



**MILFORD HAVEN SCHOOL
YSGOL GYFUN ABERDAUGLEDDAU**

**GOVERNORS' ANNUAL REPORT TO PARENTS
For the Academic Year September 2021 to August 2022**

Chair of Governors:

Mrs Pat James / Mr Duncan Edwards (Autumn 2021)
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

Headteacher:

Ms Ceri-Ann Morris
Milford Haven School



TOGETHER ASPIRE, TOGETHER ACHIEVE.

Gyda'n gilydd, ymdrechwn... Gyda'n gilydd, cyflawnwn...

This report is posted on the school website and hard copies may be requested via the Clerk to the Governing Body, Governors Support Services, Pembrokeshire County Council, County Hall, Haverfordwest, Pembrokeshire SA61 1TP, Tel No. 01437 764551. Hard copies can also be collected in person from the reception

Reflections of a Headteacher

Dear Parents and Carers,

I am pleased to introduce the Governors' Annual Report to parents for the academic year 2021-22. It is retrospective covering 2021-22 school year.

It is a lengthy document due to legislative requirements, so I'd like to draw your attention to a few things and let you digest the rest in your own time with a cuppa.

Firstly, I would like to thank parents/carers for your continued support as we guide your children through their educational journey.

I would like to share how far we have come in terms of improving the outcomes for all our learners. The last Estyn Report (2017) was devastating. The recommendations were ambitious and the school was placed in a red/D Estyn monitoring category for school improvement in 2017.

Since my employment as Headteacher in the Spring of 2018, we have moved up to the Amber/C category by September 2019 *. In addition pandemic aside, the school was also removed from the Estyn category and the report Monitoring report Milford Haven School 2021 has since recognised the hard work in addressing issues, setting new structures and processes in place as well as improvements and adapting to the impact of covid on our learners.

Key statements made in the report include:

- *The school has refined and strengthened its wellbeing provision and this has had a positive impact on behaviour, attitudes to learning and attendance. This in turn has reinforced the schools high expectations of behaviour and attendance.*
- *Leaders listen to pupils' views and adapt certain aspects of provision accordingly.*
- *Teachers ask incisive questions and plan their lessons meticulously to ensure a progressive level of challenge. These aspects foster high levels of pupil engagement and ensure a brisk pace to their learning.*
- *The school has strengthened substantially its approach to the development of pupils' skills.*

And my personal favourite;

Links with parents have strengthened to provide a range of opportunities for them to share their views with the school. The sense of a close and supportive community and team ethos are now strong aspects of life at Milford Haven School.

Since the last Governor's report, Milford Haven School has successfully become a UNICEF Rights Respecting School achieving the Bronze Award for our continued progress towards embedding children's rights in the school's policy, practice and ethos. I am extremely proud of everyone involved in achieving this award. We are looking ahead to continuing to put the Rights of the Child at the heart of the school as we work towards achieving the Gold- Rights Respecting Award.

We continue to listen to pupils, parents/carers and staff in deciding the direction of the school. The focus on inclusivity and wellbeing continue with the whole school approach to mental health and wellbeing being embedded in our three-year plan.

The education sector continues to push ahead with extensive sector reform. We have come a long way in our planning, development, and staff professional learning for the Curriculum for Wales and ALN transformations and we share plans in our termly family forum events. If you have not yet attended please do as you are most welcome, the dates are published in our school calendar and posts are sent out as reminders on our social media Facebook page and Instagram.

We continue to offer a number of exciting opportunities and experiences planned at the school. These range from extra-curricular trips to places of interest, attendance rewards, parties, charity events and our end of year festival. Events such as these take a great deal of planning, but are an important aspect of the pupils' time at school (it's not all just about exams!) so I want to thank the staff who are supporting these events and occasions.

I'd also like to thank the governing body for their unwavering support over these challenging times and extra challenges we have faced.

On behalf of all the Milford Haven School staff, I would like to thank all parents/carers for all the support you have shown school this year and very much look forward to continuing our wonderful working relationship.

Kindest Regards,

Ms CA Morris

Headteacher

Introduction from the Chair of Governors

On behalf of the Governing Body of Milford Haven School it gives me great pleasure to present the AGPM report for the year 2021-22. This academic year we transitioned out of Covid but the lockdowns have had an impact on learning and behaviours. Recognising this the staff and pupils have put extra attention to wellbeing within the curriculum. Evidenced by a long list of events it is clear that the pupils continue to be at the heart of our community involved in concerts, sports, fund raising, remembrance, awareness campaigns and celebrations of achievement. This year also saw our last 6th form cohort complete their studies with a number of outstanding results. The decision to close this provision was extremely hard but we are working closely with Pembrokeshire College to ensure suitable post-16 education is provided for pupils from MHS.

With the support of the governors and the commitment of the staff the school received notification from Estyn in October 2021 that it was no longer in need of significant improvement. We thank everyone for their incredible support and continued hard work monitoring and evaluating the positive progress the school is making on a continuous journey of improvement focussed on maximising pupils skills sets for educational outcomes and social development.

Progress towards a new school continues albeit with concerns regarding inflationary pressures on cost for Band B 21st Century school projects. The proposals include utilising a new funding framework called a Mutual Investment Model.

The governors thank the Headteacher and staff for the incredible drive and dedication in moving the school forward and their total commitment to the pupils and community of Milford Haven, and surrounding areas including Herbrandston, St Ishmaels , Dale, Marloes, Johnston and Neyland. We also thank the parents, carers and pupils for their positive engagement.

D Edwards

Chair of Governors

MILFORD HAVEN SCHOOL GOVERNING BODY

MILFORD HAVEN SCHOOL GOVERNORS 2021-2022

Chair of Governors: Mrs Pat James

Headteacher: Ms Ceri-Ann Morris

Clerk to Governors: Governor Support Services (PCC)

Clerk to Committees: Mr Paul Hudson

Correspondence for the attention of the Chair and Clerk should be forwarded to:
Milford Haven School, Steynton Rd, Milford Haven, SA73

TYPE OF GOVERNOR	NAME	DATE APPOINTED	DATE TERM EXPIRES
LOCAL AUTHORITY	Mrs P James	03/12/2018	02/12/2022
	Cllr R Sinnett	26/10/2020	25/10/2024
	Mrs K Wood	23/11/2020	22/11/2024
	Mrs L Rees	18/12/2019	17/12/2023
	Mr D Gibby	17/09/2020	16/09/2024
PARENT	Ms A L Beegan	02/10/2017	01/10/2021
	Mr M Smith	04/11/2019	03/11/2023
	Mrs A G Singh	11/11/2017	10/11/2021
	Mr K Rozblat	06/12/2018	05/12/2022
	Mr E Allen	15/10/2020	14/10/2024
	vacancy		
COMMUNITY	Dr C Mackintosh	24/06/2019	23/06/2023
	Mr J R Owens	01/04/2019	31/03/2023
	Mr D Edwards	13/11/2019	12/11/2023
	vacancy		
	vacancy		
TEACHER	Ms N Sizer	12/03/2019	11/03/2023
	Mr S Thomas	16/11/2018	15/11/2022
STAFF	Mrs A Griffiths	23/06/2021	22/06/2025
HEADTEACHER	Ms C-A Morris	01/04/2018	

GENERAL INFORMATION/ YFFREDINOL

Chair/Cadeirydd:

Mr D Edwards
C/O Milford Haven School

Clerk to the Governing Body / Clerc i'r Llywodraethwyr:

Mr Paul Hudson
C/O Milford Haven School

Director of Education

Mr Steven Richards-Downes
Director for Children and Schools/Cyfarwyddwr dros Blant ac Ysgolion
County Hall / Neuadd y Sir
Haverfordwest / Hwlfordd
Pembrokeshire / Sir Penfro
SA61 1TP

Election of Parent Governors

Arrangements are made for the election of parent/carers governors once a parent governor's term of office expires, or on receipt of a resignation. Information about the election is sent to parents/carers via pupil post.

MHS Committee Structure 2021-22

The sub-committee structure is re-organised this year in line with the Estyn inspection framework as follows and was reduced from 4 to 3 committees in order to streamline Teaching and Learning with Standards:





Committee

Standards with Teaching and Learning
Resources
Wellbeing
Policy
Pay & Staffing

Chair

Mrs A Beegan
Mr J Bramley
Dr C Mackintosh
Mrs P James / Mr D Edwards
Mrs P James / Mr D Edwards

There are regular termly meetings of these committees with minutes reported and approved at full governing body meetings.

ESTYN INSPECTION

The School was inspected by ESTYN (Schools' inspectorate in Wales) in November 2017 in accordance with the Common Inspection Framework. The inspectors made six recommendations:

TARGETS FOR IMPROVEMENT - School Improvement Plan (SIP) 2021-2022

1. 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.

Governor link is Mrs A Beegan

2. R2 Improve pupil behaviour and attitudes to learning

Governor link is Dr C Mackintosh

3. R3 Improve the quality of teaching

Governor link is Mr R Sinnett

4. R4 Strengthen the planning for the development of pupils' skills

Governor link is Mrs L Rees

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

Governor link is Mrs P James/Mr Duncan Edwards

6. R6 Address the deficit budget

Governor link is Mr J Bramley

ESTYN Category (overall judgement): School is in need of Significant Improvement

Revisit 12-18 months from February 2018. Monitoring visit completed in September 2019.

Unfortunately, the revisit did not take place in 2020 due to the Covid pandemic. However regular updates were discussed with Estyn through virtual meetings.

Following the pandemic, the school was revisited in October 2021 and the outcome of the visit was judged, whereby Milford Haven School had made sufficient progress in relation to the recommendations following the most recent core inspection. As a result, Her Majesty's Chief Inspector of Education and Training in Wales removed the school from the list of schools requiring significant improvement. The full report can be read here: www.estyn.gov.wales/system/files/2021-11/Monitoring%20report%20Milford%20Haven%20School%202021_3.pdf

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

Since the core inspection, and despite exceptional challenges due to the COVID-19 pandemic, pupils' standards have generally improved. In most lessons, pupils develop their skills and subject knowledge well. Many pupils listen respectfully to their teachers and one another. Most have a sound general and subject specific vocabulary and communicate verbally with suitable clarity and fluency. In a few cases, pupils offer well-considered, extended responses to their teachers' questions.

R2. Improve pupil behaviour and attitudes to learning

Since the core inspection and considering the challenges faced due to the COVID-19 pandemic, all staff in the school have worked effectively to keep pupils safe and support their wellbeing. The school has refined and strengthened its wellbeing provision and this has had a positive impact on behaviour, attitudes to learning and attendance. Leaders have restructured the wellbeing team thoughtfully. As a result, there are clear lines of accountability, and individual roles and responsibilities within this team are well understood. Leaders have developed a worthwhile reward and celebration structure to recognise pupils who meet the school's high expectations of behaviour and attendance.

R3. Improve the quality of teaching

Since the core inspection, the school has strengthened its approach to improving the quality of teaching across the school. It has developed an increasingly reflective culture and leaders have provided staff with a range of useful opportunities to share good practice. They have developed a worthwhile

programme of whole-school training and offer individual support where necessary. These developments have contributed to improvements in the quality of teaching.

R4. Strengthen the planning for the development of pupils' skills

Since the core inspection, the school has strengthened substantially its approach to the development of pupils' skills. The literacy and numeracy coordinators have developed a well-considered approach to support staff in their planning. This includes comprehensive skill audits, careful analyses of standardised test outcomes and specific training. As a result, there is now a coordinated approach to the progressive development of skills across the curriculum. In key stage 3, the school organises two separate weeks of useful activities focused specifically on developing pupils' skills. These initiatives are beginning to have a positive impact on pupils' literacy and numeracy skills.

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

Since her appointment in April 2018, the headteacher has implemented a range of well-considered strategies to develop the effectiveness of leadership in the school. These include a strategic restructure of leadership across the school to ensure clear lines of accountability for key improvement priorities. The headteacher has refined roles and responsibilities within the senior and middle leadership teams. This has led to improvements in important areas such as pupils' behaviour, attitudes to learning and teaching.

R6. Address the deficit budget

The school has taken appropriate action to address the deficit budget. In 2018, leaders produced a three-year medium-term financial recovery plan to return the school to a balanced budget in 2020. This included an agreement with the local authority for a licensed deficit. The plan was successful in allowing the school to ensure a small budget surplus in 2020. The school had a budget surplus in 2021 due in part to savings made during the COVID-19 pandemic. The school prioritised key areas for investment including securing digital resources to benefit all pupils.

The school continues to ensure we make progress and ASPIRE to improve standards against its School Improvement Plan. The progress report is completed termly and presented to the Full Governing Body at each termly meetings and throughout the year in each committee.

For 2021-2022 following inspection, the school's priorities are;

Priority 1 - 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.
Priority 2 – Improve pupil behaviour and attitudes to learning
Priority 3 – Improve the quality of teaching
Priority 4 – Strengthen the planning for the development of pupils' skills
Priority 5 – Improve the quality and impact of leadership, particularly through the strengthening of arrangements for self-evaluation and improvement planning.
Priority 6 – Ensure balanced budget in each financial year
Priority 7 - ALN Transformations programme to be delivered through five principles

The structure of planning and review implemented was through a 'Renew, Reform and Raising Standards' initiative as the Welsh Government supported schools in the recovery of lost learning following lockdowns and the new reforms for schools.

CONTEXT OF THE SCHOOL

Milford Haven School is an English-medium 11-16 mixed comprehensive school of 1089 students and pupils. Pupil numbers are increasing steadily following the re-organisation of secondary education in Haverfordwest in 2018 which, as the School's catchment area now also includes Neyland and Johnston. Just over 21.4% (compared with 20.9% April 2021) 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 (4.1% EAL). 34% on the special educational needs register, which is lower than the national average where 2% have a statement of special educational needs. The school currently runs Hafan, which supports our complex needs pupils in KS3, The Bay for cluster provision and The Harbour for KS4 alternative curriculum.

The school's intake represents the full range of ability. Just over 2% of pupils have statements of additional learning needs (ALN) which is below the average for Wales as a whole. Approx. 31.5% of pupils live in the 20% most deprived areas in Wales.

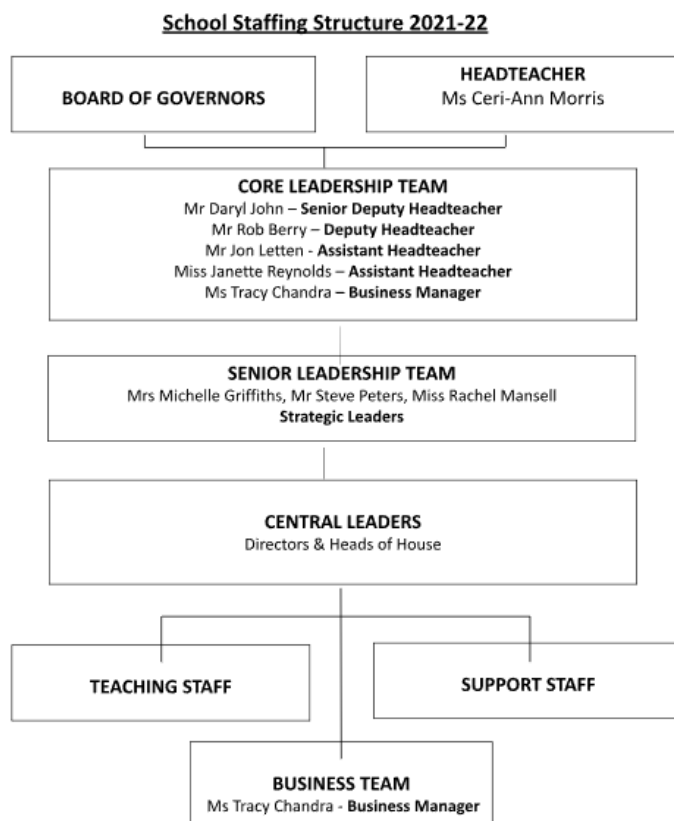
The school's key purpose is to provide the best possible education for children of all abilities within a happy, child-centred, pleasant working environment. The school follows the ASPIRE values (Ambition, Self-belief, Persistence, Independence, Responsibility and Effort) and these are underpinned by the three school rules, our anchors, of Ready, Respect and Safe.

SENIOR LEADERSHIP TEAM (as at September 2021)

Headteacher -Ms C A Morris
 Senior Deputy Headteacher-Mr D John
 Deputy Headteacher - Mr R Berry
 Assistant Headteacher - Mr J Letten
 Assistant Headteacher /Additional Learning Needs
 Co-ordinator- Miss J Reynolds
 Strategic Lead- Mrs M Griffiths(Left Autumn 2021)
 Strategic Lead- Mr S Peters
 Strategic Lead- Mrs R Mansell
 Business Manager - Mrs T Chandra

Our Vision Statement:

To empower and inspire all learners for a successful future. United in our commitment to dynamic educational experiences for ambitious, creative and confident learners. Realised through excellent teaching and encouraging a love of learning, collaboration and compassion for others in a caring environment.



STAFF AND PUPILS

Number of Teaching Staff September 2021: 59.7, including 10 part time.

The School employs 53 support staff including 27 HLTAs/LSAs/TAs.

Number of Pupils on Roll January 2021: 1051

Number of Pupils on Roll September 2021: 1097

Pupil Cohort Numbers

As of July 2022, there were 1086 pupils on roll, this is an increase on the 936 reported last year.

YEAR GROUP	TOTAL COHORT	MALE	FEMALE
Year 7	239	129	110
Year 8	226	107	119
Year 9	220	109	111
Year 10	204	94	110
Year 11	197	117	80

Year 6 to 7 Transition Programme

This year we were pleased to reinstate the face to face transition process for our year 6 into year 7 pupils. To ensure our new pupils were provided with a thorough transition across to secondary school we introduced our MHS Roadshow. The Transition Lead along with Senior Prefects, visited each of the feeder schools to hold an informal question and answer session with pupils in order to “bring the school to the school”. Each learner was also gifted with a MHS Hot Chocolate Friday mug in preparation for September. Due to Covid 19 restrictions the transition programme was moved online in order that each pupil could complete the programme both at home and in school. All transition documents were also made available via the Transition website including the virtual tour of the school. A dedicated email address was created for pupils and parents to contact the Transition Lead with any transition issues in order that they could be responded to promptly.

Transition website: <https://milfordhavenschool.co.uk/transition/>

Pupil Records

Pupil reports are kept electronically on our SIMS system and all pupils have a personal record folder which is available for inspection as required.

The main language of the school is English.

CURRICULUM

The Curriculum at Milford Haven School is designed around six Areas of Learning as follows:

- Communications – English, Welsh, International Languages
- Maths and Numeracy
- SciTech - Science, Technology, ICT, Computer Science
- Humanities – Geography, History, RE, Business Studies, Sociology
- Expressive Arts and WBQ – Art, Music, Drama, Welsh Baccalaureate
- Health and Wellbeing – PE, PSE, DACW, BTEC

At Key Stage 3 (years 8 & 9), pupils study English, Maths, Science, Humanities (Year 7), History (Year 8), Geography (Year 8), Ethics (Year 8), International Languages (French), ICT/DCF, Design Technology, Welsh, PE, PSE.

Pupils in Year 7 & 8 take part in the Accelerated Reader programme.

At Key Stage 4 (Years 9-11), all pupils study English Language and Literature, Mathematics and Numeracy, Science, Ethics (Religious Studies), Welsh Baccalaureate and Welsh (though pupils may be disapplied from Second Language Welsh under special circumstances). Pupils also learn about Personal, Social and Health education and participate in Games lessons.

In addition to these, pupils are invited to choose from a range of optional subjects including Art and Design, Business Studies, Computer Science, Constructing The Built Environment, Digital Technology, Drama, Engineering, Fashion and Textiles, French, Geography, Health and Social Care, History, Hospitality and Catering, Media Studies, Music, Performing Arts, Physical Education, Practical Engineering - Metal, Practical Engineering - Wood, Prince's Trust, Product Design, Retail Business, Sociology, Spanish, Sport and Coaching Principles, Sweet, Teamwork, Travel and Tourism, and Triple Science. There is also an Alternative Curriculum programme for disengaged pupils.

WELSH LANGUAGE

Milford Haven School, Aderdaugleddau is an English language medium school. However, all students learn Welsh and the school is fully committed to implementing the Welsh Government policy for the promotion of the Welsh language and culture. Incidental use of Welsh occurs in all lessons and around the school and signage is bilingual. In addition, key annual Cymraeg events are intrinsic parts of the school's curriculum and include the Cluster Welsh Concert, Eisteddfod, Diwrnod Shwmae Day, Wythnos y Gymraeg / Welsh Week, Dydd Miwsig Cymru and a variety of trips and guests including supporting Welsh teams in sport and increase opportunities outside school to use the Welsh language.

All students learn Welsh as a second language in accordance with the statutory requirements and have the opportunity to gain formal qualifications in Welsh at the end of Key Stage 4.

Welsh is taught as a second language to every pupil in years 7-11 meeting our statutory requirements. Teachers use basic Welsh, across the school to address and praise pupils. The school promotes 'three key phrases each half term' and encourages all staff to use this as frequently as possible to imbed them.

TEACHING

Milford Haven School Curriculum for Wales Vision and Hook

VISION: Milford Haven School's vision is to provide a curriculum to help our learning community achieve the four core purposes. Our vision is to create a curriculum that is theory and practically based, is relevant, progressive, challenging, promotes creativity and establishes a shared sense of responsibility: to ourselves, others, our community and our surroundings. Our curriculum vision is to develop collaboration, ensuring our pupils are proud to be in their house and their school, proud to work together as a community, with a strong sense of shared purpose and value a close 'family' ethos.

Our vision is to create a curriculum that will motivate our pupils to be committed, excited and engaged with their learning; and to develop their personal skills, such as being independent, empathetic, supportive, resilient, dignified and honest.

Our vision is for our dedicated staff to be dynamic, progressive and ambitious in their planning; compassionate and supportive when communicating with the learning community; so we all feel confident, safe and highly valued.

HOOK: Milford Haven School is an 11-16 comprehensive, set on the outskirts of Milford Haven town and serves a wide catchment area ranging from Neyland, through Milford Haven to as far west as Dale. Our New Curriculum is designed and created to serve the needs and raise the aspirations of the whole learning community, so we all feel valued, trusted and respected. Our curriculum will empower and inspire us with the confidence, knowledge and skills to flourish locally, within Wales and the wider World, preparing us for a successful future.

Milford Haven School's curriculum is learner-focused, dedicated to achieving the four core purposes of the New Curriculum, creating ambitious, capable, enterprising, creative, ethically informed, healthy and confident learners. The curriculum has been designed to engage, enthuse, motivate and inspire our learning community by creating memorable, authentic, meaningful learning experiences, which are inclusive and accessible for all. Through collaboration and innovation within and across our AOLEs, our key themes are centred around identity, inspiration, exploration and investigation; all of which will aim to inspire a love of learning and enable every student to achieve their full potential. Our curriculum is designed to enable us to achieve our school mission - 'to achieve excellence together'.

The quality of teaching and learning is a whole school priority, as we continue to strive to deliver a curriculum that will help pupils to become:

- ambitious, capable learners
- enterprising, creative contributors
- ethical, informed citizens
- healthy, confident individuals

Our key strategic objectives to improve teaching and learning are:

- All teachers have a shared understanding of the key features of effective teaching including high expectations with a focus on improved outcomes.
- Lessons are planned to minimise disruption and engage learners in order to secure progress through high quality teaching.
- All teachers have high expectations of pupils in terms of academic achievement and attitudes to learning.
- The needs of all groups of learners are met through effective planning.
- Assessment of students' work informs teachers' planning so that all pupils know where they are in their learning and can make rapid progress.
- Skills integrated appropriately into lesson planning with age appropriate challenges ensuring progress in pupil outcomes.

To help achieve these strategic objectives, teachers are expected to adhere to the following guidelines for effective classroom practice in their planning and assessment of pupils' work:

- Begin the lesson with a starter activity that activates pupils' prior knowledge.
- Share learning outcomes with pupils so that they know what the focus of the lesson will be, and share/create success criteria so that pupils understand how to produce successful outcomes.
- Provide models of high achieving outcomes and link these explicitly to the success criteria.
- Provide challenge and support through a range of suitably differentiated tasks and activities, catering to the needs of ALL learners. Include a range of questioning techniques to enhance this provision.
- Employ a range of approaches that involve group and independent work to encourage collaborative learning and ensure that skills are developed independently.
- Finish the lesson with a plenary that assesses the progress made during the lesson.

When giving feedback to pupils in class and in their books or work, ensure that:

- Teachers set 'actionable' targets.
- Pupils be given time to upgrade their work.
- Teachers create more extended writing opportunities for pupils.
- Improve the impact of self and peer-assessment.

The school provides regular training for staff to promote teaching strategies to improve outcomes for our groups of learners.

ATTENDANCE

Due to Covid-19, whole school attendance has been impacted. Our attendance figures to date is 85.3%, which is below our revised Covid whole school target of 91%. Our FSM attendance figure currently stands at 79.37% versus our Non FSM figure of 87.9%. This reinforces the need to have appointed a second attendance officer following the resignation of our Home School Liaison Officer. Both attendance officers have the responsibility for visiting our FSM pupils on their first day of absence where no reason has been given. This will undoubtedly support us closing the attendance gap between FSM and Non FSM pupils. PLC attendance is also having a detrimental impact on the whole school attendance by 0.4%. Our persistent absence figure is 10% and this has increased from 10% compared to the previous year. Punctuality to school has improved significantly since January and displays that nearly all pupils understand the importance of attending school. The lateness to school following the first 2 terms has had an impact on the number of C3 late logs issued during the morning registration. This led to us introducing the 'late gate' where 2 members of staff are based on the gate from 8.40am and record the names of all pupils who arrive after 8.43am. Follow up phone calls are then completed that morning to ensure the parents understand that the pupils were late and will be attending a 30 minute detention that night. This has seen lates drop from 391 to 102. Attendance figures will not be reported to the Welsh government this year due to the impact that Covid 19 has had on whole school figures, however we have maintained a positive position with other secondary schools in the LA.

The school continues to be supported by an EWO. There has been a significant rise in the number of referrals made and this reflects the increase of persistent absenteeism this year. The schools tracking system for attendance continues to improve and we have created an attendance tracker that focuses on weekly rise and fall. This allows the attendance officers, EWO, ALNCO and HOH to monitor cumulative weekly attendance figures and this leads to swift interventions being applied. A high level of challenge is applied consistently to nearly all pupils and parents when presented with instances of non-attendance.

FINANCE:

A summary of the School's budget position at the end of the financial year 2021/22 is shown below indicating that the School delivered a £628,600 surplus 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: (surplus)	£462,907.00
Total Funding for the Financial Year:	£5,189,724.00
Total Funds Available:	
Less: Total Expenditure -	5,024,031.00
Year End Resources available (surplus)	628,600.00

Financial gifts to the School are sometimes made by the Friends of the School 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 claimed during 2021/22.

Pupil Deprivation 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 2021-22, Milford Haven School was provided with a PDG allocation of £246,965- this includes a carry forward of £41,114.79 from the academic year 2020/21 due to Covid

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.

Examples we have used the funding available for are:

- Providing support to pupils in KS3/4 through ATL mentor.
- Provide a bespoke vocational pathway at KS4 that secures 3/4 level 2 qualifications for a targeted group of young people
- Provide a bespoke learning experience for KS3 ALN (FSM) pupils to engage in creative, team building and confidence boosting activities
- Provide bespoke behaviour interventions that aim to improve the pupils behaviour, emotional and social difficulties
- Work with key service providers to deliver a menu of focused learning opportunities for all FSM/LAC Pupils.
- Provide LAC/FSM pupils with structured 1 to 1 time to catch-up and develop skills.
- Enhance learning opportunities that develop transferable skills and knowledge back to the classroom- enrichment opportunities as part of our Well Being Friday offer to pupils
- Support the Community Engagement officer working with family learning providers, external agencies and school staff to ensure smooth delivery of targeted intervention support that underpins teaching, learning and family engagement
- To carry out home visits to support our FSM families and build positive relationships with them to improve attendance
- Support a Pupil Support Counsellor to work with identified & referred pupils that will require emotional counselling support.

Key Performance Data 2022

We returned to face GCSE & A level examinations during the academic year 2021-22.

KS4/GCSE Results 2022

Over time GCSE outcomes have fluctuated in many of the current and previous measures used with nearly all pupils achieving an appropriate qualification. Our current outcomes are mostly in line with or have improved upon previous measures reflecting the progress made in teaching and learning,

attainment tracking and the interventions put in place. A minority of whole school outcomes improved on previous examination year (2019) at GCSE a majority declined

A steady upward trend is noted in a few of the measures (L2a, L2) with sufficient improvement seen in the L2i measure. The Literacy average points score outcomes are generally consistent and satisfactory over time. However, a declining trend is noted in a very few of the measures (Numeracy Av points score) with L1 outcomes significantly below the previous secure pattern. A minority of GCSE subjects have seen an improvement in their A* to C outcomes and around half in the A* to A outcomes.

Our groups of learners are generally making sufficient progress over time in particular the performance of our more able pupils, boys and ALN pupils is improving however FSM outcomes are inconsistent. Our boys have improved their performance at GCSE overtime and have out-performed the girls in around half of the measures. Many of the ALN GCSE outcomes have improved and are secure. A majority of the MAT outcomes are secure and generally sufficient progress has been made over time. The agreed whole targets were not met.

School results data publication was suspended for 2022. However, our internal analysis examined the trends and patterns from 2018,2019 and 2022.

GCSE

From 2019 schools were subject to new performance indicators at KS4. The intention of these measures was to move away from a focus on the achievement of threshold measures such as Level 2 and Level 2+ which only credited the achievement of A* to C grades and did not distinguish between these grades. We have now moved to a system of average points and capped points, the calculation of which includes all grades. Another significant change in 2019 was that schools were only permitted to count the grade achieved in the first entry of a qualification in performance measures. The introduction of these indicators makes year on year comparisons more challenging and the old indicators are no longer collected at a national level.

The Revised Capped Nine Average Points Score Explained

The Revised Capped Nine Average Points Score uses a points system to award a total number of points to each pupil for nine of their qualifications. These totals are then averaged to give an Average Capped Nine Score for the Y11 cohort.

Points are assigned to grades as follows A*=58, A=52, B=46, C=40, D=34, E=28, F=22 & G=16.

Three of the nine slots in the total must be the best of English Literature or English Language, the best of Numeracy or Maths and the best Science GCSE grade achieved. The other six slots are then the pupil's best of the other six results.

So, for example if a pupil scored Cs in everything their Capped Nine Points Score would be $9 \times 40 = 360$.

Milford Haven School capped 9 score of 339 means that on average pupils scored 9 grades at 37.6 equivalent to 9 D grades.

The Literacy, Numeracy and Science Average Points Measures Explained

These performance indicators also focus on average points score in the core subjects, giving a measure of the average grade achieved in each core subject across the whole cohort. The literacy measure takes into account every pupil's best grade in English Language or Literature. The Numeracy measure counts every pupil's best grade in Numeracy or Mathematics and the Science measure counts every pupil's best GCSE science grade.

Literacy Measure - Average Points Score 2022	37.3
Numeracy Measure - Average Points Score 2022	33.6
Science Measure - Average Points Score 2022	31

Comparison to Family Schools, Local Authority, and All Wales figures

A document entitled the Summary of Secondary School Performance (SSSP) is normally published annually. This provides an official record of national performance indicators and a comparison to local authority and all Wales figures. For more focused comparison of school performance, schools are also grouped into families based on their context and the level of challenge this represents. Individual school performance can then be considered in relation to national, local and family averages. However, as a result of the pandemic, Welsh Government has decided that this analysis will not be published for 2022.

Performance against Modelled Expectations & Value Added

Welsh government normally provides analysis of individual school performance in comparison to modelled expectations based on the proportion of eFSM pupils in a school. This analysis will not be published for 2022.

Destinations

We are very proud that, even in those most challenging circumstances, nearly all of our year 11 students left with qualifications. Most have gone on to study A levels or vocational course in college or those schools that have a 6th form. A very few have entered the world of work or have secured an apprenticeship.

Departmental Data Analysis

Each year, departmental performance data for all key stages is examined in detail and discussed at scheduled meetings with each Curriculum Leader early in the autumn term. These meetings have taken place this year, and have focused on our recovery planning and how we can best support our exam classes and navigate the uncertainties and challenges surrounding assessment in the current situation.

Unlike earlier years no comparative all Wales, local authority or 'family' of schools' data is available.

Key Stage 3

Over time, the standards achieved by many of our KS3 pupils have been satisfactory, however the performance of our boys, ALN and FSM pupils, while some improvement is noted, is inconsistent at KS3. Pupils' results in all national tests are satisfactory. The trend lines for Years 7, 8 & 9 each show they are all within the expected range of results for each group of learners. All year groups have made progress over the academic year, suggesting that 'lost learning' is being tackled.

ACCOMMODATION/BUILDINGS & MAINTENANCE

The school was under extreme pressure during this reporting period due to Covid 19. One-way systems and hand sanitising stations were in use as was the use of recommended PPE to try to maintain smooth operation of the site.

The School has made significant progress in making the site more secure during the last few years with the erection of further fencing and replacement fencing has been installed around the whole of the Astro Pitch. A new set of gates were also installed under the Maths Block bridge to enhance safeguarding.

Upgrades were made to the gate buzzers and Reception intercom system to improve communications and enhance pupil safeguarding. Gates and access control for the school now sit with the new approved contractor Tremorfa Ltd. The school Tannoy System was also serviced.

An additional area was created for ALN break with the erection of new gated access and an octagonal wooden shelter for some outdoor learning space provision. Caloo Fitness also installed outdoor exercise equipment to enhance the environment for our learners

The school undertook building works to create separate areas of provision for ALN pupils primarily in year 7 and year 8 and also to deliver an alternative curriculum to both key stage 3 and 4 pupils - these are the Bay, Harbour, Hafan and the Cabin.

Coloured feature walls were painted in the main teaching classrooms in agreement with the business Manager and new coloured plastic chairs were purchased and installed. A large number of anti-barricade thumb locks were installed to classrooms to include Humanities, Science, Modern Languages and R2L/IER and Youth Room to enhance safeguarding.

S7 Science lab had a complete refit as the existing lab was old and in need of modernisation. The Internal Exclusion Room on the lower corridor had the previously installed partition wall removed to reinstate the room back to its original size (now R2L). LED Lighting improvements were also made to most corridors which has uplifted the lighting levels considerably

Thornton Hall had the roof leaks addressed and Proseal Roofing undertook the refurbishment of the flat roof above Reception which has been plagued over the years by a number of water leaks during adverse weather.

Safety railings were fitted to the top of the wall outside Technology Block within the inner quad as JB had stressed the risk of someone falling from height from the two levels was a concern.

A new outdoor canopy was installed outside the external serving food hatch to provide suitable space for learners to sit during break when the weather is inclement. Heavy duty metal seating benches were also installed for pupils to sit and eat.

The school has a lockdown policy which has been approved by the governing body. A practice drill was first run in the latter half of the Summer term 2019. A Fire Drill was conducted on 31.01.22 with an evac time of 3m 55s

21st Century Funding has been agreed for developing the school site at approx. £24m. The governors have actively sought 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 the number of classrooms to accommodate the new learners in the future as the school expands. The local authority is in consultation with the community on whether a learning resource centre will be based on the school site and this would also form part of the 21st Century School project.

In addition, transitional funding was received from PCC to reflect the additional pupils as a result of the change to the school catchment area.

RESOURCES

The school is reasonably resourced and wherever possible the school applies for additional funding and also funding from grants such as the Big Lottery. Resources continue to be a priority moving forward in particular with a view to reviewing ICT equipment such as iPads, laptops and chrome-books. The Welsh government continues to assist schools with the improvement of ICT networks, infrastructure and equipment. This is a Local authority centrally managed grant and the school has completed a detailed review of all areas of ICT across the school.

The Library is well resourced and is supported by ICT systems. Pupils also have access to chrome-books through the chromebooks for all initiative as well as some small spare chromebooks in each area of learning experience.

The school has now fully moved the storage of its data to Google cloud storage and 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.

PASTORAL CARE

Nearly all pupils feel safe and cared for, and play a full part in Milford Haven School. They feel supported and respected, and benefit from a nurturing environment.

Pupils and staff work together successfully to create a caring and supportive environment based on inclusion and equity. Pupils feel confident in discussing their feelings and emotions, and are proactive in accessing support such as the 'Wellbeing Hwb'.. Most know how to keep themselves safe online, and have a good understanding of how to develop healthy online relationships.

Nearly all pupils feel that any pastoral issues are followed up promptly in a sensitive and positive way. They appreciate the school's restorative approach to dealing with incidents, which helps them to show respect for others, for example by allowing others to speak and remaining calm when people disagree with them.

Pupils of all ages and backgrounds take on leadership roles that support their personal development, such as Safeguards, Peer mentors, ABC's which has led to a 'Time for Talk day'.

Staff work effectively with a wide variety of external partners such as the police and youth service to support the safety and well-being of pupils. In addition, the school implements a range of strategies to help pupils keep themselves safe when online, from exploitation, and when making lifestyle choices.

SCHOOL SECURITY

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 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. The school encourages visitors to use the Thornton car park to drop off and collect pupils at the start and end of school days.

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. The local authority invested money to upgrade the school's CCTV system and increase the number of cameras which is extremely useful in preventing vandalism and 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. Access to the site has largely been prevented by the security gates and fences referred to earlier.

POLICIES AND PROCEDURES

The Governing Body has a rolling programme to review policies held by the school across the academic calendar. During the year when policies are updated they are replaced on the school website for parents and carers to easily access.

FRIENDS OF THE SCHOOL

Milford Haven School is increasingly involved in developing opportunities for the wider community, parents, carers, supporters and local organisations. Over recent years we have rolled out a number of events and occasions for parents and carers to participate in and connect with our school, a great example of this is our growing family forum. We are now looking at expanding the opportunities for supporters of Milford Haven School to play an active role that will further benefit all pupils and our school community by re-establishing our dormant 'Friends of the School' Group.

From September 2023 we will be actively looking to recruit interested parents and community members to form a Friends of Milford Haven School group, with the aim of increasing community engagement and fundraising. If you would like to get involved, support and play an active role in our events and activities please email admin@milfordhavenschool.co.uk There is no formal application to join and we will look forward to welcoming you to the team.

Additional Educational Needs

The school has an Additional Education Needs Policy, which encompasses the ALN Code of Practice. The identification, assessment and provision for pupils with Additional Learning Needs is supported through Person Centred Meetings. The school has adopted the Code of Practice as advised by Pembrokeshire Council Education Authority. Miss J Reynolds is the school's Additional Learning Needs Coordinator (ALNCO).

PUPILS WITH DISABILITIES

Arrangements for admissions are the same as for other pupils with the exception that the ALNCO is present at the meeting.

All pupils at Milford Haven School are tested for Access Arrangements in Year 9 or 10. These assessments are carried out by a specialist assessor. This allows for early interventions to support pupils during their GCSEs. 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, Health & Social 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.

THE BAY

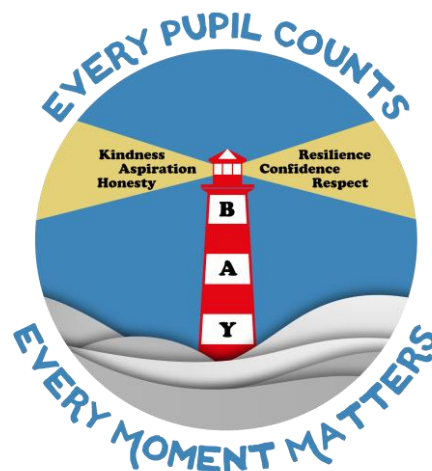
The Bay is a close-knit, nurturing community that provides outstanding care, support and guidance for our pupils. It has an extremely caring and supportive ethos, which promotes the individual needs of pupils exceptionally well.

The provision has a high level of experienced teachers, HLTA's and teaching assistants who have additional qualifications and experience in meeting the needs of children and young people with Additional Learning needs.

The children may require specialist input when needed from the Educational Psychologists, Advisory teachers etc. There is support for parents via Team Around the Family and Parent Partnerships. All pupils in the Bay will have an Individual Development Plan (IDP) and an annual Person Centred Review.

At Milford Haven School, we are committed to inclusion and to educating as many of our pupils within a mainstream setting. Alongside this, we have a range of provisions designed to address the needs of students who may require additional support, including The Bay.

The Bay has been developed to provide an appropriate, high standard provision for pupils with a range of ALN. As part of our commitment, we continually review all aspects of The Bay and plan, adapt and develop the educational experience we offer in order to best meet anticipated needs in the future.



Pupil Wellbeing

Overall, the quality of Well Being provided at Milford Haven School is good and prepares pupils well for the responsibilities of adult life. MHS prides itself on its caring and supportive ethos and has promoted and embedded the values of ASPIRE (ambition, self-belief, perseverance, independence, responsibility, effort) amongst learners. Valuable weekly assemblies, DACW and Health and Well Being time have provided the opportunity to promote these values and encourage pupils to be responsible and ambitious learners. Due to continued concerns with Covid 19 our assembly programme has been delivered using a hybrid model. This has led to a number of assemblies being delivered online, however where restrictions allowed we did complete a number of face to face assemblies. The programme continued to raise awareness of important issues such as equality and diversity, respect, resilience and personal safety.

All pupils are happy and feel safe in school. Most pupils know that there are staff to talk to if worried or upset and are aware of how to seek help and support with individual worries and safeguarding concerns. Our LAC and Safeguarding Officer carries out daily check ins with our more vulnerable learners. Most pupils say that they are not bullied and have not participated in bullying another pupil at school. Nearly all pupils agree that the school will deal with any bullying, harassment or discrimination well. The very few bullying incidents are recorded and reported to the Governors according to requirements. We have developed our monitoring system with the engagement team reviewing any incidents of bullying that have been reported using the 2 'bully buttons' we have on our pupil intranet and main school website. This ensures that any incident that has been shared with the school is followed up in a timely manner and the pupils know that their worries or concerns are being listened to. The very few racial incidents are dealt with effectively. They are recorded and reported to LA in line with policy. The school has not had any incidents in relation to radicalisation and extremism issues.

The school continues to support Service children by means of promoting Armed Forces Month and ensuring we honour and celebrate the work and endeavours of our service men and women throughout the year.

The school provides a wide range of support for pupils' emotional, physical, and mental well-being. For example, all pupils engage in a programme to develop their emotional literacy and the school undertakes helpful 'Monday Check-ins' for vulnerable pupils at the start of each week. This helps pupils to recognise and address their own feelings and understand those of their peers. Leaders place high importance on supporting the well-being of vulnerable pupils. Helpful guidance is offered to any pupil and their family who require it. Hafan Reflection and ELSA's support pupils successfully to improve their emotional and mental health.

The school is committed to ensuring pupils who are Young Carers are identified and supported effectively. There are monthly 'drop-in' sessions for Young Carers where they can all meet for an extended lunch hour. This time is used to concentrate on certain subjects that may affect them e.g. well being, mental health, stress, managing school etc. or sometimes we just have fun e.g. festive creative gifts, etc. or talk about what activities the group would like to do. A dedicated Young Carers TA will also come along to the drop-in sessions to offer support. We currently have 34 Young carers in the school. They also follow a wellbeing programme on a Friday afternoon.

The school fully understands its community and the MCA project- Milford Community Action provided identified families with weekly care packages that have included helpful and practical support for families such as: spring cleaning kits, family swimming vouchers, baking kits, meals and a weekly menu packed with fresh vegetables and ingredients.

The school has completed various events which promotes a sense of belonging e.g. school production, MHS Bunny run (Winter Wellbeing grant), Daffodils of Kindness, Girls Taster Day - Year 8 girls were invited to a sports taster day with Sport Pembrokeshire, Kindness Week, Bags of Books, Male Hygiene packs etc.

The school has completed Emotion Coaching practitioner training and Emotion Coaching is now part of our 3 year Wellbeing action plan. Emotion coaching compliments the Trauma Informed Training that staff have completed.

There are 2 Senior Emotion Coaching Practitioners and nearly all TA's have completed the Emotion Coaching training. TA's are now more confident in dealing with pupils.

The school has achieved the Rights Respecting Bronze Award and is putting the Rights of the child at the heart of the school. This will continue to strengthen pupil voice and wellbeing of pupils. The school aims to achieve the silver award within the next academic year.

The school has developed a Mental Health & Wellbeing Strategy #Happy, Healthy, Safe, as well as a 3-year mental health strategy. This was recognised by the LA and 2 members of the senior team were invited to be part of the LA steering group that has focused on implementing the Welsh government guidance issued in March 2021 and creating a Pembrokeshire wide strategy for Well Being. The strategy now needs to be developed across the whole school. There is extensive information within PSE lessons and staff sign post pupils to where they can access additional support.

The school has set up a mental health and wellbeing email address for parents/ carers if they have any concerns about their child. This is used by parents when they are concerned about their child.

As part of the Wellbeing strategy a Wellbeing Hub has been created in order to develop a sense of - **Belonging- Efficacy- Voice** and Peer Mentors, Safeguardians, ABCs support this provision during break times. Pupils are able to drop - in for wellbeing support or just a chat, play games etc.

The school recognises staff wellbeing and there is a Staff Wellbeing Champion who supports staff with weekly 'Park it's 'and signs posts if they require further support.

Many pupils contribute effectively to the school community and beyond. For example, they compete in their houses to raise money for local and national charities.

The school's provision for pupils with additional learning needs is a strength. The additional learning needs co-ordinator and the learning support team know the pupils with additional learning needs well and provide well-considered support. They carefully monitor the progress these pupils make against their individual targets, and support the well-being of vulnerable pupils sensitively.

Well-coordinated and valuable careers guidance helps both pupils explore future choices. In addition, pupils with additional learning needs receive beneficial specialist advice and guidance.

EXTRA CURRICULAR ACTIVITIES:

Covid has had a significant impact on our ability to offer a range of activities across the school as part of our E5 programme. A number of activities have been offered to all pupils since September as part of our well being Friday afternoon, however few pupils have chosen to take up this offer. Milford Haven School offers an extensive range of extra-curricular activities for all pupils through the E5 programme. Many pupils understand how to become healthy and confident individuals and develop their awareness of how to take care of their mental health. Many pupils benefit from attending a host of appealing extra-curricular activities that provide them with very valuable opportunities to socialise with their friends. These include drama, art and sports. In general, pupils develop their physical skills well and make healthy choices. They enjoy participating in physical activities during lessons and after school when they are available.

Communication and Partnership with Parents/Carers

Communication with all parties associated with the school is vital, but none more so than our Parents/Carers. We were delighted to be able to bring back our activities and events face to face.

Social media, including our website www.milfordhavenschool.co.uk, Instagram and Facebook allows parents/carers to see what their children are doing in class and out of class as part of our curriculum.

Weekly Headteacher blogs, booklets and policies are also offered to parents as are a range of meetings.

We also hold a termly Family Forum group (twice in the Autumn) where you can meet with the headteacher and senior staff and discuss topical issues and school improvement plans. This is a vital forum to include parental/carer voice in new developments at the school and to review current practices.

Milford Haven School website – <https://milfordhavenschool.co.uk/>

<https://www.facebook.com/pg/milfordhavenschool>

www.instagram.com/milfordhavenschool23

Community Links

During the year our school has continued to develop numerous close links with the community in and around Milford Haven. These include performing at various social functions through the year, visits to places of interest linked to our curriculum and invitations for the community to come into our school. There are also close links with the Police through regular visits by the Police Liaison Officer.

SCHOOL EVENTS AND COMMUNITY LINKS 2021-22

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:

- Art Exhibition at Torch Theatre
- MacMillan Coffee Morning
- MHS Trailathlon
- Remembrance Week
- MHS School Production
- Annual Open Day

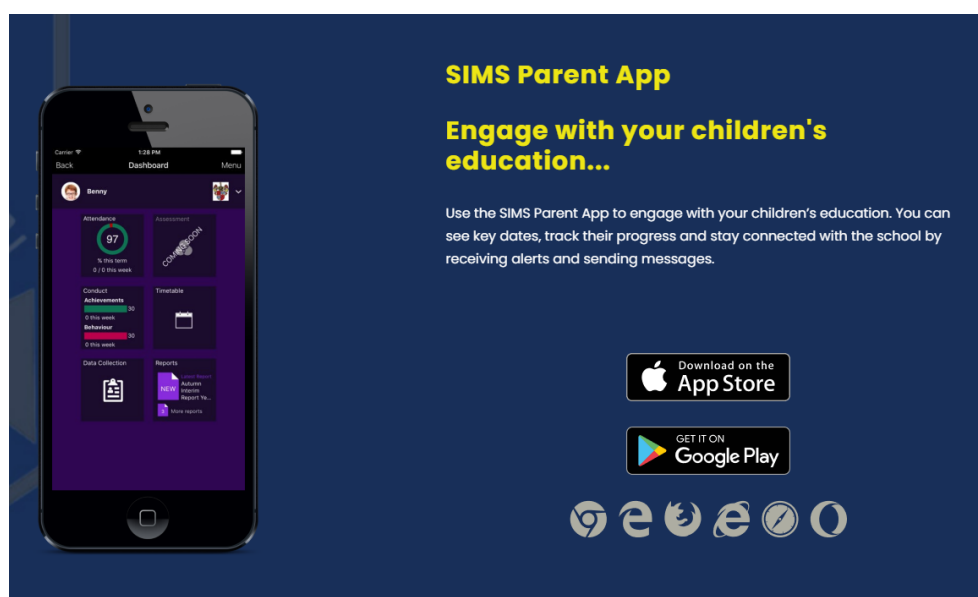
Parents/Carers Communications:

Communication & PR at Milford Haven School

Most popular pages:

Weekly blog <https://milfordhavenschool.co.uk/news/>

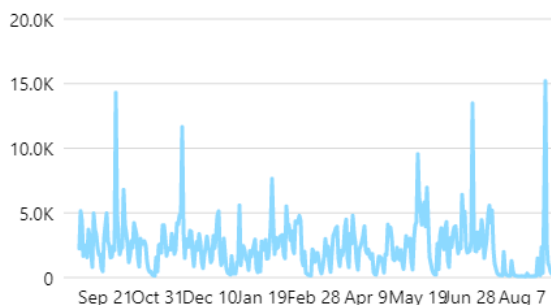
Letters home <https://milfordhavenschool.co.uk/letters-home/>

The advertisement for the SIMS Parent App features a smartphone on the left displaying the app's interface with various educational metrics. To the right, the text 'SIMS Parent App' is prominently displayed in yellow, followed by the tagline 'Engage with your children's education...'. Below this, a brief description explains the app's functionality. At the bottom, there are download buttons for the App Store and Google Play, along with social media icons for Facebook, Twitter, and YouTube.

From September 2021 - August 2022 our Facebook page reached 83,591 people which is up 175.1% from September 2020 - August 2021.

Facebook reach ⓘ

83,591 ↑ 175.1%



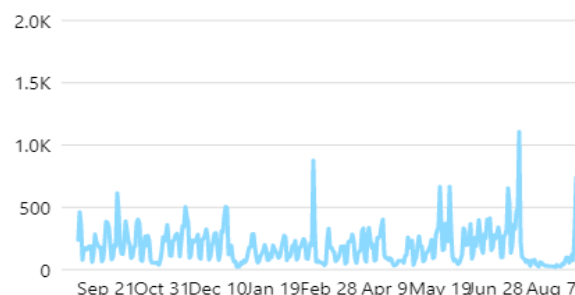
Our Facebook page was visited 67,285 times which was up 573.5% on the previous year. Thank you all for supporting us.

On average per term our Facebook engagement is 87,000 and our top performing posts still remain to be videos.

Page and profile visits

Facebook Page visits ⓘ

67,285 ↑ 573.5%





Milford Haven School

Communication, events & community links 2021/2022



TOGETHER ASPIRE ~ TOGETHER ACHIEVE
Gyda'n gilydd, ymdrechwn ~ Gyda'n gilydd, cyflawnwn

Welcome to Cressi

MILFORD HAVEN SCHOOL

YSGOL ABERDAUGLEDDAU

During a school year we hold a plethora of events, far too many for us to mention here, but below you will see some examples of our core communication, pupil events and opportunities and our community events, support and involvement.

Communication & PR

School website - www.milfordhavenschool.co.uk

Weekly blog - <https://milfordhavenschool.co.uk/headteachers-blog>

Letters home - <https://milfordhavenschool.co.uk/letters-home>

New for 21/22

SIMS Parent App

Engage with your children's education...

Use the SIMS Parent App to engage with your children's education. You can see key dates, track their progress and stay connected with the school by receiving alerts and sending messages.



Recent press

N Western Telegraph

Bags of Books campaign returns to Pembrokeshire with great

...

Schools which participated in the campaign included Gelliswick Church in ... A spokesperson from Milford Haven School said: "Milford Haven,...

Wales 247

Milford Haven School Improvement Welcomed - Cardiff

News that Milford Haven School has been removed from Estyn's list of schools requiring significant improvement has been welcomed.

N Western Telegraph

Daifodils placed to spread kindness across Milford Haven

Jodie Crolla, communications officer at Milford Haven School said: "This year for Random Acts of Kindness Day we were lucky enough to partner...



Autumn Term 2021 Communication, events & community links 2021/2022

Parent/Carer Communication

School photos - 13/09

K34 Information Evening - 23/09

Family Forum - 27/09

Literacy Parental Engagement Evening - 28/09

The Bay Year 7 parent welcome evening - 28/09

Year 11 Parental engagement evening - 30/09

Parent Surgery 12/10

Maths & Numeracy Parental Workshop - 16/11

Family Forum - 22/11

Parent Surgery - 24/01

Family Forum - 07/03

Parent Surgery - 16/05

Family Forum - 13/06

Open Evening - 16/06

Transition and Year 6 Parents Evening - 27/06



Pupils

Duo Lingo House comp - 08/10

Rugby 7s House Tournament - 15/11

Netball House Tournament - 10/12, 16/12

GCSE Results Day - 13/01

Hockey Tournament - 11/02

February Half Term Revision - 21/02

Senior Prefect Election campaigns - 07/03

Pupil Conference - 24/03

Wales V Austria trip - 24/03

Year 8 girls well being event - 25/03

Time to Talk Day - 08/04

Easter Revision - 11/10/04

County Athletics Trails - 05/05

Eisteddfod yr Ysgol - 30/06

Reward assembly - 05/07

Year 11 Prom - 07/07

Please note that some these events may have been cancelled or rescheduled due to the restrictions of Covid-19

Events & Community Links

£150 donated to House Charities from Race Arund the School - 01/09
 MHCCC resources donated to Havenhurst - 03/09
 Blob Tree donated to Sandy Bears - 07/09
 Milford Haven Cluster Young Inventor Award - 09/09
 Happy to Chat Benches installed at Hubberston & Hakin Community Centre - 16/09
 MHS Macmillian coffee morning - 24/09
 Remembrance Day - 11/11
 The Milford Wiggle for CIN - 12/11
 Children in Need - 12/11
 Nominate your Neighbour - 17/11
 MHS Tags on The Tree - Dec 201
 Santa Fun Run
 Christmas Fayre - 02/12
 School Carol Service - 09/12
 The Bay Panto trip - 10/12
 Christmas raffle - 14/12
 Virtual Christmas Carol Concert - 14-18/12
 Christmas Jumper Day - 17/12
 Lockdown Reading Challenge - 11/01
 Live fitness with Mr Edwards - 29/01
 Holocaust Memorial Day - 27/01
 Milford Community Action 2 Project - 05/02
 Pancake Community Cooking Challenge 0 16/02
 Daffodils of Kindness - 17/02
 MHS Easter Eggstravaganza - 03/03
 Welsh Transition Concert - 03/03
 MHS School Production of OUR HOUSE - 16,17,18/03
 MHS Bags of Books - 25/03
 MHS Easter Raffle - 25/03
 MHS Bunny Run - April 2022
 Autism Awareness Day - 02/04
 Easter Bingo - 05/04
 MHS Bags of Books 28/04
 Pupil & Community Celebration - 13/07
 House Festival - 15/07



GOVERNING BODY MEETING WITH PARENTS

You have the right to request a meeting with the governing body of Milford Haven School.

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>

School Performance Data

School comparative information in relation to the school's performance and released by the Welsh Government on DEWI, has been paused since the COVID19 pandemic.

PEMBROKESHIRE COUNTY COUNCIL DRAFT SCHOOL TERM DATES 2022-23

2022 - September 20						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2022 - October 20						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2022 - November 18						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2022 - December 17						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2023 - January 17						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2023 - February 15						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

2023 - March 23						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2023 - April 10						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2023 - May 19						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2023 - June 20						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2023 - July 16						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2023 - August 0						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DESIGNATED STAFF TRAINING CLOSURE DAYS TR

SCHOOL HOLIDAYS

Bank holidays

Christmas 26-Dec-22
New Year 02-Jan-23

Good Friday 7-Apr-23
Easter Monday 10-Apr-23

Early May Holiday 1-May-23
Spring Bank Holiday 29-May-23
Summer Bank Holiday 28-Aug-23

Term	Begin	End	Mid-term break		Begin	End	School days
			Begin	End			
Autumn 2022	Mon 5 Sep 2022	Fri 28 Oct 2022	Mon 31 Oct 2022	Fri 4 Nov 2022	Mon 7 Nov 2022	Fri 23 Dec 2022	75
Spring 2023	Mon 9 Jan 2023	Fri 17 Feb 2023	Mon 20 Feb 2023	Fri 24 Feb 2023	Mon 27 Feb 2023	Fri 31 Mar 2023	55
Summer 2023	Mon 17 Apr 2023	Fri 26 May 2023	Mon 29 May 2023	Fri 2 June 2023	Mon 5 June 2023	Mon 24 Jul 2023	65
Including 2 designated staff training closure days Mon 5 Sept 2022 & Mon 17 Apr 2023							
A further 3 staff training days are to be confirmed by the schools							
TOTAL							195

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