



SCHOOL GOVERNOR REPORT TO PARENTS

Dear Parents and Carers,

On behalf of the Governing Body I am delighted to present this year's Governor Report, reflecting the continued progress, achievements, and priorities of our school community. As governors, our role is to support and challenge the school leadership to ensure high standards of education, inclusion, and wellbeing for every pupil.

In the 2024-2025 academic year we received our feedback for the Estyn Inspection completed in July 2024. I am pleased to share the opening statement of the Estyn report here, which I believe captures the ethos and character of the school well:

"Stepaside C.P. school is a **happy** place where pupils feel **safe** and are **eager to learn**. Leaders focus on providing a **welcoming, calm** and **purposeful** learning environment and this contributes to the school's **nurturing** ethos. Staff make good use of the extensive **outdoor areas** to enhance the curriculum and to provide opportunities for pupils to keep fit and **healthy**."

Curriculum and Learning

Over the past few years, our dedicated teaching staff have worked diligently to develop a curriculum that aligns with the requirements of the Curriculum for Wales. This work has been highly effective, resulting in a broad and balanced curriculum that reflects our local context and supports meaningful learning experiences.

Inclusion and Additional Learning Needs (ALN) provision

The 2024 Estyn Inspection recognised several strengths across the school, particularly in promoting an inclusive and accessible environment. Personally it was very humbling to hear the Estyn Inspection team describing the school as a happy, caring and welcoming environment. This speaks volumes about the dedication of our staff and the warmth of our school community.

The Inspection recognised that the school places a strong emphasis on inclusion for all. Staff encourage pupils to challenge stereotypes and celebrate individual differences. Pupils explore a range of cultures and religions and have good links with the local church. This helps them to develop an understanding of spirituality and respect for the beliefs of others.

The inspection also praised our Additional Learning Needs (ALN) provision, highlighting the effectiveness of early identification, tailored support plans, and collaboration with external agencies. Estyn commended *"The ALNCo works successfully with the teaching team to identify the needs of individual pupils at an early stage and to implement plans that are tailored for them... The school's arrangements for supporting pupils, including those with ALN, are effective and well organised."*

Governance and Leadership

The governing body has worked closely with school leaders to monitor performance, support strategic planning, and ensure financial sustainability. We are proud of the school's commitment to continuous improvement and inclusive practice.

Community and Wellbeing

We value our strong partnership with parents and the wider community. Events, workshops, and feedback forums have helped shape our priorities and strengthen relationships. Initiatives around pupil wellbeing, mental health, and safeguarding remain central to our work. We are also proud of the school's efforts to promote diversity, respect, and pupil voice. The school's active Senedd and Pupil Ambassador programmes are testament to that.

Looking Ahead

Our priorities for the coming year are aligned to the School Development Plan and Estyn feedback:

- Continue to develop independence and challenge for all pupils. Ensure that independent learning experiences provide sufficient challenge for all pupils and support them to develop suitably as independent learners.
- Continue to develop progression across all areas of the curriculum. Develop a shared understanding of progression to ensure that pupils make progress across all areas of the curriculum.
- Improve attendance and punctuality. Work with the school and families to overcome poor attendance and improve outcomes for learners.
- Supporting staff development and wellbeing.

We currently have 2 vacancies within our Governing Body. Would you be interested in joining our Board of Governors for the 2025–2026 academic year? As a parent or carer, your insight and experience are incredibly valuable. By volunteering as a school governor, you can play a vital role in shaping the direction of our school and helping create the best possible environment for all children to thrive. Please contact me or the school office if you would like more details.

Thank you for your continued support. Together, we will ensure every child thrives and reaches their full potential.

Warm regards,
Laura Burnett

Chair of Governors

EdwardsL697@hwbcymru.net

ABOUT THE GOVERNING BODY

Meetings of the Governing Body

Meetings of the full governing body have taken place on three occasions. At appropriate meetings the Governors received and considered reports from the Finance sub-committee, Curriculum and Standards sub-committee, Attendance sub-committee and the Head Teacher reports on the school and its work. In addition to these formal meetings Governors have visited to enjoy concerts, learning walks, sports activities and fundraising events.

Parents have the right to request a meeting with the governing body. Full details on how to request a meeting can be obtained from the school. No petition for a meeting with parents & carers was received during the year 2024-2025, therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

A meeting between the Estyn Inspection Team and parents and carers of the school was held on Monday 24th June 2024. The contents of this meeting provided parent and carer context to the Estyn Inspection, and contributed to the Inspection outcomes.

Governor Membership

Governor Type	Governor Name	Term Start
Additional Community	Cllr S C Phillips	05/09/2022
Community	Mrs R Tippett-Maudsley	15/11/2021
Community	VACANCY	
Community	Rev'd M Johnson	01/09/2024
Headteacher	Mr P Jones	05/09/2022
Local Authority	Mr A Tracey	17/07/2024
Local Authority	Mrs J Edwards	17/07/2024
Local Authority	Mrs J L Phillips	16/05/2024
Parent	Mrs L Burnett	30/11/2021
Parent	Mrs M Pearce	19/12/2023
Parent	Ms S Brinkworth	19/12/2023
Parent	VACANCY	
Staff	Mrs R Badham	22/10/2021
Teacher	Mrs K Chandler-Hall	01/09/2022
Associate Member	Alasdair Cameron	

Name and contact details of Chair:

- Laura Burnett: EdwardsL697@hwbcymru.net

Name and contact details of Clerk:

- T Harries: GSSadmin@pembrokeshire.gov.uk

A parent governor election took place in 2024 when Mr G Potter was elected.

There is one current parent governor vacancy, and one parent governor's term of office is due to expire during the 2025-2026 academic year. If a parent governor resigns, an election will be held and nomination forms issued at the appropriate time.

Governors Annual Report to Parents 2024-2025

Would you be interested in joining our Board of Governors for the 2025–2026 academic year? As a parent, carer, or a member of our local community, your insight and experience are incredibly valuable. By volunteering as a school governor, you can play a vital role in shaping the direction of our school and helping create the best possible environment for all children to thrive. Please contact me at the details above, if you would like more details.

FINANCIAL STATEMENT

The School Fund is managed throughout the year by the office administrator. The school's budget is delegated to the school and managed by the Finance Committee who meet each term and report to the Governing Body. Overall, the school maintains a healthy budget and has adequate funds assigned for the 2025-2026 and 2026-2027 years to meet current plans.

	2024-2025	2025-2026	2026-2027
Expenditure			
TOTAL PREMISES COSTS	£ 71,120	£ 63,140	£ 63,630
TOTAL SUPPLIES/SERVICES COSTS	£ 79,460	£ 80,810	£ 81,080
MATERIALS	£ 1,230	£ 1,730	£ 1,770
MATERIALS STORES	£ 1,760	£ 2,760	£ 2,820
CONSUMABLES	£ 7,140	£ 5,640	£ 5,760
TELEPHONE CHARGES	£ 140	£ 140	£ 140
BUSES	£ 5,000	£ 5,110	£ 5,220
MEALS RECHARGED (INTERNAL)	£ 50	-	-
OTHER INSURANCE PREMIUMS	£ 100	£ 100	£ 100
ALL RISKS INSURANCE	£ 650	£ 660	£ 670
HR-PAYROLL	£ 3,160	£ 3,860	£ 3,950
CREDITOR PAYMENTS	£ 170	£ 10	£ 10
LEGAL SERVICES	£ 340	£ 410	£ 410
I.T. SERVICES	£ 2,880	£ 2,820	£ 2,790
INFORMATION GOVERNANCE	£ 1,100	£ 1,190	£ 1,200
PROFESSIONAL SERVICES	£ 110	£ 110	£ 110
PERIPATETIC MUSIC UNIT SLA	£ 3,820	£ 4,180	£ 4,280
LMS SLA	£ 3,170	£ 4,540	£ 4,560
SPORTS SLA	£ 2,030	£ 3,650	£ 3,650
SCHOOL MEAL SERVICE SLA	£ 41,220	£ 41,210	£ 40,950
GOVERNOR SUPPORT SLA	£ 1,910	£ 1,910	£ 1,920
MILEAGE REIMBURSEMENT	£ -	£ -	£ -
OTHER PAYMENTS/CHILDREN	£ 2,730	£ 100	£ 100
LICENSE FEES	£ 750	£ 680	£ 670
TOTAL STAFFING ASSOCIATED COSTS	£ 462,480	£ 476,060	£ 497,920
TOTAL EXPENDITURE	£ 613,060	£ 620,010	£ 642,630
Income & Resources			
PRIMARY SCHOOL FORMULA FUNDING	-£ 593,140	-£ 608,401	-£ 613,600
FSM TRANSITIONAL FUNDING	-£ 2,070	£ -	£ -
RECHARGE TO REVENUE ACCOUNTS	-£ 780	£ -	£ -
INTEREST ON SCHOOL BALANCES	-£ 100	-£ 100	£ 100
PROVISIONAL ADDITIONAL FUNDING	-£ 7,046	£ -	£ -
ADDIT ALN FUNDING	£ -	£ -	£ -
SCHOOL CONTINGENCY	£ -	£ -	£ -
CONTRIBUTION OTHER PUBLIC ORGS	-£ 568	-£ 100	£ 100
PASSPORTED PARTNERIAETH	£ -	£ -	£ -
INSURANCE CLAIM REIMBURSEMENT	-£ 691	-£ 100	£ 100
CONTRIBUTION TO PTA's/PARENTS	-£ 2,730	-£ 100	£ 100
SPONSORSHIP/DONATIONS	£ -	£ -	£ -
LETTINGS (EXEMPT)	-£ 780	£ -	£ -
PLAYSCHEME	-£ 2,780	-£ 2,880	£ 2,880
WELSH GOVERNMENT	-£ 4,406	£ -	£ -
INITIATIVE FUND	£ 3,120	£ 3,120	£ -
(SURPLUS)/DEFICIT B/FWD	-£ 53,371	-£ 52,282	£ 40,833
TOTAL INCOME & RESOURCES	-£ 665,342	-£ 660,843	-£ 657,713
ESTIMATED SURPLUS/(DEFICIT) C/FWD	£ 52,282	£ 40,833	£ 15,083

No governor has requested reimbursement for travel or subsistence during this financial year. However, the Governing Body *does* permit reimbursement for travel and subsistence to ensure it is not a barrier to joining as a Governor.

During the year the School has benefitted from a number of specific Grants and financial awards to support the provision at Stepside. Details of the Spending Plan for the Pupil Development Grant are available on the school website [\[LINK\]](#). The Grant funding has been spent to support focus areas

aligned to the School Development Plan, which includes staff development, training and working with schools across the cluster. Examples include:

- Staffing costs for Supply and Additional Teaching Staff
- INSET – Outdoor Learning
- INSET – Independent Thinking
- Upgraded reading resources – replenish scheme, new guided reading resources
- Resources for new class Y1/2
- Music SLA
- Sport SLA
- Transport for school trips and residentials
- National Trust Membership

We were lucky to receive gifts for our Year 6 leavers from Paul Watts (Caterpillar Inc) and the Rotary Club. The Rotary Club also gifted support for a group of children to attend Folly Farm, provided opportunity for children to visit the Schooner in Saundersfoot, and for the children to plant purple crocuses in the gardens in Kilgetty in celebration of the advancements made in treating Polio. Stepside School children also, having been involved in the design of the new adventure park in Kilgetty last year, had the privilege of being some of the first to use the park in July.

We are incredibly grateful to our local Community support for these gifts and opportunities.

SCHOOL DEVELOPMENT PLAN

School Vision Statement

At Stepside Community Primary School, we put our children at the heart of everything we do. We offer a truly inclusive and nurturing environment, allowing each child to flourish and reach their highest potential. High quality learning experiences are developed to enable children to become:

- ambitious, capable learners ready to learn throughout their lives
- ethical and informed citizens of Wales and the world
- enterprising, creative contributors, ready to play a full part in life and work
- healthy and confident individuals, ready to lead fulfilling lives as members of society.

Estyn Inspection Feedback

Stepside C.P. school is a happy place where pupils feel safe and are eager to learn. Leaders focus on providing a welcoming, calm and purposeful learning environment and this contributes to the school's nurturing ethos. Staff make good use of the extensive outdoor areas to enhance the curriculum and to provide opportunities for pupils to keep fit and healthy.

Most pupils make good progress in their learning, although those who do not attend regularly do not always make the progress of which they are capable. Over the past few years, teachers have worked diligently to develop a suitable curriculum in line with the requirements of Curriculum for Wales. This work has been effective, and the curriculum is broad and balanced and takes good account of the school's locality. The work to ensure that there is suitable progression across all areas of learning is at an early stage of development.

Teachers and support staff develop positive working relationships with pupils. They extend pupils' learning through effective questioning and provide good quality feedback to pupils as they work.

Systems for pupils to assess their work are developing appropriately. When pupils work independently, the level of challenge is not always matched well enough to their ability or stage of development.

Pupils have good opportunities to take on lead roles and to influence the life and work of the school. They take these roles seriously and are proud of their achievements. The headteacher has a clear vision for the school and shares this effectively with staff, pupils and parents. He has high expectations of staff and pupils and has implemented a range of changes to improve teaching and learning effectively. Governors provide a good level of support and challenge to the school and are actively involved in monitoring activities and bringing about improvements.

Recommendations:

- R1 Develop a shared understanding of progression to ensure that pupils make progress across all areas of the curriculum
- R2 Ensure that independent learning experiences provide sufficient challenge for all pupils and support them to develop suitably as independent learners

The school's post-Inspection action plan was incorporated in the School Development Plan (SDP) for 2025-2026.

School Development Plan

Stepaside School and the Governing Body are committed to continual improvement and development. The School Development Plan has identified three Priority areas to focus on in the next 3 years, aligned to the Estyn feedback.



Improvement Priorities – 3 Year Overview

Ongoing areas across the school (see separate actions plans):
Continue to monitor and develop Safeguarding procedures throughout the school – Peter Jones / Laura Edwards (Link Governor)
Continue to develop ALN provision throughout the school to fulfil statutory requirements of the new code of practice – KC-H

	Priority 1	Priority 2	Priority 3
Year 1 2025-26	Continue to develop independence and challenge for all pupils.	Continue to develop progression across all areas of the curriculum.	Improve attendance and punctuality.
Year 2 2026-27	Refine strategies for teaching and learning reading throughout the school so that pupils develop as confident and independent readers.	Continue to develop progression across all areas of the curriculum.	Continue to work with the FEO to overcome poor attendance and improve outcomes for identified learners.
Year 3 2027-28	Refine strategies for teaching and learning reading throughout the school so that pupils develop as confident and independent readers.	Refine and develop our shared understanding of progression to ensure that pupils make strong progress across all areas of the curriculum.	Continue to work with families to overcome poor attendance and improve outcomes for identified learners.

OPERATIONAL UPDATE

Term Dates

Key dates for 2025-2026 academic year

- Autumn Term:
 - Start of Autumn term: 1st September 2025
 - Autumn Half term: 27th – 31st October 2025
 - INSET Day: 1st September 2025
 - INSET Day: 2nd September 2025
 - INSET Day: 6th October 2025
 - INSET Day: 3rd November 2025
- Spring Term:
 - Start of Spring term: 5th January 2026
 - Spring Half term: 16th – 20th February 2026
 - INSET Day: 5th January 2026
- Summer Term:
 - Start of Summer term: 13th April 2026
 - Summer Half term: 25th – 29th May 2025
 - INSET Day: 20th July 2026

School Organisation

Staffing commitments and responsibilities for 2025/2026 are as follows:

Member of Staff	Mr Peter Jones	Mrs Kate Chandler-Hall	Mr Richard Adams	Mrs Carli Badham	Mrs Lorraine Blewitt	Mrs Gemma Donald
Role	Headteacher Year 5/6 (Wed) 33 pupils	Assistant Headteacher Year 3/4 Class teacher 27 pupils	Year 1/2 Class teachers 23 pupils		Year 5/6 Class teacher 33 pupils	Nurs / Rec Class teacher Rec – 13 Nur - 15
Contract	1.0	1.0	0.4	0.6	0.88	1.0
Specific responsibilities	DSP Curriculum for Wales Humanities RVE DCF	ALNCo Deputy DSP Health & Well-being RSE First Aid	Science and Technology DCF	Mathematics & Numeracy	LLC First Aid	Expressive Arts Welsh Language

Member of Staff	Mrs Rebecca Badham	Mrs Lynsey Scourfield	Mrs Sally Langdon	Mrs Caroline Davies	Mrs Cally Tully	Mrs Rhiannedd Owen	Miss Ceriann Flynn	Mrs Theresa Williams
Role	LSA Year 3/4 ELSA	LSA Year 3/4 (am) Nur / Rec (pm) ELSA	LSA Year 1/2	LSA Nur / Rec ELSA	LSA Year 5/6 ELSA	LSA Year 1/2 ELSA	LSA JT 1:1	Admin Officer
Contract	1.0	1.0	1.0	1.0	1.0	1.0	1.0	37 hours
Additional Responsibilities / contract		LTS – 5 hours		LTS – 5 hours	LTS – 5 hours	LTS - 5 hours Breakfast Club		Eco Schools LTS Breakfast Club

The Senior Teachers responsible for Child Protection are:

- Mr P Jones, Mrs K Chandler-Hall and Mrs L Blewitt.
- The Governor with responsibility for Child Protection is Mrs L Burnett.

A copy of the policy for Child Protection is available upon request and is also found on the school website.

School Prospectus

The school prospectus was reviewed and updated in 2023 and is available from the school website.

[LINK](#)

The catchment school for Stepside C.P. School is Greenhill School, Tenby. All Year 6 pupils transitioned to Greenhill School at the end of the academic year.

Policies

All policies, educational and pastoral, have been reviewed by the governing body and formally adopted in line with local authority guidelines. All policies are reviewed on a cyclical basis. Any amendments are passed to the relevant governors for approval. Policies are then ratified by the whole governing body. Policies are held by the Head Teacher and copies are available on request. Some relevant policies are also available on the school website.

Specific policies reviewed and/or adopted during 2024/25 included:

- Positive Behaviour Policy
- Strategic Equality Plan
- Whistleblowing Policy
- Safer Recruitment Policy
- Healthcare Needs
- Intimate Care Policy
- Safeguarding Policy
- Sexual Harassment Policy

Attendance

Attendance for the 2024-2025 academic year was 90.41%. Of this, 5.92% were authorised and 3.67% unauthorised absences. The Governing Body have been supportive of the school in trying to improve attendance because evidence shows every day missed is associated with a lower attainment outcome. Missing just 2 days a month means a child misses 10% of the school year. Estyn specifically highlighted concern of the impact of low attendance - "those who do not attend regularly do not always make the progress of which they are capable".

Regular school attendance has a positive effect on children and young people and a strong impact on learner outcomes, standards and progression. Within this, regular attendance supports the development of literacy and numeracy skills, and on the conceptual understanding needed for further study and success in the workplace. Analysis shows that examination outcomes link strongly to attendance rates, for example, where a modest increase in absence can lower outcomes. Lessons missed can mean missing key information, skills and ideas. Good attendance also has a positive effect on emotional and physical wellbeing. Establishing good attendance patterns from an early age is vital for social development.

As Governors we are committed to increasing school attendance for the benefit of all school learners. If you have any recommendations or feedback to understand or help in this area, please contact the school or me at the email address given above.

Additional Learning Needs (ALN)

Mrs Chandler-Hall is the ALNCo for the school and oversaw the Additional Learning Needs register. The Governor responsible for ALN is Mrs J Philips.

Currently the school has 1.6% of pupils on the ALN register and 20% of pupils under ALN Monitoring (Combined 21.6%). The school has 7.2% English Additional Language (EAL) pupils. 2.7% of pupils are Looked After Children (LAC).

The school's ALN policy is available on the school website [LINK](#). Throughout the course of the year the school receives visits from ALN professionals who offer advice and support in relation to pupils on a range of issues. TAPPAS meetings are held termly for the ALNCO to discuss pupils that are identified as having a possible ALN.

The Estyn Inspection in 2024 specifically praised the school for ALN provision, with the following taken from the Estyn Inspection Report:

"The ALN co-ordinator (ALNCo) works successfully with the teaching team to identify the needs of individual pupils at an early stage and to implement plans that are tailored for them. The planned provision meets pupils' needs well and improves their learning, social and emotional skills. The ALNCo tracks the progress of pupils against their individual targets and makes good use of support from external agencies to ensure that they receive specialist additional support when required. Leaders hold useful progress meetings to identify pupils' individual needs and plan how to support their well-being and learning. They examine the progress of groups of pupils carefully and act on any trends or patterns of underperformance. The school's arrangements for supporting pupils, including those with ALN, are effective and well organised."

Equality and Inclusion

The school follows the Disability and Equality policy in line with LEA requirements. This has a focus on accessibility for all users of the school. Our Strategic Equality Plan and Accessibility Plan are both available on request. This plan was reviewed in June 2024 and new priorities set for 2024-2028. The Estyn Inspection recognised the strengths of the school in promoting an inclusive and accessible environment for all learners: "The school places a strong emphasis on inclusion for all. Staff encourage pupils to challenge stereotypes and celebrate individual differences. Pupils explore a range of cultures and religions and have good links with the local church. This helps them to develop an understanding of spirituality and respect for the beliefs of others."

The school has been designed to assist access to the school by pupils who use a wheelchair and has also provided additional railings and stepped areas that are painted white to assist sensory impaired pupils. Staff are aware of disabilities and use larger written and printed formats to assist sensory impaired pupils. The Governors recognise the need for such facilities and work with the LEA to provide the correct facilities should a pupil with any additional disability be admitted to the school. Under the terms of the school's Equal Opportunities policy we would endeavour to ensure that disabled pupils would have access to the whole curriculum. The school follows the LEA admissions

policy with regard to pupils with disability.

Curriculum

Children are grouped in mixed ability classes according to age, in purpose-built classrooms. Class teachers are responsible in the first instance for their pupils, and to oversee their progress and welfare. Should any problems or changes occur these are reported to the Headteacher who has overall responsibility.

The school has a well stocked library of variety of reading material and provide access to children for guided, paired and individual reading for pleasure, supported by an active Reading Ambassador programme.

The school curriculum is designed to develop in our pupils a sense of belonging, not just in a physical or geographical sense but also the historic, cultural and social place which has shaped and continues to shape the community which our school inhabits. We aim to help our pupils make sense of their own identities and those of others in our community, Wales and across the world. The School's Curriculum for Wales statement is available on the School website. [LINK](#).

The Estyn Inspection team noted "Over the past few years, teachers have worked diligently to develop a suitable curriculum in line with the requirements of Curriculum for Wales. This work has been effective, and the curriculum is broad and balanced and takes good account of the school's locality."

All members of the Governing Body are involved in subject monitoring and are aware from first hand involvement of curriculum developments within the school. The Governing Body receive updates from subject coordinators and visit the school on a regular basis through Curriculum & Standards meetings. Governors and staff have worked closely in evolving the Self Evaluation document for the school. Activities carried out include; book scrutiny, listening to learners, learning walks, assembly participation and attendance at school events.

Stepaside School has continued to work closely with the rest of the Tenby Cluster on developing a shared understanding of progressions. AOLE leads have met together throughout the year to discuss and share practice.

A School Senedd is formed each year to provide Pupil Voice and Leadership opportunities in the following areas:

- School Council
- Eco Committee
- Criw Cymraeg
- Digital Leads
- Sports Leaders
- Reading Ambassadors

The School was successful in achieving renewal of the prestigious Eco Platinum Flag, a great effort by Mrs Williams and the pupils' Eco Committee.

Welsh language

The School is an English medium school in a predominantly English speaking area. No pupils currently registered at the school speak Welsh as a first language at home.

The school is currently taking part in the Welsh Siarter Iaith and is beginning progress towards the Silver accreditation. The school has an active Criw Cymraeg who work hard to promote the use of Welsh throughout the school. The Criw Cymraeg has, alongside other groups of the School Senedd, presented their work to the Governing Body as part of our Pupil Voice element of the Full Governing Body meetings.

The Estyn Inspection noted the impact of the efforts to improve use of Welsh throughout the school day. "Teachers identified that pupils' skills and confidence in using Welsh diminished following the pandemic and have introduced a structured programme to improve pupils' skills and help them to regain confidence in using Welsh. This is beginning to have a positive impact on pupils' progress, particularly for younger pupils. Leaders provide a good range of experiences to promote Welsh language and culture and empower the pupil leadership team 'Criw Cymraeg' to lead the focus on Welsh language development. The Criw Cymraeg work hard to promote Welsh across the school and are confident to lead whole school Welsh assemblies independently."

Pupils in Years 5/6 also have opportunity to learn French throughout the year. These sessions are delivered by a volunteer, Mrs Howman, and the school is very grateful for this support.

Physical Education (PE)

Physical Education (PE) forms an important part of the school curriculum. During the Estyn Inspection it was noted: "There is a good range of extra-curricular sporting activities and many opportunities for pupils to be physically active at playtimes. For example, older pupils make good use of the multi-use games area and younger pupils have access to a range of equipment such as tricycles and areas where they can practise balancing.

In addition to regular PE and sports in school the following sports activities took place during the year:

- Parkour afterschool club – Summer Term
- Parkour lessons Years 1-6 – Summer Term
- Football Afterschool Club – Haverford West AFC
- Swimming – Years 1-6
- Weekly Sports sessions delivered by Mr Rowles
- Football and Netball matches with Monkton Priory Primary School
- Cluster Cricket and Football competitions
- Swimming Gala – Years 3-6 – Friday 9th May
- Sport's Day – 9th and 17th June

Healthy eating and drinking

All classes provide continuous access to drinking water. The school has its own kitchen and wholesome hot and cold food is provided under the Healthy Eating Policy of the Pembrokeshire School Meals Service served in the school hall. The school runs a successful breakfast club which all pupils can join and receive a free healthy start to the school day. Pupils are encouraged to bring in a healthy snack (fresh fruit or vegetables) from home to eat at break time; this follows Welsh Government Guidelines on Healthy Eating in Schools. Healthy Eating is promoted by all staff, as reported from the Estyn Inspection Team “Lessons reinforce the importance of healthy eating and develop pupils’ understanding of a balanced diet.”

Toilet Facilities

Toilet facilities are provided in both Key Stages plus additional disabled toilet facilities. Sanitary disposal units are available. The school employs its own cleaner and procures its own cleaning supplies.