



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report of Estyn Monitoring

Milford Haven School

Steynton Road

Milford Haven

Pembrokeshire

SA73 1AE

Date of visit: October 2012

By

**Estyn, Her Majesty's Inspectorate for Education and Training in
Wales**



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The monitoring team

Ray Owen	Reporting Inspector
Denise Wade	Team Inspector
Hugh Griffiths	Local authority representative

Outcome of monitoring visit

Milford Haven school is judged to have made sufficient progress in relation to the recommendations following the core inspection in May 2011

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Raise standards, particularly in key stage 4.

This recommendation has been largely addressed

The school has made good progress since the inspection in improving standards at key stage 3 and, particularly, at key stage 4.

At key stage 3, the percentage of pupils achieving level 5 or above in English and mathematics and the core subject indicator now places the school in the top 50% when compared to schools with similar levels of free school meals. However, despite an improvement in 2012, the school is still below the median for science.

At key stage 4 in 2012, the provisional data shows that performance in the level 2 threshold, including English and mathematics, now places the school in the top 50% of schools with similar levels of free school meals. The school is also in the top 25% of similar schools for the level 1 threshold and in the top 50% for English and mathematics. Performance in the core subject indicator has improved although the result places the school in the bottom 50% of schools with similar levels of free school meals. Since the core inspection, performance in science has improved but there was a slight dip in 2012. Performance is now in the bottom 50% of schools with similar levels of free school meals.

Recommendation 2: Improving the quality of teaching in order to engage and challenge all pupils.

This recommendation has been largely addressed

The school has introduced a detailed 'Learning and Teaching Policy' identifying effective strategies to improve teaching. These strategies highlight the importance of ensuring that activities meet the needs of all pupils and that pupils are actively engaged during lessons. Pupils are now making better progress during lessons and standards at key stage 3 and key stage 4 have improved. Teachers are now setting more challenging targets and are providing activities that are engaging all pupils more effectively. The more able and talented pupils are making good progress across the curriculum due to these developments.

Assessment for learning principles are now becoming embedded in teachers' practice. As a result, pupils of all abilities feel well supported by teachers during lessons. The school has been successful in reducing the performance gap between girls and boys as a result of the more effective teaching strategies that are being used across all departments. This contributes towards improved outcomes.

The school provides a worthwhile range of opportunities for staff to share best practice. There are guidance documents and videos highlighting good practice. These resources can be easily accessed by all teachers as part of the school's professional development programme. An increasing number of teachers are now taking part in the peer observation programme.

Recommendation 3: Further develop planning for improvement and monitoring in order to focus more on improving pupils' performance and outcomes.

This recommendation has been largely addressed

Since the inspection, the school has introduced a revised and more robust system of self-evaluation and planning for improvement. This has contributed significantly to improved performance and outcomes. This system has been strengthened by restructured line-management responsibilities and helpful guidance documents. The system identifies clear lines of accountability and helps middle managers and senior leaders to work together more effectively in planning for, and monitoring improvement.

The school's self-evaluation processes draw on a wide range of first hand evidence. This includes rigorous analyses of the annual pupil attitude survey and pupils' progress against predicted outcomes. This information is used particularly effectively to monitor individual pupil progress and provide support to secure better outcomes. As a result, since the inspection, pupils' attendance, attainment and attitude to learning has improved.

The school regularly seeks the views of pupils to evaluate the impact in lessons of the relevant professional development activities undertaken by staff. This is contributing to a stronger learning culture and the school's continuous drive for improvement.

Recommendation 4: Continue to develop strategies to improve attendance.

This recommendation has been fully addressed

Since the core inspection, the school's strategies to improve attendance have become embedded and additional procedures have also been put in place. As a result, attendance has increased from 90.1% to 92.3% and is now above the Wales average. Provisional data now places the school in the top 25% of similar schools.

An attendance manager has been appointed and makes effective use of the management information system. Pastoral teams and support agencies are informed promptly of variations in attendance, triggering support for pupils in identified categories. In addition to prior attendance data, the school also uses a standardised attitudinal survey to identify pupils who are at risk, and intervene where necessary.

Heads of year focus on pupils with 80%-90% attendance. This has resulted in improvements across all year groups. Staff, using the school's reward system, highlight the importance of good attendance and individual and class improvement is celebrated across the school.

The school collaborates well with its feeder primary schools to provide continuity in approaches to monitor attendance, and they work together, and alongside the pupil support officer, to provide targeted support to specific families.

The school has enhanced its curriculum provision in both key stage 3 and key stage 4 for pupils at risk of disaffection. This has led to improvements in the attendance and attitudes of these pupils and other vulnerable groups.