

ANNUAL GOVERNORS' REPORT ADRODDIAD Y LLYWODRAETHWYR 2020-2021

KNIGHTON CHURCH IN WALES PRIMARY SCHOOL
YSGOL GYNRADD TREF Y CLAWDD



MESSAGE FROM THE CHAIR OF GOVERNORS

Dear Parents and Guardians,

On behalf of the governing body I am pleased to begin this annual report, for you, for 2020 to 2021. The full board and committees have had many meetings, usually by Microsoft Teams, and are all becoming almost expert on our computers. Most of us have talked with the children, via computer, and we are all fully aware of the good progress being made within the school.

It continues to be an uncertain time with some restrictions still in place. The governors have helped and assisted wherever they can, especially with the School Development Plan, finance and policies.

I wish to place on record my thanks to the school staff for all their hard work and commitment during a difficult year. I would also like to thank my fellow governors for their time and effort.

Please accept my thanks to all of you for your support and understanding throughout the challenging year.

Firlys Spawton

Chair of Governors.

THE GOVERNING BODY

The governing body and Headteacher share responsibility and are accountable for the strategic direction of Knighton Primary School and for the quality of education provided. The core responsibilities of the Governing Body are:-

- **Promoting high standards of educational achievement and behaviour**
- **Setting targets for pupil achievement**
- **Ensuring that there is a broad and balanced curriculum for all pupils to access**
- **Determining the aims, policies and priorities of the school**
- **Monitoring the school's budget**
- **Staffing- staff appointments, performance management and development**
- **Informing parents/carers with information regarding the school**
- **The well-being and safeguarding of all learners**

MEET THE GOVERNORS

CHAIR OF GOVERNORS- EIRLYS SPAWTON

VICE CHAIR- VANESSA SCOTT

PARENT GOVERNORS- MARTY JONES, RHODRI DAVIES, CERI PEARMAIN

COMMUNITY & LEA GOVERNORS- REV. PETRA GOODBAND, JUDITH NORTH, COUNCILLOR ANGELIQUE WILLIAMS, KAREN ANDERSON

STAFF GOVERNORS- CHARLOTTE RIMMER & KATH GEORGE

CLERK TO THE GOVERNORS- ZOE BURGESS

HEADTEACHER- MARY STRONG

SENIOR LEADERSHIP TEAM

**Mary Strong: Headteacher,
Safeguarding Officer, ALN**

**Charlotte Rimmer: Deputy
Headteacher, Deputy
Safeguarding Officer,
(Assessment, PE, LLC)**

**Jess Fielding: Foundation
Phase Leader (RE, Science &
Technology)**

**Tara Jones: KS2 Phase Leader
(Maths, Health & Well-being)**

DINNER SUPERVISORS

Pauline Johnson

Diane Scotford

Ellen Roberts

Carole Stokes

Mandy Bunn

CLEANING STAFF

Kath George

Pauline Johnson

Alison Apperley

Janice Bodenham

TEACHERS

Sian Davies (LLC/Welsh)

Mandy Blower (LLC/ICT)

**Rebecca Drakeford
(Maths/ICT)**

**Jane Watts (Science &
Technology)**

Michelle Warner (RBSC)

Louise Lowe (RBSC)

**Ann Clarke (Science &
Technology/Expressive Arts)**

OFFICE

ADMINISTRATION

Sarah Hamer

TEACHING ASSISTANTS

Jackie Shaw

Nat Jeakings

Kath George

Edith Wood

Sally Humphries

Emma Wozencraft

Mandy Evans

Pat Bywater

Sally Urwin

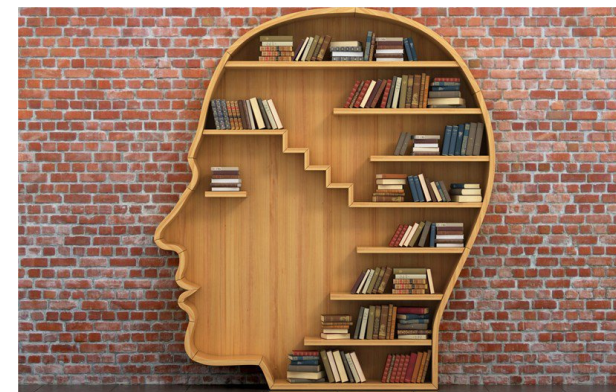
Maggie Mortimer

BREAKFAST CLUB

Pat Bywater

Sally Urwin

MEET THE STAFF





COMMUNITY LINKS

COMMUNITY & CHARITY

- Children in Need
- Knighton Food Bank
- Air Ambulance- Christmas Jumper Day



EVENTS IN 2020/21

- Virtual Parents' Evenings
- Teams Transition Meetings with John Beddoes for Y6
- Y5/Y6 Outdoor Pursuits trip to Oakerwood
- St David's Day Celebration
- World Book Day
- Y6 Leavers' Service- visit to St Edwards
- P.C. Ainsworth Teams Meetings- Keeping Safe Online
- Christmas Church Service- on the school field
- Creative Schools Digital Project with Jim Elliot



OUR CURRICULUM- MANTLE



A couple of years ago 2 members of staff visited Priory Primary School in Brecon to see Mantle of the Expert in action, following on from that they delivered a snapshot of it to staff. It was an approach we decided to take on as a school. Following on from this, last year all staff who work in the classroom with pupils received a day's training on this from Lynsey McCrohn from Priory Primary School.

Read below for an overview of Mantle of the Expert and visit <https://www.mantleoftheexpert.com/> if you would like to know more.

Mantle of the Expert is an education approach that uses imaginary contexts to generate purposeful and engaging activities for learning.

For example, a class of students are cast as a team of archaeologists excavating an Egyptian tomb for the Cairo Museum. To complete the commission the students will need to research ancient Egyptian history – finding out about tombs, artefacts, and rituals – and, in the process, will study wide areas of the curriculum including, history, geography, art, design and RE, as well as developing skills in reading, writing, problem solving, and inquiry. Mantle of the Expert is not designed to teach the entire curriculum, all the time, but is rather an approach to be used selectively by the teacher along with a range of other methods.

Mantle of the Expert works by the teacher planning a fictional context where the students take on the responsibilities of an expert team. As the team, they are commissioned by a client to work on a assignment, which has been planned to generate tasks and activities that will involve them in studying and developing wide areas of the curriculum.

From the beginning the students are aware they are involved in a fiction and Mantle of the Expert is not a simulation invented by the teacher to trick them into thinking what is going on is real. Consciously going in and coming out of the fiction is an important dimension of the Mantle of the Expert approach. And much like imaginative play, the participants are always aware that the fiction is something that can stop and start as a when they or the teacher decides.



OUR CURRICULUM- MANTLE

In this way an activity inside the fiction can create a purpose for curriculum learning outside. The teacher can introduce a task to the students 'as if' they are the expert team – such as writing a report to the museum or planning how to create an exhibition – and then stop the story and come out of the fiction in order to teach them directly the knowledge and skills they need to complete the tasks. Once the tasks are complete, the teacher can restart the story and the students can see how their work has an effect inside the context. It is this process of going in and coming out of the fiction that defines Mantle of the Expert as a teaching and learning approach.

Pupil voice plays a large part of our child-led topic planning through Mantle of the Expert. In the Autumn term, the Foundation Phase topic was 'Fighting Fit' which was based around the story 'Funny bones'. The children completed a range of activities linked to the topic, such as making maps of the town, learning about parts of the body, and learning about human and physical features of our locality.

OUR CURRICULUM- MATHS & NUMERACY



In Maths

Throughout the school we use the Abacus Evolve scheme of work. It provides plans for each year group which has been cross-referenced with the Wales' Numeracy Framework. It contains lessons with differentiation, utilising different resources and approaches. We embellish our planning with other resources to ensure the children experience a variety of activities, such as: Minute Maths, PinPoint Maths, Groups Work, White Rose Maths and NRich.

Within problem-solving, we make use of 5 strategies which we teach discreetly and provide children with similar tasks some time later to find out if they have retained what they have learned. The strategies are:

- try smaller numbers; useful for word problems and deciding whether to add/subtract/multiply or divide
- use trial and improvement; useful when you have a target number or rule to prove
- create a list/chart/table; helpful when you have data to work with or are trying to find a pattern
- working backwards; to be used when you need to find a starting number, where the inverse function will need to be used (+ and -, x and ÷)
- draw a picture; which can help when small numbers are in the problem, working with fractions or trying to find different combinations

OUR CURRICULUM- MATHS & NUMERACY

- We have a subscription to Emile which the children are encouraged to access at home; children can play games within different areas of Maths, but it also allows staff to set tasks at the correct level of challenge and to track if these tasks have been completed. Some children also like to log in to Times Tables Rock Starts to develop their recall of the times-tables.



OUR CURRICULUM- MATHS & NUMERACY FOUNDATION PHASE

During lockdown, tasks and challenges were set for pupils and uploaded onto our website. Teachers used a variety of practical and paper-based challenges for pupils to develop their numeracy skills. The online programme Times Tables Rock Stars proved to be a useful addition to the range of activities we could offer pupils. Daily online meetings with class teachers allowed staff to explain the maths work for the day and discuss any misunderstandings from previous work. Live lessons were also very beneficial when explaining new strategies and vocabulary.



OUR CURRICULUM- HEALTH & WELL-BEING FOUNDATION PHASE

We are incredibly proud of how hard staff have worked over the past year in supporting our Pupils' Health and Well Being. Our Incredible Years Programme is embedded in the school ethos and intertwines with our core Christian Values. To support this during lockdown, pupils were treated to regular visits from Wally and Mrs Evans.

Throughout the year children have also enjoyed regular well-being sessions in class with their teachers. Furthermore, they have had additional time with Miss Urwin, where they have taken part in a variety of well-being activities of their choice.



The school took part in a Reindeer run to raise money for St. Michael's Hospice in Hereford.

Friday 'celebration' assemblies have continued, where children from each class receive certificates and are celebrated by their peers.

Sports day was fantastic and the children were thrilled when the ice cream van arrived!





OUR CURRICULUM- HEALTH & WELL-BEING

Eco-Schools

We have a long-standing history with the 'global programme, which is the largest educational programme on the planet' which we joined in 2006. 'It is designed to empower and inspire young children to make positive environmental changes to their school and wider community, while building on their skills, including numeracy and literacy, and encompassing Education for Sustainable Development and Global Citizenship.'

We are now up for our 4th renewal of our Platinum Award. It has been a difficult couple of years to implement some elements and to work with groups within the community which we really enjoy doing.

Last year one of our focus' was Healthy Living, which was prompted by a data handling lesson in Year 4 based on the contents of school lunchboxes. After collating information about the contents of lunches for data collection and graphing in a Maths lesson, a discussion about their content was triggered. Year 4 made observations and as a result asked the rest of the school to do the same.

Approximately 150 pupils took part in surveying the contents of their lunchboxes, we have found:

Total fruit & vegetable portions in a week: 772

Total of high in salt/fat/sugar (cakes, chocolate bars, biscuits, crisps) items in a week: 857

As you can see, there are more 'high in salt/fat/sugar' items than fruit and vegetable portions in lunchboxes.

We have discussed the findings with the classes and talked about the idea of balancing the content of lunchboxes, considering that it is recommended we eat at least 5 portions of fruit and vegetables a day and that we limit high in salt/fat/sugar items to occasional treats.

Another target was to develop our Global Citizenship. The Worship Council spent a lot of time communicating with a school in Palestine. We have also worked to try and improve the playground, in terms of appearance and encouraging biodiversity. This is an ongoing project!

OUR CURRICULUM- HEALTH & WELL-BEING



Teachers plan for children to be developing their literacy, numeracy and ICT skills across the curriculum, as well as in subject specific lessons



Educational Visits

Educational visits greatly enhance the learning for our pupils and are hugely beneficial. Wherever possible we keep the cost of trips to a minimum, and we also try to organise plenty of local visits.



OUR CURRICULUM- LANGUAGE, LITERACY AND COMMUNICATION

The children in Foundation Phase follow the Letters and Sounds scheme to develop their phonological knowledge, along with their reading and writing skills. These lessons are carried out throughout the week and sounds are reinforced daily. All the staff in Foundation Phase are trained in the Letters and Sounds scheme. During periods of lockdown teachers also continued with the Letters and Sounds scheme by videoing themselves carrying out sound lessons and uploading them onto the Foundation Phase Facebook page for parents to access.

In Welsh pupils have demonstrated enthusiasm to continue to use and develop their Welsh language.

FP & KS2 – focusing on their oracy skills – a good effort by all pupils to enhance this!

Guided reading Teams sessions and live lessons for topic work (KS2) were also held during COVID to support Welsh reading and were led by Mrs Jane Davies. She was extremely happy with the amount of effort we have continued to put in during this difficult time with COVID restrictions.

Topics - personal details, houses and homes, in the garden and minibeasts, blood, bones and body bits amongst other things!

Lots of lovely outdoor learning activities promoted, especially in the summer term with the topic of in the garden and minibeasts; bug hotels, minibeast hunts, habitats.

Celebrations – Nadolig Llawen, Santes Dwynwen, St. David's Day – a day of Welsh activities in classes due to COVID restrictions.

We managed to continue with Criw Cymraeg meetings between Mrs Rimmer's and Miss Davies' classes via teams 😊

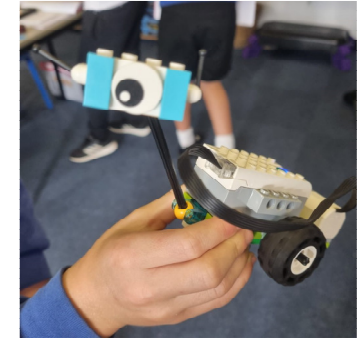
OUR CURRICULUM- SCIENCE & TECHNOLOGY

2020-21 was a very challenging year for teaching and learning science. As many children were learning from home, teachers had to work incredibly hard to find and plan science lessons which could be carried out at home which would also work for them in the Hub too. They did an incredible job keeping children engaged in their science learning. Many children sent in photos of their work and in years 5 and 6 they engaged in research and created PowerPoints and databases about the human body and different animal digestive, respiratory and circulatory systems. In class, even when all the children were allowed back, after lockdown, there were many restrictions faced by school. Mainly, the fact that children were unable to take part in practical investigations where they worked in groups, due to how classes needed to be set out and with social distancing. Therefore, the investigation strand of science has suffered. Looking forward, as restrictions lessen investigations will be a focus for teachers in the coming academic year. The science team would like to thank staff, children and parents for all their hard work keeping this core area of the curriculum going in such challenging times!

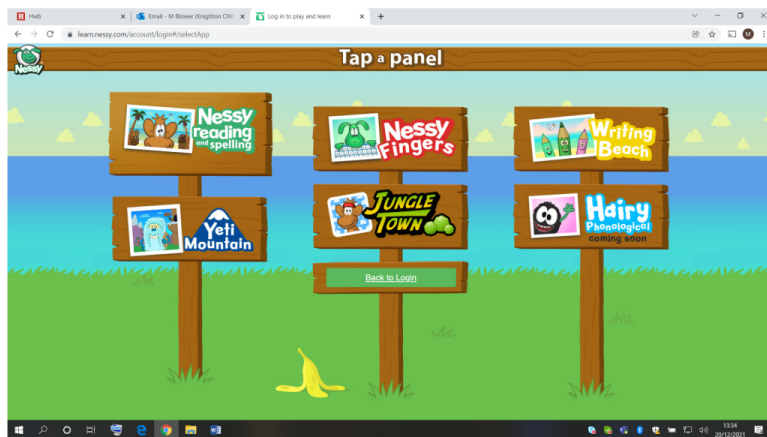
In Foundation Phase, Science is taught under the umbrella of Knowledge and Understanding of the World. As well as developing an holistic approach to teaching Science, children also regularly complete Science investigations. This year alone, they investigated sound, materials and plant growth!

Foundation Phase pupils have enjoyed finding out about mechanisms. They created a sliding mechanism to create their own book. They were also busy designing and making a healthy feast for the skeletons and making puppets.

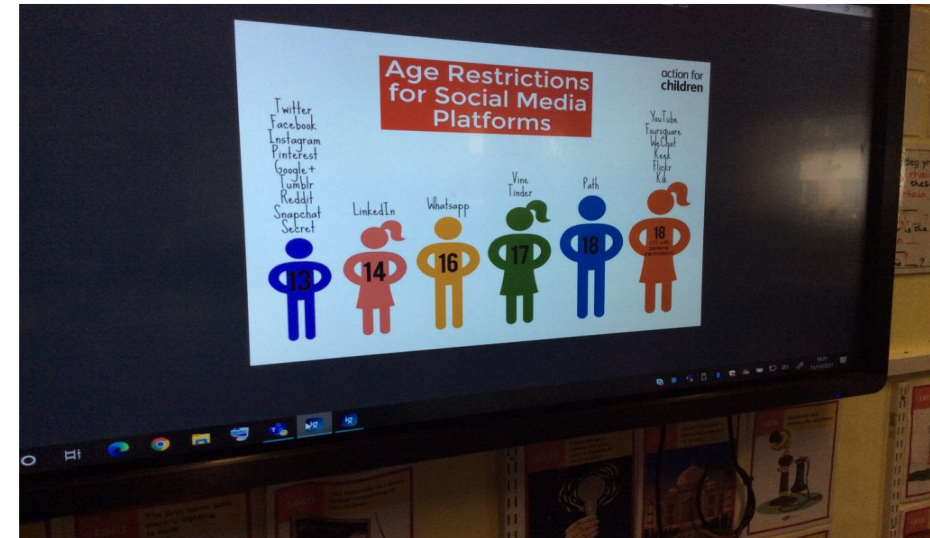
OUR CURRICULUM- SCIENCE & TECHNOLOGY



In ICT, classes have continued to follow the Gareth Morgan scheme of work, to ensure coverage of the curriculum skills without repetition. There has been a big focus on online safety, including mental health and wellbeing. We also had a big push on pupils saving their work independently to J2E and being able to use each of the Jit applications. Safer Internet Day was successful once again.



Pupils continued using websites and apps at home such as TT Rock Stars and NESSY to build key skills. During times of lockdown, we were fortunate to be able to offer Chromebooks to pupils who needed them.



E-safety continued to be an important focus for our school throughout the school year. Pupils once again began the school year by revisiting and signing the school's Acceptable Use Policy.

Staff continued to review the school's online safety performance through the 360 Cymrusafe tool on Hwb. Twenty-one aspects of online safety policy and practices were self-assessed and our current level in each aspect was then compared to that of other establishments. We continued to perform better than other establishments nationally across the twenty-one areas.

Safer Internet Day took place in February 2021 with pupils enjoying a variety of activities that explored the reliability of the Online World. PC Viv Ainsworth joined each class via Teams and led a session on keeping safe and Online Safety.

The school's E-Safety council, consisting of Mrs Blower's and Mrs Drakeford's classes, met termly via Teams. Council members continued to monitor the teaching and learning of E-safety throughout the school and sent home newsletters to parents and carers.

The school's Facebook page provided parents and carers with information regarding social media and keeping children safe while online.

The school acquired 38 new Chromebooks, which were shared out amongst KS2 classes. IT skills were taught discretely throughout the academic year and these skills were applied across the curriculum. Pupils in KS2 enjoyed applying their IT skills through the topics Magic, Myths and Mystery, Blood, Bones and Body Bits and Indian Summer.

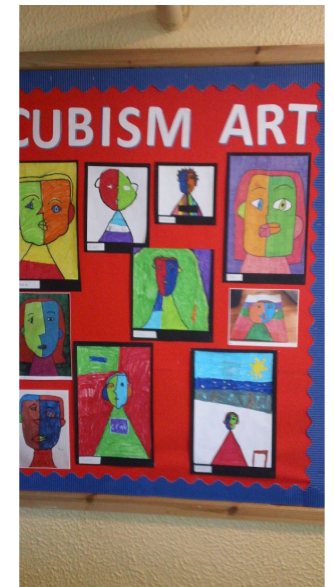
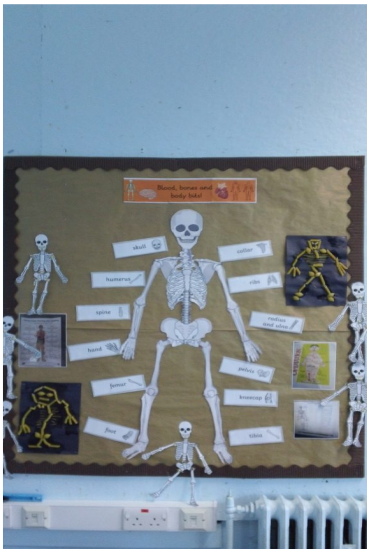
Pupils in the Foundation Phase enjoyed using the tools on Hwb to develop their IT skills while creating digital work on skeletons, houses and homes and minibeasts.

OUR CURRICULUM- EXPRESSIVE ARTS



Unfortunately, COVID cancelled many of our much-loved productions and performances. With bubbles remaining and no live audiences, children seized the opportunity and performed to their peers and staff. Some of these performances even went viral with the whole school's 'Twelve days of Christmas' performance!

Foundation Phase pupils have continued to develop their artistic skills by finding out about the works of famous artists such as Vincent Van Gogh. They have enjoyed composing music and even learnt some Welsh folk dancing!



OUR CURRICULUM- RE



In RE, the whole school has continued to follow the 'Understanding Christianity' scheme of work with the support of the Dioceses focusing on God, Creation and the Gospel.

As well as learning about the Christian festivals of Harvest, Christmas and Easter, children have also shared many multicultural stories about beliefs, celebrations and religions around the World including Diwali, Ramadan and the Chinese New Year.

Collective worship has continued online via Teams. The children enjoy weekly collective worship with Rev. Petra, Bob and Scrumpy and have loved watching collective worship videos from the Open the Book team. Weekly 'brawddeg yr wythnos' and celebration assemblies have also continued.



The school has continued to support charities such as the Poppy Appeal; Children in Need; Comic Relief and Knighton Food Bank.



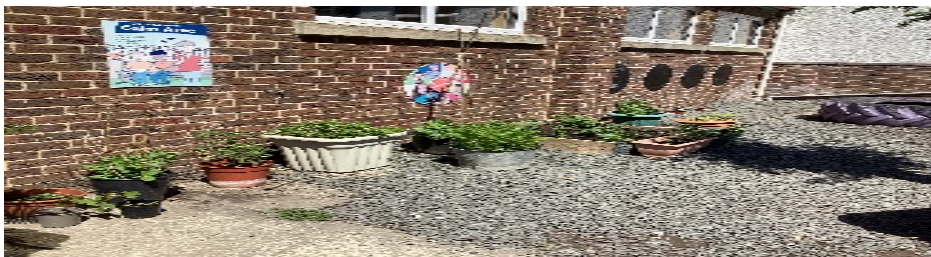
Christmas was celebrated well in Knighton, despite being in bubbles and the Autumn term finishing slightly earlier than expected. The children enjoyed a delicious lunch which staff made extra special as the children dined in their classrooms. Friends of the School provided resources for the children to make their own Christingle candle. Christmas parties were held in classrooms and Foundation Phase children even had a visit from the big man himself on the school field!

Resource Based Specialist Centre



Over the past year, we have welcomed two additional pupils into the provision centre, with four pupils returning to their mainstream classes. We are incredibly proud of how the children have coped and adapted to the changes during this past year. In the spring term, when school returned to blended learning, the majority of children in the RBSC, attended the RBSC on a full-time basis. Staff supported two children at home, with a blended learning approach which included daily live lessons, check-ins three times per day, learning placed on the school website and on the class Facebook page. All work completed was uploaded to HWB. Contact was maintained through phone calls between parents and staff. During this difficult period, we observed that the children thrived and made good progress with their learning.

Staff have been dedicated to continuing their professional development through these difficult times, with both teachers studying for Post Graduate Diplomas and a Masters and attending professional courses in their own time. This has impacted on the children as we have been able to implement new programmes and strategies into school. Staff work collaboratively with school staff and continue to see themselves as part of the school.



The children continue to access a highly differentiated curriculum which takes into account the individual child's learning style. Throughout the year, staff continued to place the children's well-being and mental health at the core of all learning with additional resources and programmes being implemented. Children access twice weekly specific social skills groups, daily/weekly emotional learning sessions, daily speech and language sessions, baseline communication groups, narrative therapy sessions and daily sensory circuits. This is in addition to Language, Literacy and Communication session, Maths and Phonics. Over the year, planning has followed the topics of the Foundation Phase: homes and houses, castles and amazing animals. Staff are beginning to implement elements of 'Mantle of the Expert' into their teaching with pupil voice being part of our planning.

In the summer term, our topic was plants and growing. The children designed and made a sensory herb garden, planted vegetables and flowers. They had lots of fun tending to their plants and watching their efforts grow!



FRIENDS OF SCHOOL!

We have a small, but dedicated group of parents/carers that financially support the school and offer personal time and practical help. Obviously COVID played havoc with many of the usual fundraising events, (such as discos, summer fetes, Christmas cards), but we were very lucky that the Friends' arranged an ice-cream van for FP and KS2 sports days in the summer and every child was treated to an ice-cream! Funds were given to each class to spend on resources/treats too!

Friends' also contributed to the cost of our Y6 Leaver Hoodies- thank you ☺



SPORTING AIMS & ACHIEVEMENTS!

Sport plays a vital part of school life here at Knighton, and although many sporting events were cancelled because of the pandemic, we still managed to plan in plenty of physical activities for the children to participate in, either at home, or in the school 'hub'

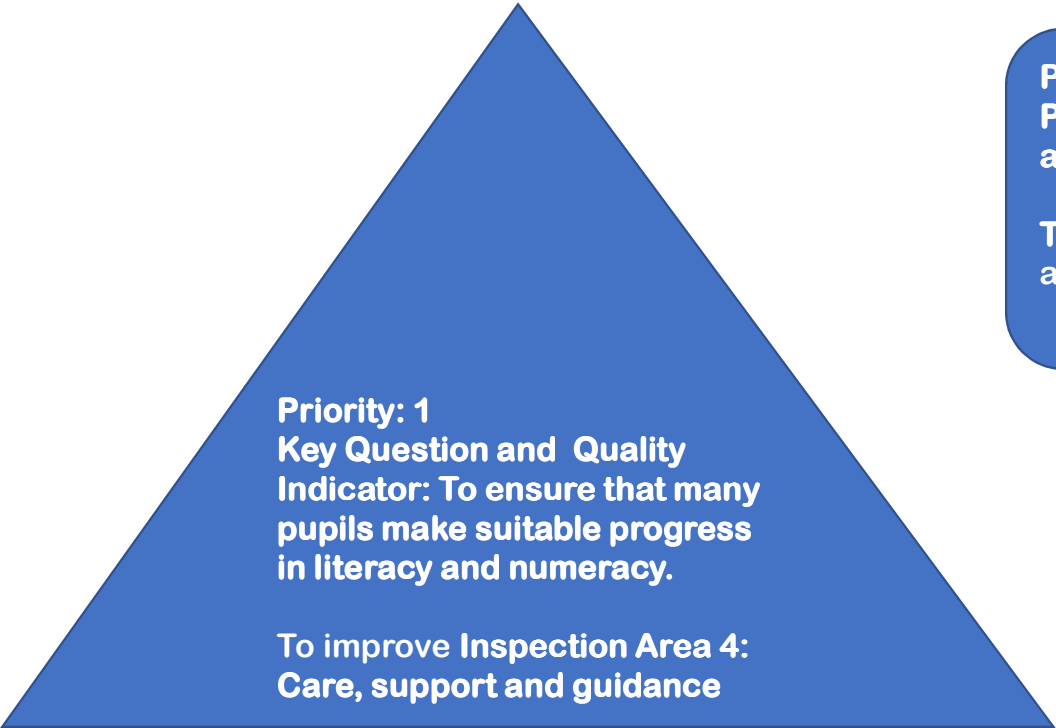
We have been very fortunate that children from Y2 upwards were able to start weekly swimming sessions again in the Summer term, and although many of the children were slightly nervous about getting back into the pool, it was really beneficial for them.

We have managed to continue providing many sports activities in our 'bubbles', such as football, rugby, netball, dodgeball, tennis, as well as more well-being themed activities, such as mud runs, obstacle races, tug of war competitions and yoga.

Unfortunately parents were unable to come and watch sports days this year, but both FP and KS2 children thoroughly enjoyed participating in a range of games and races!

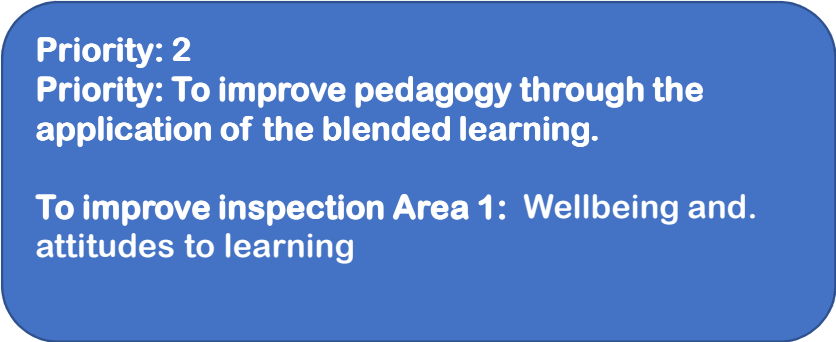
We also welcomed two new bronze sports ambassadors, who completed their training via Teams 😊

SCHOOL DEVELOPMENT PRIORITIES 2020-2021




Priority: 1
Key Question and Quality Indicator: To ensure that many pupils make suitable progress in literacy and numeracy.

To improve Inspection Area 4:
Care, support and guidance



Priority: 2
Priority: To improve pedagogy through the application of the blended learning.

To improve inspection Area 1: Wellbeing and attitudes to learning



Priority: 3
Priority: To improve standards of oracy, reading and writing Welsh across the school.

To improve inspection Area 1:1 Standards

OUR CLASSES 2020-2021

Hwyaid Bach	Miss Davies	Reception
Eryr	Mrs Blower	Year 1 and Year 2
Gwennol	Mrs Fielding	Year 1 and Year 2
Jac Y Do	Mrs Drakeford	Year 3
Cnoc Y Coed	Miss Jones	Year 4
Barcud Coch	Mrs Watts	Year 5 and Year 6
Aderyn Du	Mrs Rimmer	Year 5 and Year 6

TRACKING

Total number of pupils

July 2021: 225 (including the 3s)

Academic Results

Due to the National Lockdown and pandemic, schools are not required to produce academic results for this academic year

School Prospectus

No significant changes were made to the school prospectus which summarises how the school works. The prospectus is available on the school website. Please contact the office if you would like a printed copy

Attendance Information

Due to the National Lockdown and pandemic, schools are not required to produce attendance information for this academic year

FINANCE- EXPENDITURE

EXPENDITURE	2020/21 ACTUAL
SALARIES & WAGES	
Teachers	476,613
Supply Insurance	1,944
Supply Teachers	8,701
Supply Reimbursement	(4,420)
Teaching Assistants	125,525
Clerical	28,467
Mid-Day Supervisors	17,887
Breakfast Club Staff	4,687
Employee Expenses / Training Courses	1,853
Sub total - Salaries & Wages	661,258
PREMISES	
Repairs & Maintenance (incl stat. testing)	16,143
Grounds Maintenance	2,110
Property Care	36,385
Electricity	5,536
Solar Panels	-
Gas	7,350
Oil	-
Woodchip	-
Rates	15,248
Water / Sewerage	2,853
Sub total - Premises	85,625
SUPPLIES,OFFICE & OTHER EXPENSES	
Capitation (incl furniture & stationery)	29,554
Photocopier	1,354
Telephone	392
Postage	47
Breakfast Club Expenses	869
Core Package Services (Central SLA's)	7,736
Internal Purchases	213
Sports Facilities	-
Capital Expenditure	-
Interest on deficit	-
Sub total - Other	40,164
TOTAL EXPENDITURE	787,047

FINANCE- INCOME AND FUNDING

INCOME

Welsh Government Grants	(49,472)
Welsh Government COVID funding	(2,876)
RHI Income	(1,789)
Internal Reimbursement	(8,946)
Parental Contributions (eg Trips)	(4,505)
RCSIG (formerly EIG)	(17,010)
Other RCSIG	(1,383)
PDG	(9,200)
EYPDG	(4,600)
PDGLAC	(666)
ERW Grants (please specify)	(900)
Other Grants (please specify)	(3,089)
Interest on surplus	(154)
Sub total - Income	(104,590)

TOTAL INCOME	(104,590)
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NET EXPENDITURE	682,457
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Planned under / (over) spend	71,642
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Under / (over) spend B/F	82,389
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Under / (over) spend C/F	154,031
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FUNDING

Pupil Numbers	184
Delegated Budget	668,610
ALN delegated funding	31,643
In-year pupil transfer funding adjustment	(250)
Foundation Phase Funding	54,096
Total Delegated Funds	754,099

SCHOOL CALENDAR

2021 - 2022

Autumn Term 2021	Non-Pupil Days	No of School Days
Thursday 2 nd September to Friday 22 nd October	Wednesday 1 st September	37 days
Half Term – Monday 25th October to Friday 29th October		
Monday 1 st November to Wednesday 22 nd December		38 days
Spring Term 2022	Non-Pupil Days	No of School Days
Wednesday 5 th January to Friday 18 th February	Tuesday 4 th January	33 days
Half Term – Monday 21st February to Friday 25th February		
Monday 28 th February to Thursday 7 th April	Friday 8 th April	29 days
Summer Term 2022	Non-Pupil Days	No of School Days
Tuesday 26 th April to Friday 27 th May	Monday 25 th April	23 days
Half Term – Monday 30th May to Friday 3rd June		
Monday 6 th June to Thursday 14 th July	Friday 15 th July	29 days

- Good Friday: Friday 15th April 2022
- Easter Monday: Monday 18th April 2022
- May Day Bank Holiday: Monday 2nd May 2022
- Spring Bank Holiday: Monday 30th May 2022
- Royal Welsh Show: Monday 18th July to Thursday 21st July 2022

This calendar is subject to any changes that may arise as a result of Welsh Government policy decisions. Powys County Council does not accept liability for any losses incurred in respect of altered holiday arrangements following such changes.

TERM DATES