

Tasker Milward VC School



Governors'
Annual Report
To Parents
2015 - 2016

Tasker Milward V.C. School Ysgol Tasker Milward

Portfield Avenue
Haverfordwest
SA61 1EQ
Telephone: (01437) 764147
Fax: (01437) 768764/5973
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S.T.A.R
"Strive to Achieve Respect"

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Acting Headteacher/ Pennaeth Gweithredol: Mrs. H Lewis

Dear Parent/Carer

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

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them.

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

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

The parents of at least 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

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

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body.

The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

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

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

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

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

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

The address for service of a petition requesting a meeting with this school’s governing body is:

Tasker Milward VC School
Portfield Avenue
Haverfordwest
Pembrokeshire
SA61 1EQ

Further advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Government’s website at:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>

Yours sincerely

Mrs H. Lewis
Headteacher

Why the report?

Each year the Governors have to provide a report to all parents about how the School has been run in the year that has just ended.

Governors 2015/16

Headteacher:

Mrs H. Lewis

Chair of Governors:

Mr P. Lucas, Grafton House, 36 Dew Street, Haverfordwest, Pembrokeshire

Email: paul@rklucas.co.uk

Clerk to Governors

Director for Children and Schools, Mrs K. Evan-Hughes - Pembrokeshire County Council, County Hall, Haverfordwest, Pembrokeshire Telephone Number - 01437 764551

Foundation Governors

Mrs N. Howells (To April 2016)

Mr C. G. M. Hughes (To July 2016)

Mr P. K. Lucas (To January 2020)

Mr A. Wood (To July 2018)

Mrs C. Williams (To March 2020)

LEA Representatives

Mrs C. Millett (To August 2018)

Cllr P.J.Morgan (To June 2016)

Cllr S.J. Yelland (To November 2016)

Community

Dr K. M. Dearing (To November 2017)

Teachers' Representatives

Ms F. Leeming (To September 2019)

Mr A. Llewellyn (To November 2017)

Non-teaching staff representative

Mr M. Spearing (To September 2019)

Parental representatives

Mr B. Phillips (To March 2016)

Mrs J. Richards (To August 2019)

Mrs T. Hughes (To July 2018)

Ms K. Trainor (To November 2018)

Rev A. Johnson (To November 2018)

Associate Pupil Governors

Miss N. Jahan
Mr A. Ugwudike

Trustee's Clerk

Mrs A. Evans

All Governors, except Foundation Governors and the Headteacher, will serve for a 4 year period.

Chairman's Information

Since the last Governors' Report to Parents, Mr G Evans, Miss E O'Rourke and Mrs J Higgs retired.

Prospectus

There have been minor changes to the new prospectus which was distributed to the parents of Year 6 pupils in December 2015.

School Performance Information

Pupil Attendance 2015– 2016

Percentage of sessions missed up to July 2016 because of:

- All absences 7.1 % (including 1.5% unauthorised absence)

Overall attendance 2015–2016 = 92.9%

This compares with the figures for 2015 as follows

- All absences 7.6 % (including 1.9% unauthorised absence)

Overall attendance 2014–2015 = 92.4%

The target for unauthorised absence was 0% and although this was not met we will continue to work to achieve it; we continue to rely on, and appreciate, parental support in this area.

Strengthening Community Links

The school still holds regular multi-agency meetings to discuss issues or concerns about individual pupils. A wide range of agencies are invited and attend regularly including the police. We also meet regularly with our police liaison officer to discuss community issues.

We continue to be represented at important events in the town and county. We are grateful to all the organisations which provide work experience and other opportunities for our pupils.

Portfield School & The ATP

Our integration of Portfield students at KS3 & KS4 continues to be successful. We continue to be part of the post 16 Federation provision for SEN students. Portfield School continue to have satellite classrooms in Tasker Milward, situated in H Block and the Tasker building.

The Astro Turf Pitch (ATP) and Dome gymnasium continue to be fantastic resources which both pupils and staff value and enjoy, as well as being valuable to the local community.

Finance

Under Local Management of Schools the Governors have this financial year (April 2015 to March 2016) been allocated £3,526,483 from Pembrokeshire County Council and DCELLS.

The Governors and Trustees also allocated the following sums which were spent on the items shown below:-

	£
Key Stage 3 ICT (16 x Raspberry Pi)	684.48
Display boards (whole school)	389.00
600 prospectus covers (main school & 6 th form)	810.00
Art dept. 2 x light boxes	388.00
English dept. Talk the Talk trainers	500.00
English dept. Digital voice recorders	150.00
Whole School 60 x Tablet computers	2315.48
English Dept – Spellzone & on-line magazine resources	297.00
Japanese Exchange	1500.00
Library resources	2000.00
Celebrating Success	2000.00
French and Spanish Dictionaries	538.65
A Level product design resources	150.00
Laser cutter for Technology Dept.	3500.00
	£15,222.61

We are most grateful for the continuing support and generosity of the **Tasker Milward and Picton Charity** which enables us to offer a range of equipment, facilities and opportunities to our pupils that we would otherwise be unable to provide.

TASKER MILWARD V.C. SCHOOL										
A2 RESULTS 2016										
SUBJECT	Total	0	1	2	3	4	5	6	7	8
	Entres	% A*	% A	% B	% C	% D	% E	% F	% G	% H
ENGLISH LITERATURE	Total	0	0	0	2	0	0	0	2	100
	Male	0	0	0	0	0	0	0	2	100
	Female	1	0	2	2	3	5	1	14	36
APPLIED SCIENCE	Total	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Female	0	0	1	0	0	0	0	1	100
GEOGRAPHY (STP)	Total	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Female	0	1	2	2	0	0	0	5	100
GEOGRAPHY (YDS)	Total	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	1	100
GEOLOGY	Total	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	1	0	0	1	100
HEALTH & SOCIAL BIOLOGY (STP)	Total	0	0	0	0	0	0	0	0	0
	Male	0	0	1	0	0	0	0	1	100
	Female	0	0	1	1	2	1	0	5	100
HISTORY (PC)	Total	0	0	0	0	0	0	0	0	0
	Male	0	0	1	4	2	2	1	10	50
	Female	0	0	0	1	4	1	0	6	100
CHEMISTRY	Total	0	0	0	0	0	0	0	0	0
	Male	0	0	0	1	4	2	1	8	100
	Female	0	0	0	0	1	0	0	1	100
LAW (PC)	Total	0	0	0	0	0	0	0	0	0
	Male	0	0	1	2	0	0	0	3	100
	Female	0	0	0	0	0	0	0	0	100
MATHEMATICS	Total	0	0	0	0	0	0	0	0	0
	Male	1	4	0	2	0	2	0	9	78
	Female	0	2	1	0	0	0	0	3	100
MEDIA STUDIES (PC)	Total	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Female	0	0	0	1	0	0	0	1	100
MUSIC	Total	0	0	0	0	0	0	0	0	0
	Male	0	0	1	0	0	0	0	1	100
	Female	0	0	1	1	1	0	0	3	67

	Total	0	0	2	1	1	0	0	4	75	100
PHOTOGRAPHY (PC)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	1	0	0	0	0	0	1	100	100
	Total	0	1	0	0	0	0	0	1	100	100
PHYSICAL EDUCATION	Male	0	2	1	2	3	0	0	8	63	100
	Female	0	0	1	0	0	0	0	1	100	100
	Total	0	2	2	2	3	0	0	9	67	100
PHYSICS	Male	1	1	0	3	0	0	2	7	71	71
	Female	0	0	0	0	0	0	0	0	0	0
	Total	1	1	0	3	0	0	2	7	71	71
POLISH (off line)	Male	0	0	0	0	0	0	0	0	0	0
	Female	1	0	0	0	0	0	0	1	100	100
	Total	1	0	0	0	0	0	0	1	100	100
PSYCHOLOGY	Male	0	0	1	1	1	1	1	5	40	80
	Female	0	3	2	5	2	0	0	12	83	100
	Total	0	3	3	6	3	1	1	17	71	94
RELIGIOUS STUDIES (STP)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	2	0	0	0	0	2	100	100
	Total	0	0	2	0	0	0	0	2	100	100
RUSSIAN (off line)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	1	0	0	0	0	0	1	100	100
	Total	0	1	0	0	0	0	0	1	100	100
SOCIOLOGY (PC)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	1	0	0	1	0	100
	Total	0	0	0	0	1	0	0	1	0	100
SOCIOLOGY (STP)	Male	0	0	0	0	1	0	0	1	0	100
	Female	0	0	0	0	1	0	0	1	0	100
	Total	0	0	0	0	2	0	0	2	0	100
SPANISH	Male	0	0	0	0	1	0	0	1	0	100
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	1	0	0	1	0	100
WELSH (STP)	Male	0	0	0	1	1	0	0	2	50	100
	Female	0	0	0	0	0	0	1	1	0	0
	Total	0	0	0	1	1	0	1	3	33	67

SUBJECTS TAUGHT AT TASKER MILWARD WITH FEDERATION STUDENTS INCLUDED

SUBJECT		A*	A	B	C	D	E	U	Entries	% A*-C	% A*-E
APPLIED SCIENCE	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	1	2	1	4	0	75
	Total	0	0	0	0	1	2	1	4	0	75
ECONOMICS	Male	0	0	0	2	0	0	0	2	100	100
	Female	0	1	0	0	0	0	0	1	100	100
	Total	0	1	0	2	0	0	0	3	100	100
ENGLISH LITERATURE	Male	0	2	0	0	0	0	0	2	100	100
	Female	1	0	2	3	3	5	1	15	40	93
	Total	1	2	2	3	3	5	1	17	47	94
FRENCH	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	1	0	0	0	1	2	50	50
	Total	0	0	1	0	0	0	1	2	50	50
GEOLOGY	Male	1	0	0	0	0	0	0	1	100	100
	Female	0	0	0	0	1	0	0	1	0	100
	Total	1	0	0	0	1	0	0	2	50	100
HEALTH & SOCIAL	Male	0	0	1	0	0	0	0	1	100	100
	Female	0	0	1	2	3	1	0	7	43	100
	Total	0	0	2	2	3	1	0	8	50	100
MATHEMATICS	Male	1	5	0	2	0	2	0	10	80	100
	Female	0	2	1	0	0	0	0	3	100	100
	Total	1	7	1	2	0	2	0	13	85	100
MUSIC	Male	0	0	1	0	0	0	0	1	100	100
	Female	0	0	0	2	2	0	0	4	50	100
	Total	0	0	1	2	2	0	0	5	60	100
PSYCHOLOGY	Male	1	0	1	1	1	1	1	6	50	83
	Female	0	3	3	5	3	0	0	14	79	100
	Total	1	3	4	6	4	1	1	20	70	95

DEPARTMENTAL RESULTS - 2016													
	A*	A	B	C	D	E	F	G	U	X	TOTAL	A*-C	A*-G
ENGLISH LANGUAGE	6	18	24	50	24	14	5	0	2	1	144	68.1%	97.9%
ENGLISH LITERATURE	6	15	16	34	19	11	3	6	1		111	64.0%	99.1%
ENGLISH - OVERALL	9	16	26	49	25	15	4		2	3	149	67.1%	96.6%
MATHS	7	6	14	59	20	11	19	11		2	149	57.7%	98.7%
ART	6	5	12	15	0	2	2	2			44	86.4%	100.0%
BUSINESS	0	2	1	1	8	3	0	1			16	25.0%	100.0%
FILM				1	4	6	7	5	3		26	3.8%	88.5%
FRENCH	1	2	1	1	1						6	83.3%	100.0%
GEOGRAPHY	11	3	4	11	2	3		1			35	82.9%	100.0%
GEOLOGY	3	2	3	2	1						11	90.9%	100.0%
H & SOCIAL	1	3	5	11	4	3	5				32	62.5%	100.0%
HISTORY	5	9	14	17	15	8	12	9			89	50.6%	100.0%
ICT			8	5	4	3	2	2	2		26	50.0%	92.3%
MEDIA	1	6	4	9	1				1		22	90.9%	95.5%
MUSIC	2	5	1	1							9	100.0%	100.0%
PE	5	10	13	6	8	1					43	79.1%	100.0%
SCI - CORE	2	10	27	27	5	5	5	2	1		84	78.6%	98.8%
SCI - ADDITIONAL	6	9	19	19	13	3		1			70	75.7%	100.0%
SCI - FURTHER	7	5	4	10	11	1					38	68.4%	100.0%
SPANISH	0	2	1	4	3			1			11	63.6%	100.0%
TEC - GRAPHICS		1	0	2	1		1				5	60.0%	100.0%
TEC - RM	1	2	2	4	5	6	1				21	42.9%	100.0%
TEC - S&C			2								2	100.0%	100.0%
TEC - TEXTILES	2	6	6	1	3	2					20	75.0%	100.0%
WELSH - FC	2	1	3	4							10	100.0%	100.0%
RE - SC	6	8	14	27	16	23	17	13	4		128	43.0%	96.9%
WELSH - SC		1	13	28	13	12	16	19	3		105	40.0%	97.1%

	D	M	P	Fail
LEVEL 2				
Public services (2 GCSE passes)	2	7	8	
Applied Science (1 GCSE pass)			32	1
Applied Science - extended (2 GCSE passes)			31	
Engineering (2 GCSE passes)			8	
Hair Services (STP) (2 GCSE passes)			8	
Motor Vehicle (STP) (2 GCSE passes)			1	
LEVEL 1				
Engineering			7	3
Carpentry			4	3

School Comparative/Validation 2016 (KS3 - Pupils)



(Table 1 of 2 - PERCENTAGES)
Pembrokeshire
 Tasker-Milward V.C. School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6	7	8	EP	5+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.1	10.3	35.1	43.3	9.3	0.0	0.0	87.6
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.1	4.1	37.1	45.4	11.3	0.0	0.0	93.8
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.1	8.2	37.1	34.0	18.6	0.0	0.0	89.7
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.1	16.5	42.3	33.0	4.1	0.0	0.0	79.4
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.1	8.2	25.8	54.6	9.3	0.0	0.0	89.7
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.2	29.9	39.2	25.8	0.0	0.0	94.8
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Core Subject Indicator **

School	85.6
Wales	0.0

School Comparative/Validation 2016 (KS3 - Pupils)



		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6	7	8	EP	5+
Welsh Second Language	School	0.0	3.1	0.0	0.0	0.0	0.0	1.0	6.2	9.3	41.2	32.0	6.2	1.0	0.0	80.4
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Modern Foreign Language	School	0.0	1.0	0.0	0.0	0.0	0.0	0.0	4.1	11.3	53.6	29.9	0.0	0.0	0.0	83.5
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Design and Technology	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	8.2	50.5	39.2	1.0	0.0	0.0	90.7
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Information and Communication Technology	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.1	5.2	44.3	46.4	0.0	0.0	0.0	90.7
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
History	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.2	35.1	33.0	26.8	0.0	0.0	94.8
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Geography	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.1	4.1	29.9	42.3	19.6	1.0	0.0	92.8
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art and Design	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.1	33.0	53.6	10.3	1.0	0.0	97.9
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Music	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	4.1	35.1	49.5	10.3	0.0	0.0	94.8
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical Education	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.1	55.7	34.0	7.2	0.0	0.0	96.9
	Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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.
 NCO1 : National Curriculum Outcome 1
 NCO2 : National Curriculum Outcome 2
 NCO3 : National Curriculum Outcome 3
 (NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)
 EP: Exceptional Performance
 % achieving the expected level (L5+)

- : 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 or English, Mathematics and Science in combination.

National comparative data refers to 2015

Report created by DEWi on 07/06/2016

Page 2 of 4

School Comparative/Validation 2016 (KS3 - Pupils)



(Table 2 of 2 - PUPIL NUMBERS)

Pembrokeshire
Tasker-Milward V.C. School

	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6	7	8	EP	Cohort
English	0	0	0	0	0	0	0	2	10	34	42	9	0	0	97
Oracy	0	0	0	0	0	0	0	2	4	36	44	11	0	0	97
Reading	0	0	0	0	0	0	0	2	8	36	33	18	0	0	97
Writing	0	0	0	0	0	0	0	4	16	41	32	4	0	0	97
Mathematics	0	0	0	0	0	0	0	2	8	25	53	9	0	0	97
Science	0	0	0	0	0	0	0	0	5	29	38	25	0	0	97

Core Subject Indicator **
School 83

Cohort = 97

School Comparative/Validation 2016 (KS3 - Pupils)



	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6	7	8	EP	Cohort
Welsh Second Language	0	3	0	0	0	0	1	6	9	40	31	6	1	0	97
Modern Foreign Language	0	1	0	0	0	0	0	4	11	52	29	0	0	0	97
Design and Technology	0	0	0	0	0	0	0	1	8	49	38	1	0	0	97
Information and Communication Technology	0	0	0	0	0	0	0	4	5	43	45	0	0	0	97
History	0	0	0	0	0	0	0	0	5	34	32	26	0	0	97
Geography	0	0	0	0	0	0	0	3	4	29	41	19	1	0	97
Art and Design	0	0	0	0	0	0	0	0	2	32	52	10	1	0	97
Music	0	0	0	0	0	0	0	1	4	34	48	10	0	0	97
Physical Education	0	0	0	0	0	0	0	0	3	54	33	7	0	0	97

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.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

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

EP: Exceptional Performance

Tasker Milward VC School Year 13 - Destinations 2016

Amelia Armstrong	Childhood studies - University of Portsmouth
Owen Arnold	Applying for RAF
Rebecca Aubrey	Psychology - Cardiff University
Courtney Batstone	Complementary therapy - Pembrokeshire College
Jacob Clarke	Employment
Jonathan Clout	Sport – Cardiff Metropolitan
Charley Clyde	Criminology - Aberystwyth University
Stacey Cooper	Pharmacology - University of Portsmouth
Ian Davies	Genetics - Swansea University
Luzelle Davies	Architecture - University of Sheffield
Sophie Davies	Psychology - University of South Wales
Tom Evans	Mechanical Engineering - Harper Adams University
Warren Evans	Law - Swansea University
Jordan Harding	Primary Education - University of South Wales
Tom Harvey	Adult Nursing - Cardiff University
Ysabeau Hemming	Medical Science - University of Exeter
Lauren Hillary	Film & Media Studies - Aberystwyth University
Jessica Hoskins	Drama - Pembrokeshire College
Jade Hughes	English - University of Winchester
Mathew Ichim	Law - University of South Wales
Morgan Ingle	Sports Science – University of Wolverhampton
Nusrat Jahan	Bio Medical Science - Coventry University
Fraser James	Apprenticeship - Welsh Water
Sarah John	Criminology - University of South Wales
Syntyche Jonah	Medical Pharmacology - University of Exeter
Daniel Jones	Music - Birmingham Conservatoire
Natalia Krupska	Early Childhood Studies - Coventry University
Sam Lawrence	Chemical Engineering - Swansea University
Ethan Lawson-Earley	Catering - Woking College
Marcus Lawson-Earley	Chemistry – University of Hull
Virginia Lawson-Earley	TESOL & French – University of Central Lancashire
Dax Leggett	Gap Year – Physiotherapy in 2017
Sophie Lynch	Nursing - Cardiff University
Chloe Mannion	Employment
Jamie Meek	Gap year
Kayleigh Mortimer	Art - Coleg Sir Gar
Owen Mountstevens	Art - Coleg Sir Gar
Chelsea Owen	Psychology - Bath Spa University
Gareth Owen	Politics - Cardiff University
Ayse Ozdemir	Art - Coleg Sir Gar
Yasemin Ozdemir	Art - Coleg Sir Gar
Patrick Pearce	Employment
Abi Price	Apprenticeship - Sem Logistics

Jihan-Ur Rahman	Foundation Chemical Engineering - Swansea University
Harriet Rees	Psychology & Criminology - University of Winchester
Tom Rees	Aircraft Maintenance - Pontypridd
Joseph Reohorn	Unknown at this time
Tom Rich	Aerospace - Swansea University
Wil Rich	Biology – Swansea University
Eliza Richards	Employment
Tom Roach	Sports Psychology – University of Chichester
Elgan Roberts	Sport Performance – Hartpury College
Libby Roberts	RE & Theology - University of Birmingham
Lucy Scale	Forensic Science - De Montford University
Morgan Simpson	PPE - University of York University
David Skidmore	Gap year
Wesley Thomas	Employment
Megan Thompson	Employment
Shannon Treiber-Johnson	Radio placement
Albert Ugwudike	Medicine - Imperial College London
Viv Ugwudike	Arcitecture - University of Bath
Cristopher Varghese	Art - Coleg Sir Gar
Megan Wielding-Jones	Geography - University of South Wales
Lucy Woodward	Primary Education – Aberystwyth University

School Targets Summary
Tasker Milward VC School

	2015/16
Achieving the Level 2 threshold	72%
Achieving the Level 2 threshold including English and Maths	58%
Pupils Achieving A* - C	Maths - 62% English - 68%
Achieving Level 1 threshold	95%

L 5+	2015/16 Key Stage 3
English	91%
Maths	92%

Target for attendance is 93.3% with a commitment to reduce unauthorised absence.

Pupils with Disabilities

Tasker Milward (VC) School admits and supports any pupils with disabilities. The governors have approved an access audit for the site and there are a number of individual lifts. The school is currently working with the LEA to ensure disabled access to all areas of the school.

All pupils with special educational needs or disabilities are visited in their primary school and often invited to visit Tasker Milward before transfer. This enables us to discuss any difficulties and resolve any issues before they join the school.

Action Taken to Review School Strategies

During the year, the Governors received reports, which reviewed and evaluated progress against the Post Inspection Action Plan, the impact of public funding decisions, school facilities, the Estyn Inspection Report, Literacy, Numeracy, Pupil Voice, Safeguarding and Attendance.

Action Taken to Review School Policies

During 2015-2016 the Governors reviewed and, where necessary, amended all School Policies.

The School's Special Education Needs (SEN) Policy

The school's SEN policy is included and £394,505 was allocated in the 2015-2016 budget to provide the staffing and other resources needed. The success of the Learning Support Department is evident in the significant progress made by pupils with SEN particularly in their reading, spelling and numeracy development which is aided by considerable additional support in Years 7 and 8. In 2015 there were no Year 11 students who left school without any qualifications.

Language Category

The school is classified as an English Medium School. This means that pupils are taught mainly through the medium of English. Welsh is taught as a second language up to 'A' Level. English is the day to day language of the school but Welsh is used to communicate with pupils, with the aim of improving their capacity to use everyday Welsh.

Washroom Facilities

Toilet facilities are available for pupils in each of the three buildings. These are cleaned on a daily basis by cleaners provided by Pembrokeshire County Council Contract Services and Tasker Milward VC School cleaners.

Post Inspection Action Plan - Summary

Recommendation 1: Raise standards in key stage 4

The school is working to raise standards in all subjects at KS4 and has set challenging targets. There are a number of strategies to achieve this including a whole school focus on mathematics prior to the GCSE in November and a focus on English Language before the exam in January.

Recommendation 2: Improve behaviour of a significant minority of pupils

Most pupils continue to behave appropriately, both as they move around the school and during lessons. However, a few do not engage with their learning and this is a focus for the school to improve on. There has been a strong improvement in the punctuality of pupils but we still need to improve the attendance to school and to decrease the number of exclusions.

Recommendation 3: Improve the co-ordination and planning for progression in developing literacy and numeracy skills

Literacy and numeracy are clearly defined and the schemes of work cover the relevant frameworks. The school needs to ensure the impact of literacy and numeracy on standards are evaluated.

Recommendation 4: Improve the quality of teaching and assessment and reduce the variation across the school

There is a whole school focus on improving the quality of teaching and learning. All staff meetings now focus on Teaching & Learning to help raise the standard of teaching to be consistently good or better. The school is working with other schools on an Effective Teaching Masterclass project. Heads of year are increasingly involved in supporting the academic progress of pupils in their charge.

Recommendation 5: Improve the effectiveness of behaviour management and anti-bullying policies, ensuring that all staff implement them consistently

The school continues to manage the very few incidents of bullying well. Pupils state that they feel safe in school. The Tasker learning Centre has been set up to provide a modified curriculum for a very few pupils.

Recommendation 6: Strengthen the link between self-evaluation and improvement planning

The school is developing a culture of self evaluation and improvement planning. There is training for heads of department. The governing body have a substantial and detailed knowledge of the school and challenge the school.

Recommendation 7: Strengthen the partnerships with parents

The school uses a wide range of effective strategies and the relationship with parents has improved.

Recommendation 8: Make sure that pupils are able to contribute to decision-making at all levels

Pupils contribute to decision making at all levels. The school council has taken a lead role in the Reorganisation and have raised the profile of the school council.

Recommendations

Despite there being progress made in all recommendations, the school has made insufficient progress to be removed from the list of schools requiring Special Measures. Estyn inspectors will re-visit the school in about three months' time.

TASKER MILWARD VC SCHOOL

LEARNING SUPPORT POLICY

Issue No	Author / Owner	Date Written	Approved by Governors on	Comments
Issue 2	CAP	Reviewed November 09	March 2010	
Issue 3	SB	Reviewed October 2012	November 2012	Minor amendment

Contents

1. Aims
2. Objectives
3. School Organisation
4. Identification and Assessment
5. Liaison
6. Governors
7. Monitoring and Evaluation

This document has been drawn up taking regard of current education legislation and guidelines provided by:

- DfEE Action programme for SEN 1998b
- Special Education Needs and Disability Act 2001
- Education Act 1996
- The DfES SEN Code of Practice 2001
- DfES Inclusive Schooling: Children with SEN 2001
- DfES Every Child Matters 2003

The Education Act 1996 says that '*a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.*'

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.
- Have significantly greater difficulty in managing own behaviour appropriately than the majority of children of the same age.
- Can achieve significantly more than children of the same age (More Able and Talented)

1. Aims

All students in the school are encouraged, valued and accepted equally, regardless of their ability and behaviour.

All students are entitled to access a broad, balanced and relevant curriculum which is differentiated to meet individual needs and which enables all students to reach their potential through both the National Curriculum and the wider curriculum of school life.

All Parents/Guardians/Carers have a valuable contribution to make towards their child's development and learning.

All children have a valuable contribution to make towards their own learning.

2. Objectives

To identify at the earliest opportunity, using agreed school criteria, children with additional learning needs (ALN).

To consult with parents/guardians/carers, the student and external agencies where necessary, to ensure that any support that is given is appropriate.

3. School Organisation

ALN provision is co-ordinated by the Inclusion Manager/ALN Co-ordinator, who maintain an up to date register of identified children.

Training needs for the whole staff and individuals are identified within the school's staff development plan.

The Learning Support Department (LSD) is equipped to enable styles of teaching/learning suitable for small groups, pairs or individuals and to facilitate independent study.

It acts as:-

- A base for those staff giving in-class support.
- A resource centre for ALN materials and equipment.
- A base for small group work and one to one work for pupils.

Support teaching is offered according to need and may take the form of:-

- ***In-class support*** - to enable students experiencing difficulties to benefit from specialist teaching, specialist equipment and support from peers.
- ***Withdrawal*** –small group work to enable the teaching of specific skills.
- ***A combination*** of both in-class support and withdrawal.

Pupils who have a statement of Special Educational Needs are occasionally disapplied from areas of the National Curriculum. This is done to provide time for pupils to develop skills such as reading, handwriting or spelling. Disapplication is kept to a minimum.

Pupils on School Action and School Action Plus who have difficulty with literacy/numeracy may work intensively on developing literacy and numeracy skills from mainstream lessons each week.

Learning Support classrooms are designated for withdrawal lessons in literacy, numeracy development to look at behavioural issues and to develop communication, social and life skills. Classrooms are utilised through timetabling.

Computers are available for word processing, computer skills and access to specific programmes including SuccessMaker.

Some pupils may have a reduced timetable to enable them to access the school environment and appropriate learning programmes. These are accommodated in the department. This may include pupils who have a medical condition, who are travellers or have complex needs.

4. Identification and Assessment of Students with ALN

All students, irrespective of age, are screened on entry in respect of literacy and numeracy to assist in ascertaining the nature and extent of strengths and weaknesses.

Feeder schools will have identified certain students with ALN. This is to enable planning for future educational provision.

Procedures will follow stages in the Code of Practice. School Action and School Action Plus will be school based.

A request for statement involves the LEA deciding whether a statement is necessary. A draft statement will be prepared and sent to parents for comment and, if appropriate, a final statement will be issued with recommendations about the student's needs.

Standard assessment and recording routines enable class teachers to make judgements about a child's educational need.

Monitoring the progress of ALN pupils is an on-going process and is an important part of the whole school assessment plan.

5. Liaison

To provide staff with up-to-date information on Learning Support issues, information is sent via electronic e-mail through in-boxes and SIMS. In addition teachers attend relevant meetings on whole school issues. A learning support file containing information on supporting pupils with learning difficulties is issued to all members of staff and a copy of the Code of Practice is available in all faculties.

Links with feeder schools, other secondary schools, Pembrokeshire College and other outside agencies are well established.

6. Governors

The Headteacher, with advice from the SENCO will keep the governing body informed of all relevant Learning Support issues. Senior Management receive copies of all relevant documentation on supported pupils.

Governors are informed of:

- All pupils who have a 'statement of special educational need'.
- All pupils on the annual audit of supported pupils.
- New developments within the department.
- The learning support policy document.

The governing body are responsible for monitoring the school's learning support provision and may do this by allocating one governor. Provision is currently monitored by Mr Belli.

7. Monitoring and Evaluation

The Learning Support Department is subject to the school departmental monitoring and evaluation procedures. The SENCO and lead LSA monitor ALN pupils through class observations.

The Departmental Handbook

The Departmental Handbook gives detailed procedures, staffing and expansion, where necessary, of all sections in this policy.

Inclusion Policy (Section 1.3.2 of the Strategic Equality Plan)

Inclusion

The National Curriculum Inclusion Statement ("Inclusion: Providing effective learning opportunities for all children" QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Set suitable learning challenges,
- Respond to pupils' diverse learning needs,
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Tasker Milward VC School aims to implement this process by focusing on individual well-being, encouraging pupil participation, celebrating achievement and support the learning of all. This process involves structuring the environment, culture, curriculum and classroom organisation to respond to the diversity of pupils and respecting their right to participate in planning for their education.

The Principles

- Tasker Milward VC School endeavours to include and educate all pupils in an environment where they are valued and listened to and they are expected to respect each other and the school ethos.
- We will encourage the pace of learning through the setting of high expectations for all and the targeting of additional support so that pupils can access learning at an appropriate level.
- We respect and value all pupils equally and we view the diversity of cultures and needs within the school as a resource.

- We regularly review the environment, buildings, rooms and resources and adapt them to ensure inclusion for all pupils.
- We aim to overcome physical and developmental barriers and offer pupils access to an appropriate curriculum and extra curricular activities.
- We utilise specialist and multi-agency support which enables pupils to engage with the curriculum, and the wider community.
- We promote parents/carers and pupils' involvement whenever possible in decisions that affect learning and future placement. Staff and parents act as advocates for those pupils who are not yet able to formulate their own views.

An Inclusive Environment

In order to promote and achieve an inclusive environment for pupils overcoming barriers to learning and participation for all, we:

- Ensure identification of need through on-going assessment. This is followed by careful planning and evaluation of individual learning programmes and behaviour support plans.
- Actively and creatively seek pupils' views, participation in the development of individual education programmes and opinions and views expressed at School Council meetings
- Ensure that high expectations of pupils are established and specific, achievable targets are evident.
- Plan for teaching and learning so that pupils are increasingly able to make choices, express opinions and pursue interests.
- Endeavour to work in partnership with parents/carers and the pupils to provide opportunities, choices and the skills for life.
- Ensure that learning programmes fulfil learners' curriculum entitlements and are differentiated according to their needs.
- Expect quality service from all professionals working with the pupils across a wide range of subjects and settings. We endeavour to develop and maintain a supportive, cooperative network for the pupil through a multi-professional approach. Members of staff work with external agencies to promote education, well-being and independence of the pupil.
- Encourage proactive approaches to facilitate social integration, develop life skills, independence and transitions. Links are made with the local community and visitors are encouraged to attend functions in the school.
- Encourage integration with Portfield Special School to develop social and academic success.
- Enhance learning opportunities in a wider range of academic/vocational subjects through 'Federation' set up with Pembrokeshire secondary schools and Pembrokeshire College.
- Respect the beliefs and cultures of ethnic minority groups and provide an appropriate supported curriculum.
- Ensure the school celebrates and reflects achievement across the spectrum.

Monitoring and Evaluation

The effectiveness and usefulness of inclusion arrangements will be monitored and evaluated by the Head, members of the School Leadership Team, Inclusion Manager and those responsible for monitoring teaching and learning practices. This will be part of the SLT reviews and the ALN Action Plan. Periodic reports are made to governors and evidence is available on request.

Physical Education Successes **2015/2016**

Netball

- Year 7 were Pembrokeshire champions
- Year 8 were runners up in the county
- Jemima Richards represented West Wales
- Mollie O'Connor, Hannah Pratt, Molly Pratt and Amelia Palmer all represented West Wales u13's.

Rounders

- The Year 9 and 10 team won the Pembrokeshire Schools Rounders Competition in July.

Athletics

- A number of students represented the school in the county athletics championships.

Standout performers:

- Victoria Hodgson – Javelin
- Anna Ridge – 200m
- Kylie Kinsella 100m and Long Jump
- Chloe Kinsella – 100m & 200m
- Lizzie Miller – 1500m & 200m
- Melissa Pollock – Discus
- Megan Le Petit – Javelin
- Ellie Harries – Shot
- Zoe Clout
- Thomas Carrington – Discus/Hammer
- Ben Evans – Shot
- Jacob Lay – Javelin
- Morgan Elliott – Javelin
- Jonny Wood – Hammer
- Joe Evans – 1500

- Tom Pratt – 1500
- Eirian Rutherford – 400m hurdles
- Freddy Christopher Barnes – steeplechase
- Matt Phillips – track events
- Dougie White - Javelin

Hockey

- The boys hockey team are the current Pembrokeshire champions.

Swimming

- Chloe Edwards, Morgan Elliott, Jake Powell – County Swim Squad
- BARIS AKAY – Has represented Wales and GB WATERPOLO
- Chloe Edwards was selected for Wales in Underwater Hockey
- TM represented well at the URDD swimming gala, with: Jake Powell, Matt Phillips, Jake Edwards and Travis Christopher Mullins getting to the national comp in Cardiff.

Cricket

- Aled Phelps, Noah Davies and Jonny White represented the Year 10 County team.

Rugby

- Tom Carrington, Jacob Lay and Ben Evans were all invited to join the Scarlets West u16 squad.
- Elgan Roberts, Dax Leggett, Dan Rawlings, Jon Clout were selected to represent Pembrokeshire in the National Colleges League.
- Alaric Jones was selected as part of the Pembrokeshire Schools U15 squad.
- Kyren Gray has just been selected in the Pembrokeshire schools u15 squad and plays Rugby League for West Wales

Football

- Billy Marles and Kyren Gray both selected for Pembrokeshire County U15 team.
- Joe James, Alaric Jones and Leon Pemberthy represented the U16 County Football team.

Weightlifting

- Freddy Christopher-Barnes finished 4th in his category at the Welsh Weightlifting competition in Cardiff.

Music Department 2015/2016

Pembrokeshire Schools Music Festival

The annual festival, organised by the Pembrokeshire Music Service and sponsored by Valero, took place on Saturday 14th November at STP School. Pupils participated in the many competitions during the day and gained pleasing results. The school jazz ensemble also performed in the evening concert, and gave a very impressive performance that was warmly received. Thanks must go to all of the pupils who took part and to the music and peripatetic music staff who worked so hard to prepare pupils for the Festival.

The music department is also delighted that the school won two of the open competitions – Daniel Jones won the open woodwind competition on flute, and the Tasker Milward Baroque Trio, consisting of Luzelle Davies, Daniel Jones and Ben Richards won the open ensemble competition. Both gave impressive performances in the evening concert.

Congratulations to all those who took part.

Results were as follows:

Open Woodwind

1. Daniel Jones

Grade 4 Brass

2. Eirian Rutherford

3. Idris Rutherford

Grade 7 Brass

3. Joe Richards

Open Brass

3. Ben Richards

Strings Grade 5

2. Tess Watson

HC. Iris Lander

HC. Lotty Davies

Strings Grade 6

H.C. Hannah Moulder

Piano Grade 6/7

2. Ben Richards

Kit Percussion Grades 3-6

1. Ieuan Rutherford

Open Vocal

2. Yasmin Ozdemir

Jazz Grade 3 – 5

HC. Ellen Smith

Open Ensemble

1. Tasker Milward Baroque Trio

National Honours

Congratulations to Daniel Jones who successfully auditioned for the National Youth Wind Orchestra of Wales, and was also given an unconditional offer to study music at the Birmingham Conservatoire next year. Daniel was also invited as a composer in residence to the National Orchestra of Great Britain course. Both he and Ben Richards both successfully auditioned for the National Youth Choir of Wales, culminating in a performance of Verdi's Requiem with the BBC Proms Youth Choir at the Royal Albert Hall.

Rotary Club Young Musician Competition

Tasker Milward hosted the Rotary Club Young Musician Competition for Haverfordwest. Pupils from Tasker Milward, STP school and Pembrokeshire College competed in vocal and instrumental competitions. The standard of performances was extremely high, as was agreed by the panel of adjudicators. Tasker Milward was represented by Syntyche Jonah, Abi Price, Ben Richards and Emily Jolly. Ben Richards won the instrumental competition. Ben went on to compete in the Area final at the Nant-y-Ffin Hotel.

Congratulations to Syntyche Jonah who was invited to perform for the Rotary Club International lunch on April 3rd, accompanied by Mrs. S. Sharpe



Paul Sartori fundraising

Music students helped to raise over £640 for Paul Sartori through performing at the Tesco store before Christmas. Members of the brass ensemble and senior singers performed for shoppers.

Carol Service

The School Carol Service was held in St. Mary's Church, Haverfordwest in December. The junior, senior and staff choirs participated, together with the orchestra (led by Kayleigh Mortimer), jazz ensemble, brass ensemble, string ensemble, flute ensemble and ensemble items. The conductors and accompanists were: Sarah Sharpe, Sarah Benbow, Seimon Morris, Stuart Evans, Hilary Lewis, Philippa Roberts and Chris Gillatt.

Year 6 Music Transition Day

The Music Department hosted a music transition day for pupils from years 5 and 6. Pupils from the feeder schools took part in the event, taking part in orchestral and vocal workshops with music staff, led by Sarah Sharpe, Sarah Benbow, Hilary Lewis, Philippa Roberts, and Chris Gillatt.

Performances and workshops took place with pupils performing with the school orchestras and choirs. The event proved to be both a successful and enjoyable one.

Easter Concert

An extremely successful and enjoyable concert was held by the music department in Milward Hall featuring the school orchestra, brass ensemble, flute group, string ensemble, year 8 & 9 singers, jazz ensemble, staff / student choir and soloists. A varied programme was performed, featuring students from all year groups. A large number of pupils took part in the event from all year groups. The proceeds will fund extra-curricular music groups through the purchase of music and equipment. Huge thanks must go to the peripatetic music staff for their support, to school staff for enabling the concert to be such a success, staff for providing refreshments and to those of you who supported it.

Young Composer of Dyfed competition

Tasker Milward Music Department once again hosted and is taking part in the Young Composer of Dyfed programme. As part of this, GCSE and A Level students took part in a workshop with the fantastic 'Red Priest' ensemble. The composer Lynne Plowman has visited on several occasions to run composition workshops for music students and has visited the school to assist pupils with their composition work. Out of the 100 or so entries throughout Dyfed, a record 19 entries were from Tasker Milward School. Of these, Amelia Davies, Ben Richards, Chloe Edwards, Hannah Moulder and Eirian Rutherford were selected to have their compositions performed at the final concert at Rhosygilwen Mansion in April. This was a unique opportunity for students to compose for a professional ensemble, a composition which they are also submitting for their GCSE and A level coursework portfolios. One pupil, Ben Richards in year 12 was commissioned to write a piece for the winner of the Young Musician of Dyfed, a performance competition that runs along the composer scheme.

Of the students selected, only two schools throughout Pembrokeshire, Ceredigion and Carmarthenshire had more than one student achieve a place in the final. Tasker Milward had five!! All of the pupils produced wonderful compositions, and they thoroughly enjoyed the whole process.

**PEMBROKESHIRE COUNTY COUNCIL
REVISED SCHOOL HOLIDAY DATES 2016-17**

Amended 25 June 2015 in accordance with the Direction issued by Welsh Ministers

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DESIGNATED STAFF TRAINING CLOSURE DAYS

SCHOOL HOLIDAYS

Bank holidays

Good Friday 14 April 17 Early May Holiday 01 May 17
Easter Monday 17 April 17 Spring Bank Holiday 29 May 17

Term	Begin	End	Mid-term break		Begin	End	School days
			Begin	End			
Autumn 2016	Mon 5 Sep 2016	Fri 21 Oct 2016	Mon 24 Oct 2016	Fri 28 Oct 2016	Mon 31 Oct 2016	Fri 16 Dec 2016	70
Spring 2017	Tue 3 Jan 2017	Fri 17 Feb 2017	Mon 20 Feb 2017	Fri 24 Feb 2017	Mon 27 Feb 2017	Fri 7 Apr 2017	64
Summer 2017	Tue 25 Apr 2017	Fri 26 May 2017	Mon 29 May 2017	Fri 2 Jun 2017	Mon 5 Jun 2017	Fri 21 Jul 2017	58
Plus designated staff training closure days Thu 1 Sep 2016, Fri 2 Sep 2016 & Mon 24 Apr 2017							3
TOTAL							195

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