



**MILFORD HAVEN SCHOOL  
YSGOL GYFUN ABERDAUGLEDDAU**

**GOVERNORS' ANNUAL REPORT TO PARENTS  
For the Academic Year September 2022 to August 2023**

**Chair of Governors:**

Mr Duncan Edwards  
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 upon request.*

## 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 2022-23.

The school continues with its commitment to delivering dynamic and equitable educational experiences for ambitious, creative, confident and ethical learners. It is this school that provides our pupils ample opportunity to build a foundation that can lead to careers as diverse as boat building (with an Atlantic rowing challenge thrown in) or horology (with Formula 3 success) as two of our alumni described at our Certificate evenings. "If you can dream it, you can do it ! "

Many pupils also participated in extra-curricular individual and team activities (including theatre and drama productions, sports and music, fundraising and awareness campaigns) where their efforts and successes were recognised whilst the school received a Silver Award from UNICEF as a Rights Respecting School. "Ambition is the path to success, persistence is the vehicle you arrive in."

The staff continue to work closely with the junior schools and Pembrokeshire College to ensure transitions between learning environments are as smooth as possible. Progress towards a new school continues at a glacial pace as funding and business cases are revised. At the time of writing the doors will open to the first pupils in September 2028 by which time "the Comp" will have seen its 40th anniversary and the old Grammar School core buildings will be into their 64th year and ready for retirement.

The governors thank Ms Morris 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 continued positive engagement.

*D Edwards*

Chair of Governors

# Ysgol Aberdaugleddau/Milford Haven School Vision Summary

Creating a safe and inspiring place to learn and bringing equity of educational learning experiences to every pupil in order to maximise outcomes for all:

## Our vision

To empower and inspire all learners for a successful future together. United in our commitment to dynamic educational experiences for ambitious, creative and confident learners. Collaboration and compassion for others will be nurtured in a caring environment.

## We are committed to securing our vision by role modelling:

1. The promotion of our House culture and Ethos by celebrating our differences and embracing our Welshness and community.
2. Trust and respect that allows us to take risks and be innovative.
3. Empathy, resilience, confidence and responsibility that set high expectations and aspirations.
4. Collaboration with strong sense of shared purpose that is dynamic, progressive and ambitious.
5. Being compassionate and supportive and committed to achieving our cultural norms.
6. Every person is supported to be the best they can be by receiving high quality teaching and learning experiences.
7. Adopting the FISH philosophy - choosing our attitude, to be in the moment, make someone's day and have fun.

## Our School values:

**A**mbition  
**S**elf-belief  
**P**ersistence  
**I**ndependence  
**R**esponsibility  
**E**ffort

## By 2025, we strive to be:

- An Enquiry informed school - Staff will be reflective of the learner's needs and abilities. They will use formative assessment to inform planning. Teachers will use research and work together to improve their teaching and learning and the outcomes for all our learners.
- A school that has a responsive and engaging curriculum for all - MHS will offer an exciting and relevant curriculum which is evidenced. With successes and achievements shared with parents/carers and through which functional skills are developed.
- A place where every learner has a voice - MHS will be a place where every child is able to use/understand an appropriate form of communication to share his or her wishes throughout the school day.
- An Environment focused on Wellbeing - All in the MHS community will feel valued, respected and listened to. A culture of wellbeing will be developed and tracked. The school will continue to develop fair and appropriate systems and work collaboratively to help the school grow through the MHS House System - Dauntless - Daring - Defender - Diamond - Dragon



**Where all of the above is underpinned by Outstanding Leadership at all levels.**

## Organisation Areas of Learning and Experience -

Our curriculum will provide learning experiences through the 6 AoLEs of:

- Languages, Literacy and Communication – English, International Languages, Media Studies and Welsh.
- Expressive Arts and WBQ – Music, Art, Drama.
- Scitech – Science, DigiTech, Design Technology and Engineering.
- Humanities – RVE, Geography, History, Ethics, Business Studies, Sociology and Travel & Tourism.
- Maths and Numeracy.
- Health and Wellbeing – Physical Education, Games, Health, PSE, RSE and DACW.

## Our expectations



**MILFORD HAVEN SCHOOL GOVERNING BODY**  
**MILFORD HAVEN SCHOOL GOVERNORS 2023-2024**

Chair of Governors: Mr Dayle Gibby  
 Headteacher: Ms Ceri-Ann Morris  
 Clerk to Governors: TBC

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
<b>LOCAL AUTHORITY</b>	Mr D Gibby	17/09/2020	16/09/2024
	Mrs K Wood	23/11/2020	22/11/2024
	Mrs L Rees	18/12/2019	17/12/2023
	Ms CA Millican	03/10/2022	02/10/2026
	▼ Cllr A Dennison	28/07/2022	27/07/2026
<b>PARENT</b>	Mr M Smith	04/11/2019	03/11/2023
	Mrs A G Singh	11/11/2021	10/11/2025
	Mr K Rozblat	06/12/2022	05/12/2026
	Miss SE Kenny	01/03/2023	03/11/2025
	Mr S Joseph	31/03/2022	30/03/2026
	Miss Nicole Morrissey	05/06/2023	04/06/2027
<b>COMMUNITY</b>	Mrs S Groves	21/09/2023	22/09/2027
	Vacancy		
	Mr J R Owens	01/04/2019	31/03/2023
	Mrs E Kozel	09/09/2022	08/09/2026
	Cllr C Stevens	26/10/2022	25/10/2026
<b>TEACHER</b>	Mrs C Zoogah	16/03/2022	15/03/2026
	Mrs R Picton	16/03/2022	17/03/2026
<b>STAFF</b>	Mrs A Griffiths	23/06/2021	22/06/2025
<b>HEADTEACHER</b>	Ms C-A Morris	01/04/2018	
<b>PUPIL ASSOCIATES</b>	Miss R Llewellyn	01/09/2023	31/08/2024
	Mr M Young	01/09/2023	31/08/2024

## 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

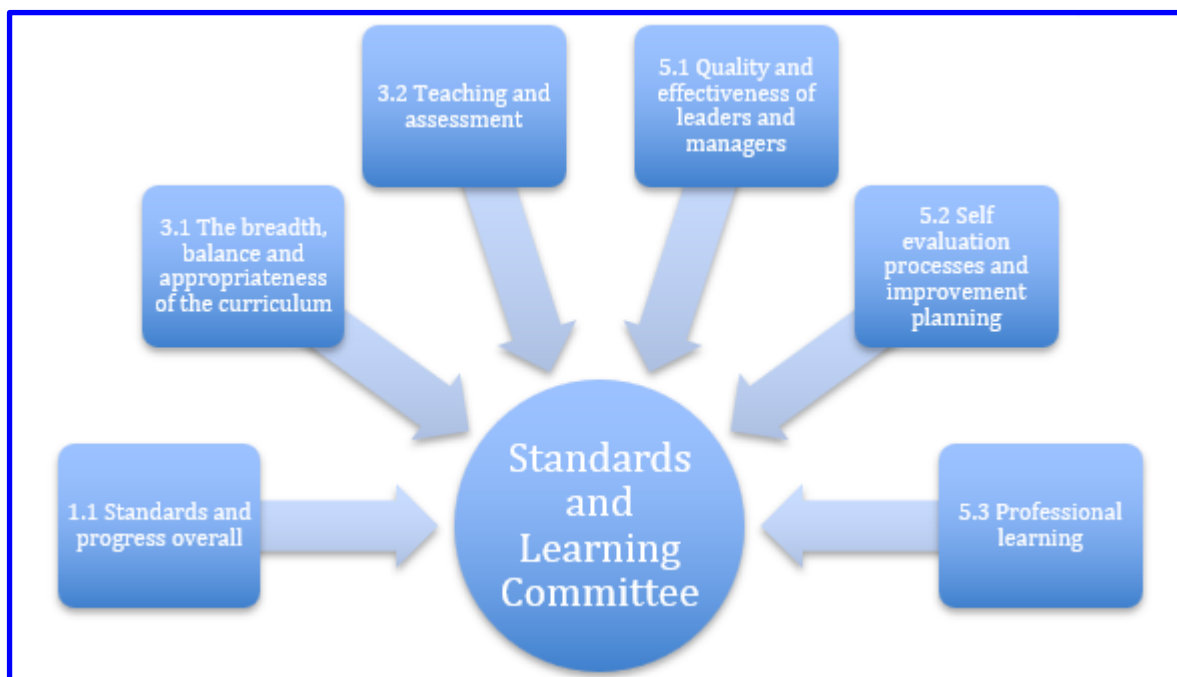
Mr Steven Richards-Downes  
Director for Children and Schools/Cyfarwyddwr dros Blant ac Ysgolion  
County Hall / Neuadd y Sir  
Haverfordwest / Hwlfordd  
Pembrokeshire / Sir Penfro  
SA61 1TP

### 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 2022-23

The sub-committee structure is organised in line with the Estyn inspection framework as follows and was reduced from 4 to 3 committees in 2021/2022 in order to streamline Teaching and Learning with Standards:





#### **Committee**

Standards and Learning  
Business and Resources  
Ethos and Wellbeing  
Policy  
Pay & Staffing

#### **Chair**

Mrs A Beegan  
Mr M Smith  
Mr D Gibby  
Mr D Edwards  
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) 2022-2023**

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 Mr D Gibby**
3. R3 Improve the quality of teaching  
**Governor link is Mrs A Beegan**
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 Mr Duncan Edwards**
6. R6 Address the deficit budget  
**Governor link is Mr M Smith**

**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](http://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 and again at the end of the financial year 2022. The school continues to prioritise 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 2022-2023 following inspection, the school's priorities are;

<b>Priority 1</b> - Further raise standards at GCSE and improve the progress made by all pupils in lessons, improve performance of all groups of learners, including vulnerable learners, in particular the development of learners' literacy and numeracy skills.
<b>Priority 2</b> – Enhance the culture, ethos and wellbeing for all stakeholders
<b>Priority 3</b> – Further raise standards of learning and teaching, improve the impact of differentiation and feedback and further develop our school as a learning organisation
<b>Priority 4</b> – Enhance the care, support and guidance for all pupils with a focus on spiritual, moral, social and cultural aspects of learning.
<b>Priority 5</b> – School development planning is precise and strategic, central and senior leaders effectively quality assure their plans and provide effective early support and challenge, particularly through the strengthening of arrangements for self-evaluation, improvement planning, performance management and CPD.

The structure of planning and review implemented was through a 'BRING EQUITY OF EDUCATIONAL EXPERIENCE FOR EVERY PUPIL IN ORDER TO MAXIMISE OUTCOMES FOR ALL' initiative as reducing the impact of poverty on educational attainment is one of the Welsh Government's three national priorities for schools.

## **CONTEXT OF THE SCHOOL**

Milford Haven School is an English-medium 11-16 mixed comprehensive school of 1113 students (including 38 subsidiary 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 21.3% (compared with 21.4% 2022) 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 (3.5% EAL). 36.5% on the special educational needs register, which is lower than the national average where 1% 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 1% 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)**

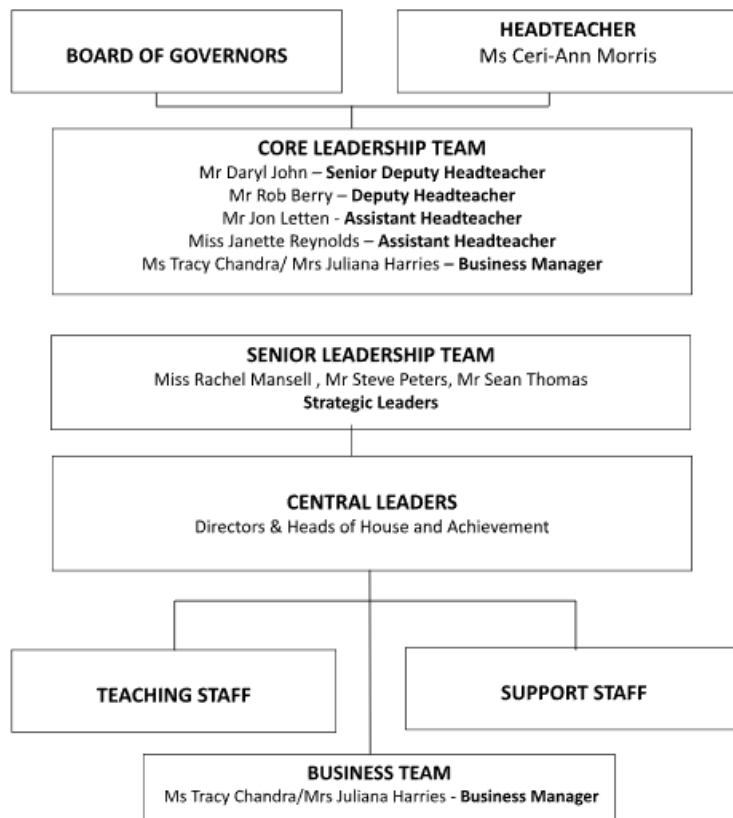
Headteacher -Ms C A Morris  
Senior Deputy Headteacher-Mr D John  
Deputy Headteacher - Mr R Berry  
Assistant Headteacher - Mr J Letten  
Assistant Headteacher /Additional Learning Needs Co-ordinator- Miss J Reynolds  
Strategic Lead- Mr S Thomas  
Strategic Lead- Mr S Peters  
Strategic Lead- Mrs R Mansell  
Business Manager - Mrs T Chandra/Mrs J Harries (June 2023)

### **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.



#### **School Staffing Structure 2022-23**



## **STAFF (based on SWAC November 2022) AND PUPILS**

Number of Teaching Staff November 2022: 60.5, including 13 part time.

The School employs 60 support staff including 29 HLTAs/LSAs/TAs.

Number of Pupils on Roll January 2023: 1113

Number of Pupils on Roll September 2022: 1121

### **Pupil Cohort Numbers**

As of July 2023, there were 1109 pupils on roll, this is an increase on the 1086 reported last year.

YEAR GROUP	TOTAL COHORT	MALE	FEMALE
Year 7	228	122	106
Year 8	232	128	104
Year 9	224	109	115
Year 10	215	108	107
Year 11	210	99	111

### **Year 6 to 7 Transition Programme**

The summer term in Milford Haven School is a busy one for transition, full of exciting events as we welcome our Year 6 pupils and families to the site for a variety of activities, the first of which is the annual School Open Evening.

This year saw our busiest Summer Open Evening in school history with over 700 visitors to the site. Pupils, parents and members of the community were able to experience first hand learning and teaching at Milford Haven School. Exploding volcanoes, teachers setting fire to themselves and of course music, drama and VR goggles; were just some of the activities demonstrated and enjoyed in order to gain an understanding of the learning experience of our pupils.

In July, we hosted our annual 2 transition days. Both days provide a valuable experience for all Year 6 pupils joining us in September, to experience “real life” at Milford Haven School. Day one has a specific pastoral element to the day, in order to ensure pupils have the opportunity to develop positive relationships with peers and teachers from the outset. Activities including one page profiles allow pupils to pass on vital information about individuality which once again supports future teaching and learning in Year 7. Day 2 takes on a more academic nature, with pupils experiencing various learning experiences across the curriculum. Pupils engaged in learning from both core and foundation subjects, providing a wide range of learning opportunities.

Parents are not forgotten in our transition activities as we host an annual Parents Evening immediately after the second transition day. This event was well attended with over 60% of parents and carers attending. This event provided an opportunity to talk through school procedures and policies including school uniform and our big push on Literacy with input from our Literacy Lead promoting the importance of reading for pleasure. Parents also used this opportunity to voice any concerns they had regarding

September, this initiative allows issues to be “nipped in the bud” and ensure issues do not linger until September.

September planning continued in July with work on the Dauntless Challenge. A number of Year 7 pupils were invited to visit Dragon LNG Waterson site to interview various members of staff regarding career paths and choices. This explicit link to Work Related Learning provides a unique experience for our learners to investigate potential career choices as well as help strengthen the links between business and school as we provide the opportunity to develop skills and attributes ready for the world of work.

## **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 7 & 8), pupils study English, Maths, Science, History, Geography, Ethics, 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, Aberdaugleddau is an English language medium school. However, nearly all students learn Welsh and the school is fully committed to implementing the Welsh Government policy for the promotion of Welsh language and culture. Incidental use of Welsh occurs in all lessons and around the school, with bilingual signage evident. 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.

Welsh is taught as a second language to nearly all pupils in years 7-11, in accordance with the statutory requirements and pupils have the opportunity to gain formal qualifications in Welsh at the end of Key Stage 4. Teachers use basic Welsh, across the school to address and praise pupils, as well as using them in pupils' reports and occasionally in books. The school promotes three key phrases each half term and encourages all staff to use this as frequently as possible to embed 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 purposes and achieve our ASPIRE values. Our vision is to create a responsive and engaging curriculum that is theory and practically based, is relevant, inclusive, challenging and establishes a shared sense of RESPONSIBILITY and equity: to ourselves, others, our community and our environment. We will develop collaboration, ensuring our pupils and staff are proud to work together with a strong sense of shared purpose and proud to participate for their house and school, giving maximum EFFORT to achieve their best.

Our vision is to create a curriculum that will motivate our pupils to be AMBITIOUS, committed, excited and engaged with their learning. We want to instil in our pupils a feeling of SELF BELIEF that will develop their personal skills, such as being INDEPENDENT, empathetic, PERSISTENT, kind and honest, remembering we are here to learn.

We will aspire to ensure that our dedicated staff will be dynamic and ambitious, as well as compassionate and supportive with the learning community. This will ensure we all feel confident, safe and highly valued, so we can achieve our cultural norms.

**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 improving pupils' outcomes.

- Lessons are planned to engage learners and minimise disruption 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.
- Literacy, Numeracy and DCF skills are integrated appropriately into lesson planning with appropriate challenges to ensure pupils make progress.

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 an engaging starter activity that activates pupils' prior knowledge.
- Share learning outcomes with pupils so that they know what the focus of the lesson will be, using 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 are 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**

There remains an ongoing legacy following the impact of the Pandemic in relation to attitudes to attendance and this is reflected in our whole school attendance figure- 86.9% which is lower than our target of 91%. The school's attendance has been slightly disappointing this year, however we have ensured that the weekly accountability meetings have taken place as this ongoing work will help to change the culture and ensure that you value good attendance at school. Our attendance figure for pupils who are eligible for free school meals is still too low at 80.08% compared to that of Non-FSM (Free school meals) pupils- 88.85%. The school's persistent absence (PA) figure still remains too high- 18.86%, however our FSM PA figure- 7.64% is significantly below our whole school target of 10%. With this in mind we successfully secured funding from the Local Authority (LA) to appoint a 'Family Liaison Officer' to work directly with us and across a number of our feeder primary schools. In addition, the LA has assigned a second Education Welfare Officer to the school to provide targeted support for specific groups of young people post Pandemic. This work will be essential in continuing to close the gap between FSM and Non-FSM learners, as well as targeting poor attendance habits in a number of our Year 6 families. We have identified 2 target groups for the end of this academic year- a group of 19 FSM girls and 14 pupils in Year 6 from our largest feeder primary school, as this will allow us to see if this intervention is successful in improving their attendance figures. In addition, we will be using action research to implement a series of interventions for the start of the academic year following a school visit to Whitmore in Barry.

Thank you as always to all those parents who continually communicate with us about their son/daughter's attendance and where appropriate provide the required medical evidence. Your continued support is greatly appreciated as we continue our collective drive towards improving our whole school attendance figures.

*\*The school does not authorise holidays in term time. This means that any holidays taken will be recorded on the end of year report as unauthorised absences.*

## SCHOOL DAY

### The School Day

Monday		Tuesday		Wednesday		Thursday	
55	08:40 09:35	Lesson 1 - HWB	Lesson 1 - HWB	Lesson 1 - HWB		Lesson 1	
55	09:35 10:30	Lesson 2	Lesson 2	Lesson 2		Lesson 2	
55	10:30 11:25	Lesson 3	Lesson 3	Lesson 3		Lesson 3	
30	11:25 11:55	Break 1					
55	11:55 12:50	Lesson 4	Lesson 4	Lesson 4		Lesson 4	
55	12:50 13:45	Lesson 5	Lesson 5	Lesson 5		Lesson 5	
30	13:45 14:15	Break 2					
55	14:15 15:10	Lesson 6	Lesson 6	Lesson 6		Lesson 6	

Friday		Friday	
25	08:40 09:05	Lesson 1 - HWB	
55	09:05 10:00	Lesson 2	
55	10:00 10:55	Lesson 3	
30	10:55 11:25	Break 1	
55	11:25 12:20	Lesson 4	
55	12:20 13:15	Lesson 5	
20	13:15 13:35	Break 2	
95	13:35 15:10	PM Session	

Break 2 - SLT to supervise  
PM Session - PPA (Wk1) / CPD (Wk2)  
as per calendar

Milford Haven School  
Ysgol Gyfun Aberdaugleddau



## FINANCE:

A summary of the School's budget position at the end of the financial year 2022/23 is shown below indicating that the School delivered a £88,790 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)	<b>£642,704</b>
<b>Total Funding for the Financial Year:</b>	<b>£5,544,900.00</b>
<b>Total Funds Available:</b>	
<b>Less: Total Expenditure -</b>	<b>6,098,814.00</b>
<b>Year End Resources available (surplus)</b>	<b>88,790</b>

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 2022/23.

### **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). We 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 preparation for the 2023-24 academic year, Milford Haven School was provided with a PDG allocation of: £257,600, KS3 £126,500 and KS4 £131,100 - 22/23 grant was spent, no carry over. PDG LAC Grant is yet to be received.

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

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 (Attitudes to Learning) mentor.
- Provide a bespoke vocational pathway at KS4 that secures 3/4 level 2 qualifications for a targeted group of young people
- Provide bespoke behaviour interventions that aim to improve the pupil's 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 Communications officer, HOHA and Strategic Lead for Equity, Belonging and Diversity to work 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.
- Provide targeted support for pupils struggling to manage their behaviour, social and emotional aspects of learning- Nurture KS3 & 4, Outreach, Really Pro, The Bay and curriculum support.

## Key Performance Data 2023

The school's aggregate National Curriculum (NC) statutory assessment results for Key Stages 3

The latest available national (all-Wales) comparative information based on NC Statutory assessment results for each appropriate key stage from stats.wales.gov.wales.

### Core - English, maths and science

National Data (KS3 Core)									
	% L5+			% L6+			% L7+		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
English	90.1	85.3	85.2	60.6	54.2	53.9	22.6	17.8	18.4
Maths	90.3	85.8	85.2	65.4	58.7	57.8	31.4	27.2	27.0
Science	92.4	87.6	86.6	66.1	58.4	58.3	27.6	22.9	23.3
CSI	86.2	78.2	77.0						
Milford Haven School (KS3 Core)									
English	92.1	85.4	84.7	50.3	47.6	42.6	17.9	13.2	19.0
Maths	94.7	84.0	87.5	68.2	53.3	44.4	27.2	22.2	11.1
Science	94.7	89.6	83.8	51.0	49.5	40.3	13.9	17.5	10.2
CSI	89.4	83.5	81.5	-	-	-	-	-	-

	National Data 2023 (KS3 Core)											
	5+					6+				7+		
	English	Maths	Science	CSI		English	Maths	Science		English	Maths	Science
Boys	81.6	84.8	85.1	74.4		47.2	57.9	55.7		13.5	27.1	21.5
Girls	89.0	85.5	88.2	79.6		60.8	57.8	60.9		23.4	26.8	25.1
eFSM	69.3	68.8	72.5	55.5		31.5	33.6	34.9		7.7	10.4	8.4
nFSM	89.6	89.6	90.6	82.8		59.9	64.3	64.6		21.2	31.4	27.2

	Milford Haven School 2023 (KS3 Core)											
	5+					6+				7+		
Subject	English	Maths	Science	CSI		English	Maths	Science		English	Maths	Science
Boys	83.4	90.3	85.7	80.6		35.4	49.1	35.4		12.6	17.1	11.4
Girls	91.7	90.6	90.6	88.5		55.2	58.9	53.1		24.0	18.2	12.0
eFSM	81.6	81.6	88.3	80.6		43.7	57.3	48.5		11.7	20.4	17.5
nFSM	89.0	86.2	90.8	86.2		51.4	49.5	50.5		14.7	23.9	17.4

## Non-Core

Subject	National Non Core			MHS Non Core		
	2019	2022	2023	2019	2022	2023
Art and Design	92.0	86.9	88.0	97.4	85.8	76.4
Design & Technology	92.4	87.7	87.7	94.0	91.0	88.9
Geography	91.4	86.1	87.0	93.4	85.4	87.5
History	90.9	86.2	86.6	92.7	82.5	86.1
ICT	93.2	88.4	88.0	97.4	80.2	88.0
MFL	85.0	78.2	79.3	85.4	68.4	81.0
Music	92.1	86.7	86.6	96.7	89.6	91.7
PE	92.8	89.1	87.7	98.0	99.1	95.4
Welsh 2nd Lang.	83.2	75.9	78.1	83.4	74.1	71.3

Gender	Subject	National Non Core			National Non Core			National Non Core			MHS Non Core			MHS Non Core			MHS Non Core		
		5+			6+			7+			5+			6+			7+		
		2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Female	Art & Design	96.1	92.3	92.6	77.4	69.1	68.5	36.9	28.2	28.9	100.0	93.6	86.7	92.4	63.3	54.0	26.6	24.8	23.0
Male		88.1	81.8	83.6	47.0	41.4	43.2	9.5	8.0	9.2	94.4	77.7	65.0	47.2	28.2	18.4	4.2	2.9	4.9
Female	Design and Technology	95.6	90.7	89.9	73.9	65.3	62.8	30.3	22.3	21.0	97.5	94.5	88.5	75.9	62.4	59.3	32.9	24.8	28.3
Male		89.4	84.8	85.6	53.0	49.5	48.5	13.1	11.9	11.2	90.3	87.4	89.3	44.4	68.9	67.0	13.9	19.4	22.3
Female	Geography	94.7	89.3	89.3	71.1	63.3	62.2	32.5	26.4	25.4	97.5	89.0	87.6	70.9	62.4	58.4	22.8	20.2	20.4
Male		88.4	83.1	84.7	56.5	52.0	52.2	19.2	17.3	17.7	88.9	81.6	87.4	50.0	47.6	42.7	9.7	15.5	9.7
Female	History	94.3	89.6	89.3	72.0	64.9	62.9	32.3	27.2	26.2	97.5	84.4	87.6	75.9	56.9	59.3	25.3	22.0	20.4
Male		87.7	83.0	84.0	55.5	50.7	51.6	17.2	16.7	16.7	87.5	80.6	84.5	36.1	46.6	35.0	4.2	15.5	9.7
Female	ICT	95.6	90.2	89.0	74.9	62.7	61.8	31.1	23.7	21.3	100.0	82.6	85.8	73.4	46.8	54.0	31.6	16.5	15.9
Male		91.0	86.7	87.0	62.9	55.9	56.1	20.8	18.5	17.5	94.4	77.7	90.3	47.2	43.7	40.8	19.4	11.7	12.6
Female	MFL	90.0	82.8	83.1	65.7	54.4	55.1	28.8	20.8	21.5	96.2	75.2	84.1	65.8	33.9	42.5	15.2	3.7	4.4
Male		80.3	73.7	75.7	46.4	40.4	43.1	13.7	12.3	13.6	73.6	61.2	77.7	30.6	16.5	25.2	2.8	1.0	2.9
Female	Music	95.0	89.7	88.9	67.2	58.6	56.9	22.4	18.3	17.1	98.7	93.6	91.2	72.2	57.8	67.3	7.6	16.5	33.6
Male		89.3	83.9	84.4	50.0	45.4	46.1	10.5	10.7	11.4	94.4	85.4	92.2	41.7	56.3	68.9	8.3	8.7	18.4

Female	Physical Education	93.8	88.8	87.4	58.8	50.5	49.4	16.5	12.9	13.5	100.0	98.2	94.7	63.3	40.4	38.9	8.9	8.3	5.3
Male		91.8	89.4	87.9	59.7	53.4	53.7	20.5	15.4	16.3	95.8	100.0	96.1	65.3	66.0	70.9	20.8	32.0	15.5
Female	Welsh 2nd Lang.	89.1	82.0	82.5	60.5	49.7	50.7	22.6	16.7	17.8	94.9	83.5	74.3	43.0	33.9	37.2	7.6	15.6	12.4
Male		77.7	70.1	73.9	40.3	35.6	37.6	9.9	8.8	10.6	70.8	64.1	68.0	20.8	23.3	22.3	2.8	3.9	8.7

Over time the CSI L7+, has declined and the L6+ is less consistent. However, the L5+ outcome, while below our whole school target of 90%, has been consistent over the last 2 years and shows that some of the lost learning has been recovered. Overall the performance of individual core subjects generally follows a similar variable pattern.

Over the last 3 years the L5+ performance of individual core subjects has been less consistent over time with the exception of Science where a downward trend is noted. However, all core subjects show signs of recovery. Over time the L6+ performance of individual core subjects is more variable with a declining trend noted in English, Maths and Science and a less secure pattern in Welsh. The L7+ performance of individual core subjects while fluctuating over time has seen some steady improvement in English and Welsh. However, Maths and Science have declined over time.

Over the last 3 years foundation subject L5+ outcomes while fluctuating has generally been satisfactory in most subject areas. However, a declining trend is noted in Art and Welsh. PE outcomes are strong.

A similar fluctuating but improving pattern is noted with the current L6+ outcomes with the exception of Art, Geography and History which are less secure. Welsh show some evidence of recovery albeit from a low base.

The current L7+ outcomes are more consistent over time and seeing steady and satisfactory improvement across many foundation subjects with the exception of IL. Noted that IL pupils have 2 years of study (3 hours per fortnight) a very few pupils may be expected to achieve a L7+ by the end of the key stage. An improving trend is noted in Welsh. DT outcomes are strong.

Nearly all MAT outcomes are strong across nearly all subjects. A similar pattern is noted with LAC and EAL outcomes.

This is the last year we will report on levels as we move to the new curriculum for Wales and progression steps.

## KS4/GCSE Results 2023

Information on the school's results in GCSE qualifications

	First Result			Best Result		
Measure	2019	2022	2023	2019	2022	2023
Capped 9	342	339	350	342	341	352
Literacy Avg Pts	37.5	37.3	38.2	37.5	38	38.7
Numeracy Avg Pts	34.8	33.6	35	34.8	34.9	35.5
Science Avg Pts	33.1	31	31.1	33.1	31	31.1
Skills Avg Pts	39.3	39.1	38.2	39.3	39.1	38.2
L1	97.5	89	90.3	97.5	90.7	92.4
L2	52.2	56	57.7	52.2	56.6	58.2
L2i	40.8	47.8	44.9	40.8	49.5	46.4
L2a	8.9	11	13.3	8.9	11	13.3
L2ai	4.5	6	10.7	4.5	6	10.7

\*APS (Average Points Score)

		First result						Best Result					
		2023		2022		2019		2023		2022		2019	
Subject		A*-C	APS	A*-C	APS	A*-C	APS	A*-C	APS	A*-C	APS	A*-C	APS
English	English Language	45%	35.3	57%	36.8	47%	36.4	52%	36.7	59%	37.6	47%	36.4
	English Literature	62%	39.4	61%	37.4	70%	42.1	63%	39.4	61%	37.1	70%	42.1
	Either English	56%	38.2	58%	37.3	52%	37.5	59%	38.7	60%	38	52%	37.5
Maths	Mathematics	48%	33.4	46%	30.9	48%	33.5	50%	33.8	53%	34.9	48%	33.5
	Mathematics - Numeracy	48%	33.5	52%	33.9	40%	31.6	48%	33.9	51%	33.6	40%	31.6
	Either Maths	51%	35	52%	33.6	50%	34.8	52%	35.5	54%	34.9	50%	34.8
Science	Biology	100%	49.1	100%	46.2	97%	47.1	100%	49.1	100%	46.2	97%	47.1
	Chemistry	87%	47.7	92%	44.8	88%	44.3	86%	47.7	92%	44.8	88%	44.3
	Physics	100%	52	88%	46.7	97%	44.9	100%	52	88%	46.7	97%	44.9
	Applied Science (Single	9%	19.5	9%	19.9	-	-	10%	19.5	9%	19.9	-	-
	Science (Double)	43%	31.6	51%	34.4	38%	32.8	43%	31.6	51%	34.4	38%	32.8
	Either Science	45%	33.1	47%	31	48%	33.1	45%	31.1	47%	31	48%	33.1
Art		64%	37.8	68%	40	88%	42.4	65%	37.8	68%	40	88%	42.4
Built Environment		87%	41.6	-	-	-	-	87%	41.6	-	-	-	-

<b>Business</b>	24%	30.8	44%	34.1	34%	31.6	25%	30.8	46%	34.3	34%	31.6
<b>Computer Science</b>	42%	31.7	41%	33.6	-	-	43%	31.7	47%	34.7	-	-
<b>Drama</b>	48%	35.4	71%	43.4	50%	43	50%	35.4	71%	43.4	50%	43
<b>Ethics</b>	37%	27.9	44%	31	100%	51.6	37%	27.9	44%	31.1	100%	51.6
<b>French</b>	55%	36.6	-	-	71%	40.9	57%	36.6	-	-	71%	40.9
<b>Geography</b>	67%	41.1	47%	33.8	68%	40.9	65%	41.1	49%	33.9	68%	40.9
<b>History</b>	67%	38.8	55%	35.7	55%	37.8	67%	38.8	55%	35.7	55%	37.8
<b>Hospitality and Catering</b>	85%	39.9	-	-	-	-	87%	39.9	-	-	-	-
<b>Health and Social Care</b>	66%	39.7	72%	42.1	96%	43.2	67%	39.7	72%	42.1	96%	43.2
<b>Digital Technology</b>	46%	29.5	-	-	-	-	47%	29.5	-	-	-	-
<b>ICT</b>	0%	16.4	61%	38.3	28%	21.9	0%	16.9	61%	38.3	28%	21.9
<b>Media Studies</b>	55%	39.4	40%	34.4	64%	37.9	58%	39.4	40%	34.4	64%	37.9
<b>Music</b>	100%	46	88%	45.3	73%	44.9	100%	46	88%	45.3	73%	44.9
<b>Product Design</b>	37%	32.1	46%	33	43%	34.4	38%	32.1	36%	31.8	43%	34.4
<b>Physical Education</b>	78%	44.1	100%	44.4	72%	41.3	77%	44.1	100%	44.4	72%	41.3
<b>Spanish</b>	54%	35.5	38%	23.9	-	-	58%	35.5	38%	23.9	-	-
<b>Welsh Second Language</b>	54%	37	50%	35	0%	34.4	54%	37	50%	35.1	0%	34.4
<b>Skills Challenge Certificate</b>	88%	42.6	91%	42.1	0%	41.4	88%	42.6	92%	42	0%	41.4

Standards overall are judged to be satisfactory at GCSE level. Most current whole school GCSE targets and other GCSE measure outcomes improved on the previous examination year (2022). A similar pattern is noted with the best of results which are generally marginally higher than the first result outcomes.

Over time whole school outcomes, while seeing some fluctuations, have generally been maintained in most of the current and previous measures used, with all pupils achieving an appropriate qualification. Current Capped 9, FSM capped 9 and Literacy average points outcomes are all within target however Numeracy points score, Science points score, L1 outcomes are below target. The other measures tracked were also outside of the targets set (L2, L2i, L2a and L2ai). However, a steady upward trend is noted in a minority of the measures (Capped 9, L2a, L2, L2ai) with L2i outcomes fluctuating.

The Literacy & Skills average points score outcomes are generally consistent and satisfactory over time. The numeracy average points score while fluctuating is making sufficient progress. However, the L1 outcomes while seeing a marginal improvement are significantly below the previous secure pattern. It is noted that due to the nature of how the measure is calculated those pupils who did not achieve the measure still secured a range of appropriate vocational and GCSE qualifications.

Thirds analysis indicates that the upper third have achieved an average of a B grade across all of the measures listed. The middle third achieved an average of a C grade in a minority of the measures and an average of a D grade in a majority of the remaining measures. The lower third achieved an average of an F grade in a majority (2022 few) of the measures and an average of a G grade in a very few (2022 majority) of the measures. However, one measure did not meet sufficient number of points to grade a similar pattern was noted in 2022 (Science avg). A majority (2022 minority) of GCSE subjects have seen an improvement in their A\* to C outcomes and many (2022 around half) in the A\* to A outcomes.

There were some exceptional performances with 23 pupils gaining 450+ capped 9 points (17 pupils 2022)

The performance of many of our groups of learners has improved over time including boys, MAT, FSM and ALN outcomes. Our girls have improved their GCSE performance in most measures over time and the boys in around half of the measures. Many of the ALN GCSE outcomes have continued on an upward trend and are secure. All of the MAT GCSE outcomes are secure and sound progress has been made over time with an improving trend noted in nearly all measures. Our alternative curriculum pathway (Harbour) outcomes have followed a consistent upward trend adding 8 points to our overall capped 9 whole school figure. Processes to track pupils' progress, identify needs and provide support are robust and effective in nearly all cases. Teacher assessment is consistent and increasingly accurate in the main.

*\* Noted that the current Welsh Government checking exercise is currently underway and final outcomes may see some changes.*

## **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  $9 \times 40 = 360$ .

Noted that the capped 9 figure of 350 for 2023 means that on average pupils scored 9 grades at 38.8 equivalent to 9 D grades (2022 37.6 points average).

### **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 2023	38.2 (37.3 2022)
Numeracy Measure - Average Points Score 2023	35.0 (33.6 2022)
Science Measure - Average Points Score 2023	31.1 (31 2022)

### **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. We are awaiting the most recent version of the document post the results verification process.

### **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. We are awaiting the final version.

### **Destinations**

We are very proud that all of our year 11 students left with qualifications. Most of our pupils have gone on to study A levels or a vocational course at Pembrokeshire College or those schools that have a 6th form. A very few have entered the world of work or have secured an apprenticeship.

#### **YEAR 11 (2022-2023)**

Pembrokeshire College: 139

Other 6th Form School: 13

Full time employment: 12

Youth employment scheme: 27

No response: 10

#### **YEAR 11 (2021-2022)**

Pembrokeshire College: 135

Other 6th Form School: 0

Full time employment: 4

Youth employment scheme: 13

No response: 5

### **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. This is the last year the data will be collected in this form as we move to the Curriculum for Wales and progression steps.

## **Key Stage 3**

Over time, the standards achieved by many of our KS3 pupils have been satisfactory. The performance of our girls, boys, MAT and FSM is more consistent over time. The CSI L7+, has declined and the L6+ is less consistent. However, The L5+ outcome, while below our whole school target of 90%, has been consistent over the last 2 years and shows that some of the lost learning has been recovered. Overall

the performance of individual core subjects and foundation subjects generally follows a similar variable pattern. Pupils' results in all national tests are satisfactory. The trend lines for Years 7, 8 & 9 each show they are generally within the expected range of results for each group of learners.

## **ACCOMMODATION/BUILDINGS & MAINTENANCE**

A polytunnel has been erected in the Science Garden to encourage learning activities outside and also to try and engage with the wider community via volunteer groups to help improve the science garden as an amenity for all.

The Astro Pitch has had a complete replacement of the 6 electrical flood lighting towers and below ground cabling by South Wales Sports Grounds Limited as part of a Leisure PCC upgrade. Not only will this improve the lux levels on the AP in the evening but the new low rated LED lights will be cheaper to run and last longer.

The ASC Room has been relocated to the main corridor as part of a recent room move plan just before September 2023 and has been painted dark blue for the sensory needs. HOH have relocated to the English Corridor Level 2 as have Deputy Head RB. Curriculum Support and Attendance were also relocated to the English Corridor on Level 2.

A partition wall in G5 was removed by PCC to make more space and subsequently means one less office up in Hafan. The Outreach Teacher DE has been moved from Harbour to the main corridor and the room repainted. Really Pro have vacated the Harbour and Craig Butland has been put in post in the Harbour and the rooms made appropriate for his needs.

Temporary field barriers have been set up in the upper canteen to try to control pupil flow at busy break times when the pupils queue up for food.

The stage curtain control pulleys and cables were overhauled in the summer 2023 as the curtains were getting increasingly difficult to wind back. All are good now and some further adjustment and addition of a winch guard are due to be fitted soon by Torch Theatre.

Matters pertaining to the Fire Safety Audit in regard to building compartmentation, early fire detection and means of escape are on-going with PCC and contractors most notably Tremorfa Ltd. Early fire detection upgrades have been installed in the areas of immediate concern which are the Maths and English towers and associated classrooms. Upgrades have also been made to a number of fire door hold backs linked to the school fire alarm and replacement of some fire door sets is also planned. The Building is also undergoing a survey by Harries Planning Design Management to ensure all improvements will satisfy Building Control Regulations.

Improvements to the current building infrastructure will enhance the fire risk management of the building and PCC are in direct contact with Mid & West Wales Fire & Rescue Service to schedule an access plan to facilitate works and ensure the works cause a minimum disruption to the operation of the school.

## **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 in years 8-11 have access to chrome books through the chrome books for all initiative, with additional class sets of chrome books available 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**

Milford Haven school provides care and well-being of the highest quality for its pupils so that they can succeed, whatever their needs. Staff succeed in creating a sense of family and know the pupils well. Many pupils enjoy school, feel safe and are clear about who to turn to for support if they need it. Most pupils do not feel that they are bullied and that the school's staff respond quickly to cases. Most pupils see the importance of developing their fitness and living a healthy lifestyle and take advantage of opportunities to be outdoors, for example in the garden and outdoor lessons.

Milford Haven School is a pilot school for Trauma Informed (TIS) and the aim over the next 18 months is to achieve accreditation. There are 3 Senior leaders who have completed the TIS diploma. Nearly all staff have received training and this has resulted in reduced exclusions since the strategy has been implemented in February. Our exclusion figures over the course of the academic year have significantly declined with the engagement team and some staff using a number of TIS strategies to de-escalate poor behaviour- these include changes of face, as well as using the PACE- Play, Acceptance, Curiosity and Empathy and WINE- I Wonder, I Imagine, I Notice, along with Empathy techniques. In the Autumn term 65 pupils were excluded, losing 158 days of learning. The Spring term 44 pupils lost 132.5 days and in the first half of the Summer term 4 pupils were excluded, losing 4 days of learning.

Pupils recognise that the majority of teachers foster positive working relationships with pupils. They greet pupils at the classroom door and use positive language to draw attention to good behaviour and attitudes to learning. In the majority of lessons, teachers manage pupils' behaviour well and ensure pupils engage positively with activities. These teachers insist that pupils listen carefully to instructions and explanations and challenge pupils if they do not engage with the work set. However, in a minority of lessons, pupils comment that teachers do not manage pupils' behaviour well enough. This has a negative impact on the progress pupils make in these lessons. Pupils are aware of the school's worthwhile investment in Classcharts, with around half of pupils aware that their parents check upon their progress regularly.

The school has achieved the Rights Respecting Silver 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 gold award within the next academic year.

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, Health and Well Being time and PSE enrichment days have provided the opportunity to promote these values and encourage pupils to be responsible and ambitious learners.

## **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 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](mailto:admin@milfordhavenschool.co.uk) There is no formal application to join and we will look forward to welcoming you to the team.

## **The Additional Learning Needs (ALN) Act**

The ALN Act is being implemented over three years from January 2022. This will replace the Special Educational Needs (SEN) Code of Practice and terms including Statement of SEN, School Action and School Action Plus will no longer be used.

Learners with Additional Learning Needs who require Additional Learning Provision (ALP) will have an Individual Development Plan (IDP).

Additional Learning Provision refers to a higher level of support beyond the scope of the school's standard provision for all students.

Additional Learning Provision is defined by the Act as 'educational or training provision that is additional to, or different from, that generally made for others the same age.' (Section 6.11)

Learners with support needs will be recorded on the Milford Haven School Monitor Register and will be identified to staff, they may also have a support plan.

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.

### **Additional Educational Needs**

Individuals may need some extra support to help them meet their academic and social potential. The department consists of the Additional Learning Needs Coordinator (ALNCO) and a team of experienced teaching assistants who work in different ways to help pupils to access the curriculum.

Milford Haven School has experience of meeting different needs including: general learning difficulties, dyslexia, autism spectrum condition, hearing impairment, visual impairment, speech, language and communication difficulties and behavioural, social and emotional difficulties.

Every learner is valued and it is ensured that each pupil can access a broad and balanced curriculum. The school endeavours to make adjustments to ensure that our school is as inclusive as possible.

### **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 GCESs. It is clear that there has been an increasing need resulting in all TAs and additional staff having to support pupils for both informal and formal examinations. If this trend continues there will not be enough TAs 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 and 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 and Teaching Assistants who have additional qualifications and experience in meeting the needs of children and young people with Additional Learning needs.

The pupils 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.

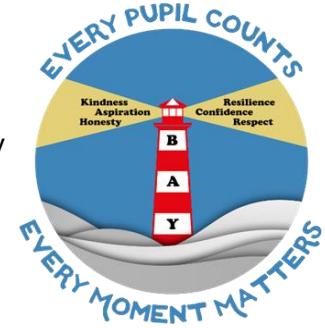
The Bay has been developed to provide an appropriate, high standard provision for pupils with a range of ALN. As part of our commitment, we continually review all aspects of The Bay and plan, adapt and develop the educational experience we offer in order to best meet anticipated needs in the future.

### **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. The assemblies continue 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 Young Person Looked After (YPLA) 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 'bully button' 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 the LA in line with the policy. The school has not had any incidents in relation to radicalisation and extremism issues.



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. Bay Reflection and ELSA 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. wellbeing, 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 38 Young carers in the school. They also follow a wellbeing programme on a Friday afternoon.

The school has achieved the Investors in Carers Silver Award. This will continue to strengthen all carers wellbeing. The school aims to achieve the Gold award within the next academic year.

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 staff have completed Emotion Coaching practitioner training, Emotion Coaching and Trauma Informed Training which is part of our 3-year Wellbeing action plan.

There are 3 Senior Trauma Informed Practitioners and nearly all TA's have completed a day of Trauma Informed training. TA's are now more confident in dealing with pupils.



The school has achieved the Rights Respecting Silver 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 gold award within the next academic year.

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 Its ' and sign post 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 help both pupils explore future choices. In addition, pupils with additional learning needs receive beneficial specialist advice and guidance.

### **EXTRA CURRICULAR ACTIVITIES:**

Milford Haven School offers an extensive range of extra-curricular activities for all pupils through the E5 programme.

Pupils also benefit from rich extra-curricular activities, which provide opportunities to socialise and enjoy time with friends, for example in the Drama club, Safeguardians and ABC's peer support. The school has also expanded provision for the socialisation of pupils through table top gaming, Dungeons and Dragons and trading card game clubs. Our staff also offer a range of traditional extra-curricular activities for our pupils to get involved with, these include the very popular Adventure Guilds activities, a number of traditional sports, music and drama clubs. A number of activities have been offered to all pupils since September as part of our wellbeing Friday afternoon, however few pupils have chosen to take up this offer.

Pupils recognise and value the considerable time invested by staff to provide a wide range of extracurricular activities, both during the school day and post school, which enrich their experiences. They are also aware of and value the additional support which is provided to support exam preparations. However, participation rates are variable and in many cases attendance registers are not completed to monitor pupils' participation.

Many pupils show pride in being part of the school community and take part in a range of curriculum and extracurricular activities which is of benefit. Most pupils see the importance of developing their fitness and living a healthy lifestyle and take advantage of opportunities to be outdoors, for example PE trips. Many pupils are ambitious and show a positive attitude, and persevere with their work.

### **Communication and Partnership with Parents/Carers**

Communication with all parties associated with the school is vital, but none more so than our Parents/Carers.

Social media, including our website [www.milfordhavenschool.co.uk](http://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. In addition the Headteacher runs a parental surgery where no appointment is needed termly.

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

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

[www.instagram.com/milfordhavenschool23](http://www.instagram.com/milfordhavenschool23)

## **Prospectus**

A Prospectus is available to parents/carers when pupils are first admitted to school, distributed during our transition roadshows and hard copies with QR code cards are made available on open evening and we have included it here for you.

[MHS School Prospectus.](#)

[MHS Roadshow Prospectus](#)



## **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.

## **Gold Calon Y Gyuned Heart of The Community Award. plus...Exceptional Community Champions**

Milford Haven School are crowned Exceptional Community Champions as they become the first school in Pembrokeshire to win the Gold Calon Y Gymuned award.

The Calon Y Gymuned award, meaning Heart of The Community, is a prestige award given by the Foundation of Community Engagement. The award is given to schools who captivate, elevate and deliver quality family and community engagement. Milford Haven School welcomed Sue Davies on Tuesday to assess their community work at the pinnacle of their path towards excellence and awarded them not only the Calon Y Gymuned Heart of The Community award but also further complimented their hard work, effort and dedication by awarding them the Exceptional Community Champions award.

***“What a wonderful morning we had at Milford Haven School. A school with a defined community culture, vision, and values. There is an ethos of no excuses, a collective responsibility, and a clear understanding that success is only possible if all community members are involved. There is a strong focus on building mutually respectful working relationships. This was exemplified by the wonderful Prefect Team, and their amazing input into the Community of Milford Haven. MHS is a***

***true Canol y Gymuned. The Foundation thanks you all for your hard work and dedication to your community". - Sue Davies***

Milford Haven School is extremely proud to be a community school. As the only secondary school serving the town we recognise the vital role we play in shaping and supporting the local community. In Milford Haven School we do not operate in a vacuum, our team works diligently and creatively to forge and protect a strong network of links across the town to ensure that our young people and their families can thrive. Engaging and empowering our school community has never been more important, in turn our community support and provide invaluable experiences for our young people to achieve success on their learning journey and provide the platform for us to place the community at the heart of our school.



Ms Morris, Headteacher said ***"I am very proud of our whole school community. This award recognises the hard work and dedication that our pupils, staff and community put in everyday to ensure that our young people and their families can thrive and take advantage of every opportunity. The Milford Haven community is extremely supportive and generous and we are very proud to be a part of it. I would like to take this opportunity to say Diolch yn fawr to those in our community who continue to support us & my heartfelt thanks to everyone involved that has led to us successfully receiving this award"***.

### **SCHOOL EVENTS AND COMMUNITY LINKS 2022 - 2023**

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
- Christmas Fair
- 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/>

## News & Updates

[Read All News](#)

**New for 2023 - added news and events section to our homepage:**



Mental Health Matters



Calon Y Gymuned



UNICEF Silver Rights Respecting School

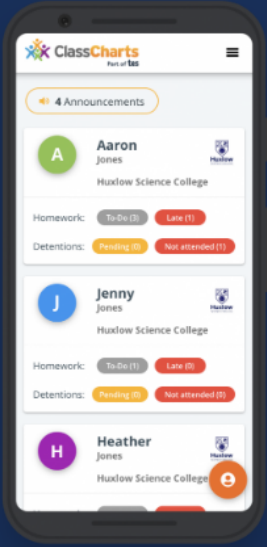
Switched from SIMS Parent app to ClassCharts Parent app and ScoPay

Switched from SIMS Parent



From September 2022 - August 2023 our Facebook page reached 152,403 people which is up 108% from last year.








### ClassCharts Parent App

**Engage with your children's education...**

Use the ClassCharts parents app to keep track of your child's positive achievements in school, communicate with their teacher and read their reports.

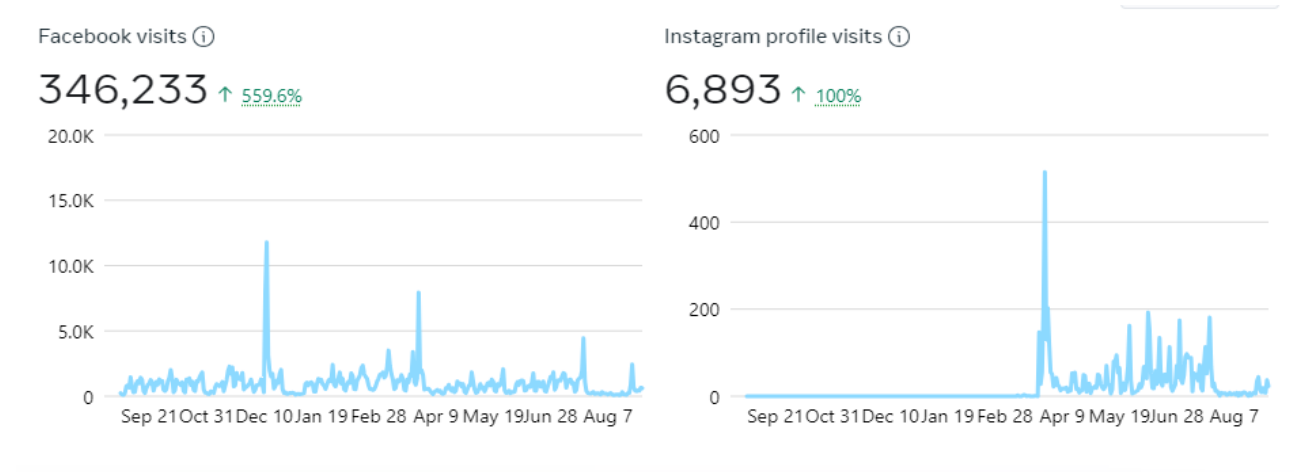
Download on the  **App Store**

GET IT ON  **Google Play**



2022 saw the launch of our Instagram Page Instagram/mhs23 it currently sits at 561 followers and has reached 2,491 people.

Our Facebook page was visited 346,233 times which was up 559.6% on the previous year. Thank you all for supporting us.





## Communication, events & community links **2022/2023**



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

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 events, communication, pupil events and opportunities and our community events, support and involvement.

## Communication & PR



[www.milfordhavenschool.co.uk](http://www.milfordhavenschool.co.uk)



[www.facebook.com/milfordhavenschool](https://www.facebook.com/milfordhavenschool)



[www.instagram.com/milfordhavenschool23](https://www.instagram.com/milfordhavenschool23)



[www.milfordhavenschool.co.uk/headteachers-blog/](http://www.milfordhavenschool.co.uk/headteachers-blog/)



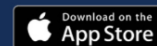
[www.milfordhavenschool.co.uk/letters-home/](http://www.milfordhavenschool.co.uk/letters-home/)

## New for 22/23

### ClassCharts Parent App

Engage with your children's education...

Use the ClassCharts parents app to keep track of your child's positive achievements in school, communicate with their teacher and read their reports.



## Recent Press

### GCSE results 2023: 'Commitment has really paid off' at Milford Haven School

24 August 2023

STUDENTS at **Milford Haven School** have been celebrating their fantastic GCSE results.

### School's GCSE art pupils have exhibition at local theatre

29 September 2022

**SCHOOL** pupils recently held an exhibition at a local gallery. **Milford Haven School's** GCSE art and design pupils held an exhibition at the town's Torch Theatre to showcase their talents.

### Positive young performers give helping hand to Pembrokeshire mental health charity

30 August 2023

"I would also like to extend a huge thank you to the students from **Milford Haven School** band who opened the show; Gareth and Dylan Sanders-Swales who accompanied the Limelight students so brilliantly and, of course, the amazing Luciel..."

### Pembrokeshire Leisure Centre opens its doors for free

20 January 2023

The event, which is being hosted by **Milford Haven School** in conjunction with Pembrokeshire Leisure, runs from 10am until 2pm. A free breakfast will be available to the early birds while free soup and hot dogs will also be served at lunch time.

### Remarkable achievement for GCSE student who faced tough challenges in lockdown

24 August 2023

One of Pembrokeshire's highest GCSE achievers this year was **Milford Haven School** student Isabel Hewitt who has achieved nine A\*'s and 2A's.

### Poppy Walk of remembrance unveiled in Milford Haven

15 November 2022

Pembrokeshire Youth Service has a number of ex-service personnel with experience of operational tours in Iraq, the Balkans and Northern Ireland who took part in the project working alongside young people from **Milford Haven School** on Monday 14th November...

# Parent/Carer Communication



Friday 16th September - School photos  
 Friday 16th - 27th September - Art Exhibition  
 Tuesday 27th September - Family Forum  
 Tuesday 27th September - The Bay Y7 Parent Welcome Evening  
 Wednesday 28th September - Year 7 Keeping in Touch  
 Thursday 29th September - Year 11 Parental Engagement Maths & English  
 Friday 30th September - MacMillan Coffee Morning  
 Thursday 10th November - Year 11 Progress Evening  
 Thursday 15th November - Maths & Numeracy Parental Workshop  
 Monday 21st November - Family Forum  
 Thursday 24th November - Year 10 Progress Evening/Year 9 Concerns  
 Monday 23rd January - Parent Surgery  
 Thursday 2nd March - Year 9 Pupil Progress Evening / Year 11 concerns  
 Monday 6th March - Family Forum  
 Thursday 20th April - Year 7 Progress Evening/ Year 10 concerns  
 Thursday 6th June - Maths & Numeracy Parental Workshop  
 Monday 12th June - Family Forum  
 Wednesday 19th July - Pupil & Community Celebration

## Pupils

Super Sgiliau week 1 KS3  
 Thursday 20th October Your Choice Your Future Carousel Day  
 Friday 21st October Y11 Biology Day  
 Monday 24th October Remembrance Service Week in Houses  
 Sunday 13th November Remembrance Service Cenotaph  
 Friday 18th November Children in Need  
 Year 11 PSE Enrichment day  
 Netball House Tournament Yr 7 & 8  
 Wednesday 14th December Netball House Tournament Yr 9 & 10  
 Thursday 15th December Yr 7 Graduation Celebration  
 Friday 16th December Yr 11 Chemistry Day  
 Wednesday 1st February – Thursday 2nd February UK Intermediate maths Challenge  
 Thursday 9th February Yr 9 PSE Enrichment Day  
 Friday 10th February Hockey tournament Inter-House Yr 7 & 8  
 International Day of Women and Girls in Science  
 Tuesday 14th February Safer Internet Day 2023  
 Thursday 16th February Yr 10/11 Boys Football Trip to France (Thurs 16th – Mon 20th Feb 2023)  
 Monday 27th February St Davids Day Assemblies  
 World book Day  
 Friday 3rd March Yr 8 French Trip to Le Chateau du Broutel  
 Y11 Physics day  
 Thursday 9th March Cyngerdd y Clwstwr 2023  
 Monday 13th march Yr7 Crime Time Event (PC Davies)  
 Tuesday 14th March Crime Time Event (PC Davies) till 12pm  
 Thursday 16th March Yr 8 Options Event 4.30pm – 7pm  
 Friday 17th march Yr 8 Options Deadline  
 Tuesday 21st March – Thursday 23rd March Rosslyn Park 7's for Yr 11  
 Yr 10 PSE Enrichment Day  
 Wednesday 22nd march – Friday 24th march School Production

Thursday 30th March WBQ/Senior Cert Evening  
 Wednesday 19th April Yr 8 PSE Enrichment Day  
 Wednesday 26th – Thursday 27th April UK Junior Maths Challenge Yr 6,7 & 8  
 Thursday 4th May County Athletic Trials 2023  
 Thursday 11th May County Athletics Trials 2022 back-up  
 Friday 26th May Yr 11 leavers Assembly  
 Tuesday 13th June Yr 7 PSE Enrichment Day  
 Monday 19th June – Monday 26th June Yr 10 WBQ Challenge Week  
 Thursday 29th June Eisteddfod Yr Ysgol – House Comp  
 Thursday 6th July Yr 11 Prom  
 Monday 10th July Rewards Assembly Week  
 Wednesday 12 and Thursday 13th July Yr 11 Geography Fieldwork  
 Monday 17th July Yr 10 Biology trip  
 Wednesday 19th July Pupil and Community Celebration  
 Thursday 20th July Rewards Trips  
 Friday 21st July House Festival



# Events & Community Links

## Autumn Term

MHS Book Fair  
Welsh Government Filming  
Trailathlon  
Pumpkin Carving Competition  
Wellbeing Wreath Making  
Mid-Week Breakfast Social  
Big Picture Project on Tour  
Santa Fun Run  
Everything But the Bird Hampers  
Nadolig Y Bawb Gift Bags  
Tags on The Tree  
£4,000 raised for CIN  
Young Carers Project

## Spring Term

MHS Family Fun Day  
Donut Drop In  
MHS Bunny Run  
MHS Science Fair  
Learn 2 Swim  
Bags of Books on Tour  
Community Easter Egg Hunt  
Oddballs Foundation  
Daffodils of Kindness  
Prom Pop Up Shop  
Bags of Books  
Spreading Sunshine

## Summer Term

MH Fest 2023



## **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

## SCHOOL TERM DATES 2023-24

2023 - September 21						
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 - 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					

2023 - November 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			

2023 - December 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

2024 - January 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	31				

2024 - February 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			

2024 - March 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

2024 - April 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					

2024 - May 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		

2024 - 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

2024 - July 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
29	30	31				

2024 - 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 25-Dec-23  
Boxing Day 26-Dec-23  
New Year 01-Jan-24

Good Friday 29-Mch-24  
Easter Monday 01-Apr-24

Early May Holiday 6-May-24  
Spring Bank Holiday 27-May-24  
Summer Bank Holiday 26-Aug-24

Term	Begin	End	Mid-term break		Begin	End	School days
			Begin	End			
Autumn 2023	Mon 4 Sep 2023	Fri 27 Oct 2023	Mon 30 Oct 2023	Fri 3 Nov 2023	Mon 6 Nov 2023	Fri 22 Dec 2023	76
Spring 2024	Mon 8 Jan 2024	Fri 9 Feb 2024	Mon 12 Feb 2024	Fri 16 Feb 2024	Mon 19 Feb 2024	Fri 22 Mar 2024	50
Summer 2024	Mon 8 Apr 2024	Fri 24 May 2024	Mon 27 May 2024	Fri 31 May 2024	Mon 3 June 2024	Fri 19 Jul 2024	69
Including 2 designated staff training closure days - Mon 1 Sept 2023 & Mon 8 Apr 2024							195
A further 4 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.