvement Priorities / Targets: The school's priorities for improvement are derived from the school's self-evaluation review structure and give due regard to regional and national priorities. New, ambitious priority areas were introduced within the school's School Development Plan 22/23 in the hope that they could be fully addressed by the end of the academic year if the Covid situation allowed. Previous plans have been addressed effectively.

Priority Areas and Targets within the School Development Plan (SDP) for 22/23 were:

- To ensure that many pupils across the school improve their mathematical reasoning skills.
- To strengthen pupils' Welsh oral skills further.
- To develop a deeper understanding of the expectations when implementing 'Science and Technology' as one of the areas of learning and experience within the curricular framework.
- To develop a shared understanding of assessment and progression in line with the new curricular framework.
- To raise the school's attendance to at least 90%.

The headteacher, governors and the school's support and challenge officer were very pleased with the robust progress made in working towards the targets set. Specific initiatives and programmes have been devised and implemented successfully and all priority areas were effectively addressed during the year. Aspects of these priority areas will continue to be monitored to ensure continuous improvement and embedded practice. Improving overall pupil attendance will remain a key area for attention. Further and additional priorities are always incorporated in the School Development Plan as necessary throughout the academic year. This allows the SDP to be an effective working document that reflects the current and ongoing needs of the school.

Overview of three year development targets: Pupils' skills and progress will remain a main focus by building on the good practice that exists. Areas for development will include pupils' maths and numeracy skills, Welsh language and literacy skills, digital competency and a review of the school's systems in ensuring effective assessment that leads to pupil progression and holistic development. The school will continue to focus on the implementation of the new curricular framework and pupils' ability to learn independently. This will include a focus on the new areas of learning and experience and continuing to ensure opportunities for capturing pupils' voice. There will also be a focus on classroom management and organisation methods to promote effective teaching and learning in line with new curricular requirements and evaluating the effects of effective responses to pupil's work.

The school will continue to adapt to the requirements of the new Additional Learning Needs legislation by building on the current effective provision. The raising of school attendance figures which is also a National priority will remain a key area, along with the professional development of staff and the ongoing monitoring of the school's financial position.

Progress in setting and meeting quantifiable targets: Quantifiable targets are set whenever possible – e.g. in relation to maths/numeracy, language/literacy and attendance. They are agreed and monitored by the headteacher, staff, governing body and the Local Authority. The school also sets personal targets for all pupils commensurate with their age, ability, rate of progress and levels of achievement.

Admissions: The school implements Powys Local Authority's admissions policy. The Local Authority manages all admissions and transfers of pupils who live within and outside the catchment area. The school offers children full-time education in the September following their fourth birthday.

Additional Learning Needs/Inclusion: The headteacher is one of the Additional Learning Needs Co-ordinators (ALNCo) with responsibility for the strategic planning of provision for pupils with a range of needs relating to their educational, social, emotional and behavioural development. Mrs Karen Jones (ALNCo) co-ordinates the implementation, monitoring and review of provision. Following an audit process, pupils who are experiencing difficulties are included on one of the stages of the school's Additional Support Register reflecting the level of support needed. Staff have attended numerous training events on the use of interventions in supporting pupils with Additional Learning Needs. There is continuous collaboration between the school and a range of outside support agencies. Pupils are assessed at the beginning of interventions and pupil progress is measured. The support structure is currently being adapted in line with the new legislation, to include new Individual Development Plans for those pupils deemed as having additional learning needs. All staff and parents have received a newsletter from the authority explaining the changes.

The school's special centre, which caters for pupils with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and pupils with Autistic Spectrum Disorder (ASD), offers pupils valuable experiences. Pupils are included in wider school life activities as much as possible, with many joining mainstream classes for Physical Education and other subjects, collective worship and whole school gatherings when risk assessments allow. Pupils are given inclusive opportunities to attend school trips and residential outdoor pursuits. It is hoped that more pupils will have timetabled access to the special centre in the near future as early intervention is key.

Groups of learners: All groups of pupils are closely monitored in terms of attainment and progress. The headteacher and ALNCo support teachers, discuss pupil progress, review previous pupil and group targets, and discuss with individual class teachers the way forward for each child in terms of setting new targets. Parents of pupils receiving additional support are closely involved in the process of identifying their children's needs, discussing appropriate packages of support and in monitoring their child's progress against targets. Numerous 'team around the child' and 'team around the family' meetings are held throughout the school year.

Carefully planned timetables have been set up to include provision for all age groups. Pupils have been grouped according to age and level of need. Areas of support include- Literacy support (Welsh and English); Numeracy support; Spelling and phonology; Motor skill development; Speech and language; Dyslexia support; Memory and processing skills; Self-help skills; Basic Skills; Nurture; 'Boxall' intervention; Hearing impairment support; Visual impairment support; Physical and mobility support; 'Play Therapy' support; Buddy support and peer mentoring; Wellbeing sessions; 'Amser Sgwrsio'/'Time to Talk'. Staff compile and make use of different personalised programmes and plans; and packages of support, including Universal Learning Plans, Individual Development Plans, Pastoral Support Plans, Care Plans and Individual Behaviour Plans as required. School staff also work closely with Local Authority officers in compiling 'Local Authority Development Plans' for those pupils with the most complex needs.

Additional learning needs Register-

	Universal Learning Provision	School Individual Development Plan	Local Authority Development Plan	Total
Summer 2023	54 pupils	39 pupils	3 pupils	96 pupils

More able and talented pupils: Pupils who have additional needs as a result of a higher than average ability benefit from differentiated tasks and activities within the class and outside of the class. Challenges are also set across the curriculum. Individual, class intervention plans are completed for these pupils to ensure sufficient levels of challenge and progression.

Specialist Services: The school works closely with specialist services, including agencies involved with pre-school settings. They include agencies involved in promoting children's health and wellbeing, in supporting a range of learning needs, and working with school and home to maximise opportunities for children to achieve their potential through reducing or removing barriers to learning.

Pupils with disability and Accessibility: Pupils with a disability are admitted to school in consultation with the LA and other agencies regarding appropriate facilities. The school ensures that there is no instance of discrimination. The school prides itself as a fully inclusive learning environment.

School/Home/Community Links: Staff work diligently to develop the school as a community school. The community is used as a learning resource to support pupils' learning and efforts are made to bring community groups into school when risk assessments allow. The school has very good relationships with community partners including our Community Police Liaison Officers. Pupils and staff work hard to organise Christmas activities and St David's day celebrations as well as other celebrations throughout the year. There are good, productive links with a range of local organisations and agencies including The National Park, sports clubs, local ministers and preachers and agencies promoting health and wellbeing to name but a few.

The school held target-setting meetings with parents. The consultation sessions enabled parents to discuss their children's progress.

The school's PTFA is very successful in raising funds for charity and for resources for the school. The committee continuously promotes meetings etc. and encourages new parents to join.

Links with the Police service: There have been numerous visits from the school's Dyfed Powys Police liaison officer. Pupils of all ages have benefited from interesting PSE sessions on important topics including cyber-bullying. This forms part of an on-going programme.

Visits/Visitors: Pupils participated in a range of worthwhile activities. The children welcomed visitors to the school during the academic year and benefitted from a range of visits within their local community and further afield. Transitional activities and visits to secondary schools were held and proved beneficial for the children. A number of successful residential visits were also arranged e.g. to the Urdd Centre in Cardiff and Llangrannog.

Buildings and Premises: The headteacher and governing body's health and safety, and sites and building sub-committees undertake regular audits of the building and premises. All boundary gates and fences have been checked for any problems caused by settlement. Security alarms, fire alarms and the sprinkler systems at the school have been regularly checked. Any maintenance issues are quickly addressed.

Safeguarding Arrangements: Safeguarding arrangements are fully in place and are regularly reviewed and updated. A detailed annual safeguarding audit is completed to ensure systems are robust and effective. The audits are also monitored by the Local Authority.

Toilet facilities: There are sufficient toilet facilities for boys and girls across the school. There are also disability friendly toilets. Toilets are cleaned daily by school cleaners. Additional cleans are arranged as necessary e.g. following spillages or widespread sickness etc.

Healthy eating and drinking: As a school, we promote the value of a healthy lifestyle which includes encouraging pupils to eat a healthy, balanced diet. Areas within the school curriculum are utilised to develop pupils' understanding of the importance of a healthy diet and the essential elements. The local authority catering service seeks to ensure that pupils are offered a healthy nutritious meal daily, including fruit and vegetables. Parents who choose for their children to have a packed lunch are encouraged to provide a well-balanced lunch excluding sweets, chocolates and fizzy drinks as much as possible. Pupils are encouraged to drink water during the school day and all children between the ages of 4 and 6yrs also receive milk during their break.

Attendance statistics

Although efforts are continuously made to improve pupil attendance, it was recognised during the 22/23 academic year that large numbers of pupils were absent as a result of recurring illnesses.

Autumn Term 2022	Spring Term 2023	Summer Term 2023	Whole Academic Year 22-23
89.4%	89.5%	90.8%	90%

Whole school year: 90%

Target for coming year: 91+%

Action taken to improve attendance: Pupil attendance is carefully tracked by the headteacher and Welfare Officer and monitored by the governing body. The attendance rates of individuals causing concern are tracked by the Local Authority's welfare officer in more detail. The more common reasons

for absence are highlighted and recorded. Close collaboration is maintained with Pupil Support Officers and multi agency staff.

Moving forward there will be more robust action implemented. This will include –

- Parents/carers being contacted by phone and in writing if there are concerns regarding attendance.
- Parents being called into school for a meeting to discuss the school's concerns.
- The school implementing the Local Authority's attendance pathway as robustly as possible.

School Prospectus: There have been no additional changes to the school prospectus apart from alterations and updates in line with changes to the curriculum, the school's staffing structure and class organisation.

ATTACHMENTS

Appendix A – Overview of the school's Priorities for 2023-2024

Appendix B – School Budget (3 year overview)

Appendix C - Financial Statement PTFA

Appendix D – School Calendar 2023/2024

Appendix A – Overview of the school's Priorities for 2023-2024

Priority 1 -

'To improve pupils' mathematical fluency including when they apply their numeracy skills.'

Rationale –

- Following monitoring procedures, members of the SMT and teaching staff believe there is more work to be done in ensuring that pupils improve their mathematical fluency in a range of contexts.
- We must also remember that the skills framework remains one of the key drivers for the new curricular framework.
- Pupils require plentiful opportunities to apply their mathematical fluency across all other areas of learning and within authentic contexts.

Priority 2 –

'To improve pupils' writing skills in line with continuing to improve Welsh oral skills.'

Rationale –

- Teachers' monitoring, review of pupils' work and outcomes, professional discussions and scrutiny of data indicate that there is scope to extend pupils' oral skills further in Welsh.
- Pupils need to be able to speak and use the Welsh language in order to then further improve their Welsh writing skills. This helps with writing accurate sentence structures and in varying vocabulary in different contexts and for a range of purposes.
- Emphasis must be placed on the need for children to develop their oral skills in order to impact positively on their writing skills.

Priority 3 –

To develop a shared understanding of assessment and progression in line with the new curricular framework – paying particular attention to 'concepts' and 'golden strands' within and across curricular planning– Phase 2.

Rationale –

- Although assessment procedures have been clear and robust in previous years there remains an element of uncertainty when it comes to establishing a shared understanding of what assessment and progression currently looks like in line with the new curriculum.
- New systems need to be considered, trialled and reviewed. Further research needs to be completed and effective practice shared between schools.
- Pupil progression and assessment that leads the planning need to be central to all discussions.
- We will need to safeguard the effective systems and procedures that already exist and introduce new ways of working that keep pupil voice and pupil involvement at the forefront. Pupils will need to be included in professional dialogues and their views incorporated when discussing strategies for upskilling and effective ways of responding to their work.

- Holistic assessments are also key in moving forward.
- In Phase 2, staff will need to apply what was learnt and developed through collaborative planning and working in Phase 1 to our own school's thematic planning structure.

Priority 4 –

'To re-visit the expectations within the DCF framework and ensure broad and balanced coverage in line with the new curricular framework.'

Rationale –

- A great deal of work has been completed on developing pupils' DCF skills in previous years but with the introduction of the new curriculum and changes to planning and assessment this area will need to be re-visited.
- Teachers will need to ensure broad and balanced coverage of skills within their curricular planning and within the new thematic approach that has been adopted by the school. Engaging and authentic contexts need to again be ensured and embedded within the planning structures.
- Work will need to be undertaken on developing pupils' ability to identify and discuss their DCF progress.
- Priority 4 will need to be considered alongside Priority 5 in establishing effective progression in pupils' skills.

Priority 5 –

Ongoing - 'To continue utilising all adopted strategies for improving pupil attendance – so that the average is higher than 90%'

Rationale –

- Pupil attendance is now an area of greater concern as schools make every effort to continue to recover from the effects of the pandemic. This is also increasing in importance as a national priority as the Government conclude that pupil attendance levels are very slow to recover nationally following the pandemic and are far from pre-pandemic averages.
- A full range of robust strategies will need to be adopted from Autumn term 2023.

Appendix B – School Budget (3 year overview)

Predicted financial position end of financial year 23/24	Predicted financial position end of financial year 24/25	Predicted financial position end of financial year 25/26
+£115,526	+£1,466	-(£60,449)

Appendix C - Financial Statement PTFA

PTA accounts 2022/2023

	<u>Credits</u>	<u>Debits</u>	<u>Profit</u>
<u>Totals</u>	+4887.36	(-2417.01)	2470.35
<u>Bank Bal carried over</u>			
<u>5566.96</u>	10454.32	8037.31	

Year on Year comparison

2019-2020	2020-2021	2021-2022	2022-2023
3786.84	4967.37	5734.53	4887.36
(-1767.48)	(-1747.51)	(-3892.72) (-231.62) = 2661.10	(-2417.01)
	(-1231.62)		
2019.36	1988.24	3073.43	2470.35

Appendix D – School Calendar 2023/2024

2023-24

AUTUMN TERM:

- Monday 4 September 2023 to Friday 27 October 2023
- **Half Term - Monday 30 October 2023 to Friday 3 November 2023**
- Monday 6 November 2023 to Thursday 21 December 2023

SPRING TERM:

- Tuesday 9 January 2024 to Friday 9 February 2024
- **Half Term - Monday 12 February 2024 to Friday 16 February 2024**
- Monday 19 February 2024 to Friday 22 March 2024

SUMMER TERM:

- Monday 8 April 2024 to Friday 24 May 2024
- **Half Term - Monday 27 May 2024 to Friday 31 May 2024**
- Monday 3 June 2024 to Friday 19 July 2024

NON-PUPIL DAYS:

- Friday 1 September 2023
- Monday 25 September 2023 (cluster INSET)
- Tuesday 26 September 2023 (cluster INSET)
- Friday 22 December 2023
- Monday 8 January 2024
- Monday 1 July 2024 (cluster INSET)

USEFUL DATES:

- **Good Friday** - Friday 29 March 2024
- **Easter Monday** - Monday 1 April 2024
- **May Day Bank Holiday** - Monday 6 May 2024
- **Spring Bank Holiday** - Monday 27 May 2024
- **Royal Welsh Show** - Monday 22 July - Thursday 25 July 2024