



**MILFORD HAVEN SCHOOL
GOVERNORS' ANNUAL REPORT 2017/18**

For the Academic Year September 2017 to August 2018

Chairman of Governors: Mrs Y Evans
C/o Milford Haven School
Steynton Road,
MILFORD HAVEN.
SA73 1AE
Telephone: 01646 690021

Mrs Pat James (Commenced appointment December 2017)
C/o Milford Haven School
Steynton Road,
MILFORD HAVEN.
SA73 1AE
Telephone: 01646 690021

Clerk to the Governors: The Director for Children & Schools
Education and Community Services
County Hall
HAVERFORDWEST
Pembs
SA61 1TP

The current full list of Governors (as 01/11/2018) is:

Name	Status	Term of Office Expires
Mr M Layton	LEA	16.06.2019
Mrs P James	LEA (Vice Chair)	02.12.2022
Clr R Sinnett	LEA	23.10.2020
Clr R Owens	LEA	24.07.2020
Mrs K Wood	LEA	20.11.2020
Mrs R Thomas	Parent	12.10.2021
Mrs A Singh	Parent	10.11.2021
Mr D Edwards	Parent	03.11.2019
Mrs A Beegan	Parent	01.10.2021
Miss N Sizer	Teacher	11.03.2019
Mr S Thomas	Teacher	15.11.2022
Mr J Matthews	Support Staff	05.02.2021
Mr J Bramley	Community	16.10.2020
Mrs Y Evans	Community (Chair)	16.10.2020
Dr C Mackintosh	Community	21.06.2019
Fr H Williams	Community	05.11.2018
Mr M Rickard	Community	03.11.2019
Ms C A Morris	Headteacher (Commenced post Easter 2018)	

In addition to the Governors' termly statutory meetings there have been regular meetings of the Finance/Estates, Policy Review Panel, Performance Management / Pay Panel and Personnel, Pastoral & Curriculum Committees. Governors have attended training sessions organised by Pembrokeshire County Council.

The sub-committee structure has been re-organised for the academic year 2018-19 in line with the Estyn inspection framework as follows:

Committee	Chair
Learning & Teaching	Mrs K Wood
Standards	Fr H Williams
Resources	Mr J Bramley
Wellbeing	Dr C Mackintosh
Policy	Mrs P James
Pay & Staffing	Mrs P James

ESTYN inspection

The School was inspected by ESTYN (Schools' inspectorate in Wales) in November 2017 in accordance with the Common Inspection Framework and a summary of judgements from the inspection is as follows:

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Unsatisfactory and needs urgent improvement
Teaching and learning experiences	Unsatisfactory and needs urgent improvement
Care, support and guidance	Adequate and needs improvement
Leadership and management	Adequate and needs improvement

The inspectors made six recommendations:

R1 Raise standards at Key Stage 4 and improve the progress made by all pupils in lessons, in particular their development of literacy and numeracy skills.

R2 Improve pupil behaviour and attitudes to learning

R3 Improve the quality of teaching

R4 Strengthen the planning for the development of pupils' skills

R5 Improve the quality and impact of leadership, particularly through the strengthening of arrangements for self-evaluation and improvement planning.

R6 Address the deficit budget

**ESTYN Category (overall judgement): School is in need of Significant Improvement
Revisit 12-18 months from February 2018**

Draft post-inspection action plan (PIAP) was drawn up by February 2018

Estyn attended a follow up visit in May 2018 Final PIAP report submitted with the LA Action plan in June 2018.

Progress against the PIAP takes place each half term with a report on impact from the senior team at a county held meeting called the School Improvement Panel (SIP).

Context of the School

Milford Haven School is an English-medium 11-18 mixed comprehensive school of 961 students and pupils, including 40 in the sixth form. Pupil numbers are expected to increase steadily over the next few years and, following the planned re-organisation of secondary education in Haverfordwest in 2018, the School's catchment area now includes Neyland and Johnston which will further increase pupil numbers. Just over 23% of pupils are eligible for free school meals (FSM) which is above the Welsh average for secondary schools. Very few pupils come from Welsh-speaking homes. A small percentage of learners currently learn English as an additional language. The school's intake represents the full range of ability. Just over 1% of pupils have statements of additional learning needs (ALN) which is below the average for Wales as a whole.

The school has been without a substantive Headteacher since the end of September 2017. The former Head teacher took up his post in January 2013 and was promoted to another school in September 2017. There is currently an interim Headteacher in post. The SLT consists of the Acting Headteacher (was a deputy), one Deputy Headteacher, one permanent Assistant Headteacher, three seconded Assistants Headteachers and two temporary senior teachers one of whom is the ALNCO, and the Business Manager.

The senior leadership team (SLT) currently comprises the Headteacher (April 2018), an Associate Headteacher (September 2018), two permanent Assistant Head teachers and two fixed term Assistant Headteachers (one of whom is the ALNCo) and the Business Manager. The current FTE [Full time equivalent] for teaching staff is 51.

The school's key purpose is to provide the best possible education for children of all abilities within a happy, child-centred, pleasant working environment.

The school is a member of the Pembrokeshire South Federation and works in close partnership with two other secondary schools and the local further education college to enhance provision at Key Stage 4 and in the Sixth Form.

STAFF & PUPILS

Number of Teaching Staff September 2018: 56, including 6 part time, 6 temporary and 2 seconded to ERW

The School employs 46 support staff – 12 of which are temporary

Number of Pupils on Roll January 2018: 923

Number of Pupils on Roll September 2018: 961

ATTENDANCE

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
Year 7	89.5	3.6	5.1	1.8	100.0	93.2
Year 8	88.5	4.3	5.7	1.5	100.0	92.8
Year 9	87.8	4.4	5.9	1.9	100.0	92.2
Year 10	85.0	5.9	6.7	2.5	100.0	90.9
Year 11	68.8	25.4	4.2	1.7	100.0	94.2
Totals	84.9	7.7	5.6	1.9	100.0	92.6

SCHOOL TERMS - ACADEMIC YEAR 2018-19

TERM	BEGIN	HALF-TERM		END	NO. OF SCHOOL DAYS
		BEGIN	END		
Autumn 2018	Tuesday 4 Sept 2018	Monday 29 October 2018	Friday 02 November 18	Friday 21 December 2018	74
Spring 2019	Monday 7 January 2019	Monday 25 February 2019	Friday 1 March 2019	Friday 12 April 2019	65
Summer 2019	Monday 29 April 2019	Monday 27 May 2019	Friday 31 May 2019	Friday 19 July 2019	54
Staff training closure days		Monday 3 Sept 2018	Monday 22 July 2019		2
TOTAL					195

SENIOR LEADERSHIP TEAM (as at 01/11/17)

Headteacher	-	Mrs B Davies
Deputy Headteacher	-	Mr A Miles
Permanent Assistant Headteacher	-	Mrs Emma Kedward
Seconded Assistant Headteacher	-	Mr J Letten
Seconded Assistant Headteacher	-	Mrs C Zoogah
Seconded Assistant Headteacher	-	Mr J Hopkins
Senior teacher	-	Mrs M Griffiths
Senior teacher and Additional Learning Needs Co-ordinator	-	Miss J Reynolds
Business Manager (Administration)	-	Mrs J Hicks

SENIOR LEADERSHIP TEAM (as at 01/11/18)

Headteacher	-	Ms C A Morris
Associate Headteacher	-	Mr D John
Assistant Headteacher	-	Mrs Emma Kedward (maternity)
Assistant Headteacher	-	Mr J Letten
Additional Learning Needs Co-ordinator	-	Miss J Reynolds
Business Manager (Administration)	-	Mrs J Hicks

FINANCE:

A summary of the School's budget position at the end of the financial year 2017/18 is shown below indicating that the School delivered a £98,554.00 in deficit on its use of the resources

allocated to it by the local authority. Should any parent wish to have a copy of the detailed figures of income and expenditure, please ask and the School will provide them.

School Reserve Balance b/fwd from Last Year:	13,296
Total Funding for the Financial Year:	4,221,216
Total Funds Available:	4,234,512
Less: Total Expenditure -	4,333,066
Year End Resources available	-98,554

Financial gifts to the School are sometimes made by the PTA and other organisations but are relatively small. The Governors have resolved to claim expenses only when there is a genuine need and there were no expenses claims during 2016/17.

Pupil Deprivation Grant

The School also benefitted from the Pupil Development Grant.

The Pupil Development Grant (PDG) is allocated to schools with pupils who come from low income families and are currently known to be eligible for free school meals (eFSM).

Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about changes for learners eligible for free school meals or who are LAC (looked after children).

In 2017-18, Milford Haven School was provided with a PDG allocation of £197,800

At Milford Haven School we have incorporated the PDG into our whole school development plan which has been approved by the Governing Body, the local authority and ERW.

The key priorities within the plan with particular relevance to PDG are:

- To improve attendance of eFSM learners in order to reduce the impact of deprivation on educational attainment
- Improve the academic performance of eFSM pupils at KS3 and KS4
- Address the curriculum needs of all pupils and remove barriers to learning for learners from deprived backgrounds.

We have used the funding available to:

- Provide specialist support for targeted pupils in English and Maths
- Established an off-site facility to engage with disaffected pupils in order to re-integrate them into mainstream school – this facility was brought back on site in the summer term (2018)
- Employ a school community liaison officer to work with targeted pupils and their families to increase attendance, engagement and attainment
- Employ learning coaches to work directly with targeted pupils in 1:1 and small group settings in addition to their normal timetabled lessons

- Employ inclusion support assistants to be an additional link between school and home to improve attendance across all key stages
- Provide intervention and support programmes such as alternative vocational provision and behavioural support programmes
- Provide specific high-quality training for school staff focussed on supporting disadvantaged learners, including restorative practice, and training for parents of targeted pupils to ensure that they are fully supported in preparing for and taking external examinations.

School Performance

KS3

Subject	2014	2015	2016	2017	2018
English	79%	85%	87%	88%	91%
Maths	85%	88%	91%	92%	93%
Science	88%	85%	94%	94%	93%
CSI	72%	81%	84%	87%	89%
Art	88%	89%	94%	95%	94%
Design Technology	87%	94%	94%	94%	95%
Geography	85%	92%	94%	93%	94%
History	85%	89%	91%	94%	90%
ICT	94%	90%	95%	96%	98%
MFL	83%	85%	93%	85%	85%
Music	89%	91%	94%	94%	95%
Physical Education	86%	92%	87%	94%	93%
Welsh (2 nd Language)	78%	79%	82%	81%	83%

Comment:

The overall CSI is judged as adequate and has risen steadily over the previous 3 years. Standards in KS3 in CSI and the Core subjects at Level 5+ are adequate. There is an upward trend in 2 out of the 3 indicators since 2016 with one fluctuating from its previous upward trend. Performance in 2018 was adequate with performance at Level 5 in the Core subjects has improved in 2 out of the 3 and the CSI has risen by 2.6%.

Non-core subjects - Performance is judged to be adequate over a three-year period. Performance in 2018 was adequate. There has been a continuous improvement in performance over the previous 2 years but 2018 has seen a fluctuation from the previous upward trend.

Key Stage 4

Subject	S	A	B	C	D	E	F	G	U	X	A*-A	A*-C	A*-G	U
Art	0	3	4	8	2	2	2	1	0	0	14%	68%	100%	0%
Business	0	0	3	4	10	3	2	1	0	0	0%	30%	100%	0%
Child Dev.	0	0	1	1	6	6	4	5	1	0	0%	8%	96%	4%
Computing	0	0	2	2	0	4	0	2	0	0	0%	40%	100%	0%
Drama	0	2	2	1	0	0	0	0	0	0	40%	100%	100%	0%
DT Prod Des	0	0	3	4	5	2	1	2	0	0	0%	41%	100%	0%
DT Res Mat	0	0	0	1	0	2	1	1	0	0	0%	20%	100%	0%
English Lang.	3	5	21	37	30	13	11	5	0	0	6%	53%	100%	0%
English Lit.	0	7	16	21	8	1	0	0	1	0	13%	81%	98%	2%
Food Tech.	0	1	0	0	0	0	0	0	0	0	100%	100%	100%	0%
French	1	0	0	0	0	0	0	0	0	0	100%	100%	100%	0%
Geography	0	0	3	5	3	4	7	1	0	0	0%	35%	100%	0%
Health & Social	0	3	5	7	1	1	1	0	0	0	17%	83%	100%	0%
History	2	7	8	12	8	6	5	6	3	0	16%	51%	95%	5%
Mathematics	1	11	18	30	15	21	12	12	5	0	10%	48%	96%	4%
Media	0	1	3	0	3	1	0	0	1	0	11%	44%	89%	11%
Numeracy	2	11	22	28	15	16	17	8	5	0	10%	51%	96%	4%
PE	1	2	3	3	2	0	0	0	0	0	27%	82%	100%	0%
Polish	0	1	0	0	0	0	0	0	0	0	100%	100%	100%	0%
RE Full	1	4	11	22	16	19	13	20	3	0	5%	35%	97%	3%
Science 1	0	1	11	18	12	21	11	5	15	0	1%	32%	84%	16%
Science 2	0	0	3	19	13	16	18	10	15	0	0%	23%	84%	16%
Biology	0	7	7	11	1	0	0	0	0	0	27%	96%	100%	0%
Chemistry	1	6	6	10	3	0	0	0	0	0	27%	88%	100%	0%
Physics	1	5	13	6	1	0	0	0	0	0	23%	96%	100%	0%
Spanish	1	3	0	3	6	1	1	0	0	0	27%	47%	100%	0%
Welsh Full	1	4	15	6	0	0	0	0	0	0	19%	100%	100%	0%
RE Short	0	0	0	0	0	0	2	3	6	2	0%	0%	38%	62%
Welsh Short	0	0	8	23	13	11	15	7	5	1	0%	37%	93%	7%

Comment:

Performance over 3 years is judged to be adequate and unsatisfactory for 2018. Targets were not met in nearly all of the measures above with a declining trend noted in 5 of the measure listed (Level 1, level 2, level 2i, level 2 in English and science). In particular the low numbers of students achieving the higher A and A* grades is a cause for concern combined with the weak performance of the eFSM students. The performance of those achieving level 2 Science has significantly declined over the 3 years (partly reflecting a change from BTEC to GCSE) while Maths and English have seen their performance fluctuate. Level 2 skills challenge continues to show a strong performance.

Since 2016/17 the regulations have changed for the make-up of many of the thresholds. Also, only "Language" counts towards Cymraeg and English GCSEs and the content of GCSE Mathematics has also changed considerably and has split into two qualifications. As a result, it's not entirely fair to compare from 2016/17 onwards with historical data.

Comment:

Performance across the non-core subjects was variable. Comparisons with previous years' performance as noted above is less meaningful as new GCSE courses have been introduced. Top performing non-core subjects taught at the school at A*-C were Art 68% for the second consecutive year, Health and social care 83% for the second consecutive year and PE 82% for the second consecutive year [100%]. Vocational subjects have continued to play a significant part in the school's improvement journey. Home Cooking Skills, which is the equivalent of half a GCSE, was introduced in 2016/2017 and achieved an excellent 100% Level 2 grades for the second year in succession. ICT achieved 65% Level 2 grades, of which 14 were the equivalent of A* or A grades at GCSE. Engineering achieved 5 merits (equivalent to a B grade at GCSE) and 3 distinctions (equivalent to an A grade at GCSE) as part of 81% Level 2 grades. The Welsh Baccalaureate Skills Certificate [the equivalent of a GCSE] was gained by 76% of the year group at Level 2 an increase of 5% on the previous year. All the Sweet and Teamwork students achieved a level 2 grade equivalent.

Key Stage 5

AS subject performance

AS	S	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E	U
Biology	0	1	0	2	4	2	5	7%	7%	21%	64%	36%
Business Studies	0	0	0	0	1	0	0	0%	0%	0%	100%	0%
Chemistry	0	0	1	2	3	0	0	0%	17%	50%	100%	0%
Computing	0	0	0	1	0	0	0	0%	0%	100%	100%	0%
D&T Product Design	0	0	0	2	3	0	0	0%	0%	40%	100%	0%
Drama	0	0	1	0	0	0	0	0%	100%	100%	100%	0%
English Lang. & Lit.	0	0	0	0	3	0	0	0%	0%	0%	100%	0%
Geography	0	0	1	0	0	0	0	0%	100%	100%	100%	0%
Health & Social Care	0	0	0	2	0	0	0	0%	0%	100%	100%	0%
History	0	1	4	1	1	0	0	14%	71%	86%	100%	0%
ICT	4	0	0	1	0	3	0	50%	50%	63%	100%	0%
Mathematics	0	0	2	1	5	4	6	0%	11%	17%	67%	33%
Music	0	0	0	0	0	1	0	0%	0%	0%	100%	0%
Physics	0	0	0	2	1	4	4	0%	0%	18%	64%	36%
Religious Studies	0	1	1	0	2	2	1	14%	29%	29%	86%	14%
Sociology	0	0	0	1	1	5	4	0%	0%	9%	64%	36%
Sport/PE Studies	0	0	1	0	0	2	2	0%	20%	20%	60%	40%

AS Comment:

AS results in 2018 were unsatisfactory when compared with 2017: A*-A, A*-B and A*-C were poor compared to the previous 2 years and U grades decreased slightly but not significantly and is a cause for concern. As with the A2 results, ICT contributed all of the A* grades achieved [4] as in the previously year (12 awarded). In History 71% (5/7) achieved at least a B grade.

A2 subject performance

A2	S	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E	U
Biology	0	0	0	2	0	0	0	0%	0%	100%	100%	0%
Business Studies	0	0	1	2	1	1	1	0%	17%	50%	83%	17%
Chemistry	0	0	0	2	0	0	0	0%	0%	100%	100%	0%
Computing	0	1	0	0	0	1	0	50%	50%	50%	100%	0%
D&T Product Design	0	0	0	0	1	1	0	0%	0%	0%	100%	0%
English Literature	0	1	1	3	0	0	0	20%	40%	100%	100%	0%
French	0	0	0	0	1	0	1	0%	0%	0%	50%	50%
Health & Social Care	0	0	4	0	0	0	0	0%	100%	100%	100%	0%
History	1	0	5	14	2	0	1	4%	26%	87%	96%	4%
ICT	10	1	0	2	0	4	0	65%	65%	76%	100%	0%
Mathematics	0	0	2	1	0	0	0	0%	67%	100%	100%	0%
Music	0	0	1	1	0	0	0	0%	50%	100%	100%	0%
Photography	0	0	1	0	2	0	0	0%	33%	33%	100%	0%
Religious Studies	0	2	3	0	0	0	0	40%	100%	100%	100%	0%
Science: Electronics	0	0	0	1	1	1	0	0%	0%	33%	100%	0%
Sociology	0	1	3	3	2	2	0	9%	36%	64%	100%	0%
Sport/PE Studies	0	1	0	0	2	0	0	33%	33%	33%	100%	0%
WBQ Skills	0	11	13	9	6	1	0	28%	60%	83%	100%	0%

A2 results have fluctuated over the past three years. The A* to C rate has risen over the past 3 years but the number of A* and A grades awarded has fluctuated. Ten of the A* grades were awarded to the pupils in the same subject area (ICT). The Welsh Bacc continues to be successful with 11 A grades and 24 of the 40 entries gaining A or B grades. The number of U grades was very low. The top performing subject was ICT with 10 A* and 1 A grade (for the second consecutive year). In Religious Studies all students achieved an A or B grade. In History 20 students achieved at least a C grade.

ESTYN November 2017 comment:

In the sixth form, performance over time in the key indicators has been variable. Performance in the average wider points score has been below that of similar schools in two out of the last three years. Performance in the higher grades has also been below that of similar schools in two out of the last three years. Performance in the Welsh Baccalaureate Qualification at advanced level in 2017 is well above that of similar schools.

ACCOMMODATION/BUILDINGS & MAINTENANCE

The School has made significant progress in making the site more secure during the last few years with the erection of fencing under the service level agreement with the local authority, including the provision of electronic entry/exit gates which enable the site to be 'locked down' to ensure the safety of staff and pupils and to control entry into the School. A new lockdown policy has been created and approved by the governing body. A practice drill was first run in the latter half of the Summer term 2018.

A significant amount of minor upgrading work has been carried out through the year including the creation of several new areas to be developed over the Summer holidays. There has been a significant investment to improve toilet facilities for the pupils which are now modern and fit for

purpose, these are gender neutral at the start of the new school year September 2018, in order to enable all learners to access the toilets on both floors.

21st Century Funding has been agreed for developing the school site at approx. £24m. The governors have actively sort to re-align the field boundary at the back of the school sports field, discussions remain ongoing and 21st century schools will look at building bulletins to determine what the allocation of outside space should be for the number of pupils on roll. As the school sees a rise in the number of pupils attending and change in catchment area, the 21st century board will increase number of classrooms to accommodate the new learners in the future as the school expands.

In addition, transitional funding was received from PCC to help develop a nurture area for our more vulnerable learners with complex needs. This space was completed over the Easter break and comprises of three classrooms and a toilet in one area and two in another with kitchen, called 'Hafan'.

RESOURCES

The school is reasonably resourced and this continues to be a priority moving forward in particular with a view to reviewing ICT equipment such as iPads and chrome-books. In a small number of areas in the school we have piloted the use of interactive TV screens, in place of interactive white boards, and these are proving popular and successful. The computers in the three ICT suites in the ICT department have all been upgraded. The school also received a grant to enable it to upgrade the sound system in the school hall and also replace the stage curtains which was a recommendation in the last fire inspection. Students with parental permission have full access to the Internet but we continue to monitor the situation carefully. Any pupils who mis-use the Internet lose their access.

Textbooks will continue as a priority and every child has access to a text book in each subject. The Library is well resourced and is supported by ICT systems and pupils also have access to chrome-books.

Several curriculum departments have been provided with sets of laptops, chrome-books or iPads within mobile charging units which can then be shared within each department.

The school has moved the storage of its data to the Pembrokeshire County Council servers: this has in effect saved the school substantial capital outlay to replace its server suite whilst providing more robust and secure infrastructure supported by the local authority.

CURRICULUM

Milford Haven Sixth Form students have been highly successful in the Advanced Level Welsh Baccalaureate (WBQ). This is the equivalent of an 'A' grade at Advanced level. Overall the pass rate at A*-C rose by 9.1 percentage points and the overall A level pass rate was 97.5%.

The school continues to develop the South Pembrokeshire Federation partnership with Pembroke school with students travelling between centres to take advantage of a wider range of courses. In addition, students also access courses run at Pembrokeshire College and Haverfordwest High VC, whilst based at Milford Haven in order to broaden the offer available to them.

PASTORAL CARE

Pupils are expected to adhere to the school's Positive Behaviour Policy; all pupils are given opportunities to gain rewards and receive recognition. Departments and Pastoral teams reward pupils on a daily basis for effort, participation, attainment and behaviour. Rewards are recognised in weekly assemblies; end of term assemblies and in the annual Merit Presentation Ceremony. Pastoral teams and form tutors work very hard to ensure each individual pupil is cared for, supported and encouraged to achieve their potential. A new reward scheme was introduced some years ago for attendance where pupils receive vouchers from local retailers for 100% attendance and most improved attendance over a term. All staff and pupils are allocated to a 'house' and points are earned in various ways through the year to encourage a team ethos and a sense of commitment and belonging.

The school's behaviour referral system is well embedded into daily practice. An online reporting system is effectively used for behavioural issues. The Internal Exclusion Room (IER) continues to provide an effective sanction for the more serious issues.

The local authority's youth worker service provides invaluable support for pupils who require assistance in developing interpersonal skills, raising self-esteem and developing confidence in both individual and group settings. The School Counsellor continues to provide an invaluable service by providing pupils with professional counselling support, however this service has been severely reduced because of cost pressures at county level. The Police Forum continues to provide information sharing opportunities between the school and the local police. The Police regularly support the school in dealing with internet misuse and drug prevention.

The School has a well-developed bullying policy which was reviewed during the year. Any bullying incidents which occur in the school are immediately dealt with once known about. Anti-bullying messages are continually conveyed to pupils during assemblies and PHSE sessions; the number of reported bullying incidents is low, most of these being linked with cyber bullying. The number of racial abuse incidents occurring within the school is very low.

The School Council is very active and has experienced an extremely successful year. Pupils are very involved in the recruitment of teaching staff.

TRANSITION from PRIMARY to SECONDARY SCHOOL

Transition continues to be a strength. Discussion and regular interchange of ideas continue with our local Cluster of Schools, where we develop our literacy, numeracy and science bridging units as well as prepare each and every pupil for the transition ahead. As in previous years a comprehensive transition programme ensures all pupils are supported and guided fully during their transition from Year 6 to Year 7. This includes in depth discussion regarding individual pupils prior to their transfer from Primary to Secondary School, additional ALN transition days at school and parents evening for Transition. This partnership working has been supported over the last few years by Welsh Government grant funding through the Challenge Cymru project for closer working between the primary and secondary sectors.

Transition includes one day off site at Milford Haven Leisure Centre. Outside providers including Police, Youth Service and Meditation services provide pupils with a carousel of activities which focus on team building and self-confidence.

There has been a co-ordinated approach involving several subject areas in the School with the primary schools to develop a project, 'Whale of a Time' which is an over-arching project and

develops pupils' literacy and numeracy skills across a range of subjects. This project has received national recognition within Wales and has been identified as an exemplar in working across the sectors.

The Whale of a Time programme incorporates a Summer challenge which allows pupils to engage in stretch and challenge activities. These activities involve visiting Milford Haven Museum.

All pupils who engage within the activity are invited along with parents to attend Whale of a Time Celebration Evening - sponsored by Dragon LNG who supply certificates and small gifts for each pupil.

SCHOOL SECURITY

The school has had additional secure doors fitted in the front reception area of the school and also had two other doors in this main corridor area secured by mag locks improving the security and safeguarding environment within the building.

All visitors to the school are directed to the school office where they are registered and issued with security badges. Visitors are issued with a red lanyard if the school where they do not hold a current DBS check. Anyone not wearing a badge is challenged, likewise if a visitor wearing a red lanyard is unaccompanied, they would also be challenged, and asked to leave if they do not have a legitimate reason for being on site: signs at the back of the school clearly state that visitors must report to reception via the front entrance. In the interests of security and safety to children it is not possible to allow visitors, including parents, to walk through the school grounds or building, other than directly from the front gate, through the car park and up the front steps. Our CCTV system, with 51 static and 4 fully functional cameras is extremely useful in preventing vandalism and stopping potential bullying.

Children are not allowed on the premises outside school hours except to attend legitimate supervised classes, clubs, events etc. Although we sympathise with young people who see the school grounds as the ideal place for skateboarding, scootering, cycling, playing tennis, football etc., we are not insured for accidental damage to persons or property and therefore cannot allow it. Most damage to school property is caused in this way. We hope you will understand, and raise the level of campaign to provide these facilities for young people in Milford Haven. This has largely been prevented now by the security gates and fences referred to earlier.

One of our biggest worries is the car park at the back of the school. We ask parents to take extreme care when driving on and off the parking area at the end of the school day. Children have to cross the area on foot to buses and waiting cars or taxis. We have vastly improved the situation by providing safe routes to buses and cars, and have provided much better signage and spaces for school buses.

FRIENDS OF THE SCHOOL

There is a very active Friends of the School group who run events to engage with the local community and anyone wishing to contribute and support the School are more than welcome. Contact details can be obtained from the School office.

PUPILS with DISABILITIES

Arrangements for admissions are the same as for other pupils with the exception that the ALNCO is present at the meeting. We are proud of our special expertise in Autism and this was identified as an excellent practice by the Local Authority. The specialist Literacy support has also been recognised as excellent by the training provider Fresh Start.

All pupils at Milford Haven School are tested for Access Arrangements in Year 9 or 10. Pupils joining the school in Year 12 are invited to be screened if they choose. These assessments are carried out by a specialist assessor. This allows for early interventions to support pupils. It is clear that there has been an increasing need resulting in all LSAs and additional staff having to support pupils for both informal and formal examinations. If this trend continues there will not be enough LSAs to support pupils with Access Arrangements.

Disabled pupils are treated as far as possible the same as other pupils, but unfortunately, we still do not have wheelchair access to all areas of the curriculum. There is no wheelchair access for pupils with limited mobility or wheelchair access to Art, Business and Food Technology classrooms. This is a continued concern and needs will have to be addressed at a later phase.

However, a new lift installed some years ago allows access to the Library and the Humanities Block, including ICT, as well as improving access to the Additional Learning Needs Department and new disabled toilet facilities. This has greatly improved life for pupils in wheelchairs and their carers.

EXTRA CURRICULUR ACTIVITIES:

The School runs a number of activities and clubs throughout the week over and above the curriculum including:

Excel club - running Monday - Wednesday after school 3.15 until 4.10pm. Free transport is provided for pupils

Sport – rugby, fitness club, hockey, netball, boccia, cricket, football, gymnastics, multi activity sports, weights

Music – clarinet, sax, folk band, wind band, flute, pop choir, harmony group, brass, samba

Miscellaneous – street dance, craft club, film club and table top club - run by members of staff during lunch time and after school

Sport Pembrokeshire provide a number of activities for pupils in all year groups including parcour running club, roller disco, climbing wall and 6 week surf club at Newgale beach

There are a number of trips run throughout the school year which are both enrichment for pupils and rewards for positive engagement. These range from watching Wales play football, pantomime trips, cinema excursions and visits to local theme parks.

SCHOOL EVENTS AND COMMUNITY LINKS 2017-18

There is a plethora of events that occur throughout the school year, much too many to note here, but a few examples are as follows:

November - Year 7 pupils attended their first MHS disco with over 120 pupils in attendance they were treated to a disco, photobooth and food as a reward for positive behaviour and attendance

Remembrance Service – The Service this year was led by the Head Boy and Head Girl. Pupils played ‘The Last Post’ and ‘The Reveille’ and the Headteacher read the Exhortation. Once again, we were pleased to welcome guests from the British Legion. Many pupils and students from the School also participated in the community remembrance service at the Cenotaph.

December - MHS held its first ever Christmas Fayre. With over 25 stalls selling local goods we opened our door to the community which was a huge success. Along with a raffle over £1000 was raised with enquiries on the night as to whether one would be running next year.

Carol Service – St Katharine’s and St Peter’s Church was, as usual, the venue for this special occasion. Readers performed with dignity and the choir sang beautifully. This year we were treated to Drama directed by Chloe from the Torch Theatre. It is a time when school and the community unite and enjoy mince pies in the Church Hall after the Service. Local charities benefited from over £200 in donations

January - Rotary Young Musician of the Year. A number of our more advanced musicians took part in the local round of the Rotary Young Musician of the Year with school success.

February: RE and Sociology trip to New York

30 pupils in Years 12 and 13 embarked upon a 5 day visit to NYC. The visit combined visits to religious buildings and communities as well as taking in all well-known tourist sites including a show on Broadway.

May - Year 7 girls all took part in Walk in her Shoes - an international Charity walk which focuses on girls who are denied the opportunity of an education. Over £150 was raised

June - The 2nd Great Get Together was held in June. This involved a 2K fun run on school site, race places were sold at a minimum donation of £1 per entry, and all monies raised were donated to Cancer Research UK. Tesco generously donated some ingredients so we could bake for our cake sale, and some of governors also baked treats.

July - Community Award Ceremony – This takes place in the last week of the Summer Term when a number of organisations in Milford Haven contributed prizes for pupils gaining the highest number of merits in each form. In return pupils gave out the money they had raised in the June Jaunt to a number of local charities of their choice. This ceremony is one of the highlights of the year and further cements the partnership between the school and the local community. As per the last 2 years family, community members and pupils were treated to afternoon tea, provided by the Technology department and music from the Music Department.

Throughout the year the school engages in a number of charitable events including Children in Need week in November. This is a highlight of the school calendar with the pupils raising over £4000 by means of various activities and events throughout the week. This adds to our total of over £200,000 in the last fifteen or so years.

Facebook

The School has established a very successful Facebook page to enhance its engagement with the local community and many events, activities and news can be found here. We'd be

delighted if you have a look and be inspired to get involved in any way you can. Information can be found at <https://www.facebook.com/milfordhavenschool>

Updating the website has been problematic but a new website will be a priority when funds are available.

PARENTS' RIGHTS TO REQUEST A MEETING WITH THE 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.

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>