

# Prosbectws Prospectus 2019-2020



Milford Haven School  
Ysgol Gyfun Aberdaugleddau





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## **Milford Haven School**

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# Welcome to Milford Haven School

# Croeso i Ysgol Aberdaugleddau

Dear Parents and Carers,

On behalf of all the pupils, staff and governors of Milford Haven School I would like to extend a very warm welcome to you. At Milford Haven School we pride ourselves in our inclusive ethos which provides support and dedicated pastoral care to ensure all pupils are able to develop their talents, character and skills to achieve their potential as they progress on their educational journey. We are steadfast in our aim to work in close partnership with parents/carers and the community to ensure all our pupils are happy, confident and enquiring individuals who will follow informed career paths of their choice in the future.

Our vision is to empower and inspire all students 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 years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Milford Haven School, we are committed to giving every child the very best start. Our priority is to deliver outstanding teaching and learning and exceptional personal support in an inclusive environment.

Our mission is to achieve excellence together, working collaboratively to enable every student to achieve their full potential through a culture of high expectation, innovation and celebration of success, where every student counts and every moment matters.

Our cluster mission statement states: 'Milford Haven Cluster of Schools is united in its commitment to dynamic educational experiences for ambitious, creative and confident learners'. This makes us unique as a community within Milford Haven and we are delighted with our nationally recognised cohesive cluster working, which aims to seamlessly support and aid progression for all of our pupils from one school phase to the next. As a school we pride ourselves on our extensive induction programme for new pupils, we open our doors to families and trust we can develop long and rewarding relationships.

Milford Haven School is very proud of its sixth form and its achievements. The sixth form enhances and enriches the school and wider community. Pupils know that when they return to join Year 12 the pastoral support they receive is from staff and teachers who have known them since they first joined the school. It is for this reason that our sixth form enhances and enriches the school and wider community.

Being the second largest settlement in Pembrokeshire with a population of over 12500, Milford Haven is the most populous in the county, it is a town of history and beauty. Our responsibility therefore, is to help children understand and believe in themselves, respect and care for others and to develop a wide understanding of the ever-changing world around them and their place within it. The determination of our pupils to succeed, and the passion of our teachers and governors to make a difference, makes me proud to be Headteacher of this diverse and dynamic family here at Milford Haven.

I look forward to meeting you and being able to expand upon the quality of provision we have here at Milford Haven School, where together we aspire and together we will achieve those aspirations.

Yours faithfully

Ms Ceri-Ann Morris  
Headteacher

**#TogetherAspireTogetherAchieve**  
**#Gyda'ngilyddymdrechwnGyda'ngilyddcyflawnwn**



# School Aims & Ethos

## OUR KEY PURPOSE

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Milford Haven School aims to provide the best possible education for children of all abilities within a happy, child-centred, pleasant working environment.

## OUR HOPES AND EXPECTATIONS

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It is incumbent on all of us, governors, teachers, support staff, parents/carers and pupils, to have high expectations, to encourage and expect success and to seek to develop the full potential of every one of us.

## OUR CURRICULUM

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We aim to provide a relevant, broad and balanced curriculum, underpinned by a level of pastoral monitoring and support which enables all pupils to have equal access to the curriculum and maximise their achievement.

## OUR COMMITMENT

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We believe that the quality of both teaching and learning is crucial to the success of individual pupils, and must be firmly rooted in an atmosphere of raising expectation and constantly striving for improvement.

## MILFORD HAVEN CLUSTER OF SCHOOLS

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Milford Haven Cluster of Schools is united in its commitment to dynamic educational experiences for ambitious, creative and confident learners



# General Information

## BACKGROUND AND CATCHMENT AREA

Milford Haven Comprehensive School was formed in 1988 by the amalgamation of Milford Haven Grammar School and Milford Haven Central School. The catchment area provides a good comprehensive intake from a wide area extending westwards from Milford Haven to Dale and since September 2017 includes the families of Neyland and Johnston. The majority of pupils live in Milford Haven and its vicinity.

The school roll is currently 964 pupils, including 49 pupils in the Sixth Form. There are 53 teaching staff including the Headteacher and the Deputy Headteacher.



## ACCOMMODATION

The school occupies an attractive and extensive site in the pleasant residential area of Steynton on the outskirts of Milford Haven. Four new blocks, well integrated with the original building, have produced premises which are certainly among the best in Wales. The school is well-equipped with over 500 computers, satellite and internet links and interactive whiteboards in all teaching rooms. Sports facilities include a multi-purpose sports hall and a gymnasium, together with tennis courts and an all-weather pitch with flood-lighting.

## Chair of Governors & Senior Staff

### CHAIR OF GOVERNORS

MRS PAT JAMES

### HEADTEACHER

MS CERI-ANN MORRIS

### DEPUTY HEADTEACHER

MR DARYL JOHN

### ASSISTANT HEADTEACHERS

MRS EMMA KEDWARD

MR JONATHAN LETTEN

### STRATEGIC LEADERS

MRS MICHELLE GRIFFITHS

MRS JANETTE REYNOLDS

MR STEVE PETERS

MISS RACHEL MANSELL

### BUSINESS MANAGER

MRS JOANNE HICKS



# School Organisation

## FORM GROUPS

All incoming Year 7 pupils are visited in their primary schools in June, and spend time with us prior to entry in September. After discussion with primary school teachers, pupils are put into mixed ability forms. They are placed into classes according to their ability in all subjects. Within their forms, pupils are grouped according to their house, the four houses being Diamond, Dragon, Defender and Daring. Pupils will move through the School years with both their Tutor and Head of House.

## SCHOOL TERMS AND HOLIDAYS 2019 - 2020

### AUTUMN TERM 2019

Tues 3<sup>rd</sup> September - Fri 20<sup>th</sup> December  
Half Term: 28<sup>th</sup> October – 1<sup>st</sup> Nov

### SPRING TERM 2020

Mon 6<sup>th</sup> January – Friday 3<sup>rd</sup> April  
Half Term: 17<sup>th</sup> February- 21<sup>st</sup> February

### SUMMER TERM 2020

Mon 20<sup>th</sup> April – Fri 17<sup>th</sup> July  
Half Term: 25<sup>th</sup> May – 29<sup>th</sup> May

Further designated **INSET** days are:

Monday 2<sup>nd</sup> Sept 2019

Tuesday 3<sup>rd</sup> Sept 2019

Friday 31<sup>st</sup> Jan 2020

Monday 20<sup>th</sup> July 2020

## THE SCHOOL DAY

School Opens	8.15 am
Lesson 1	8.45 am – 9:45 am
Lesson 2	9.45 am – 10.45 am
Break 1	10.45 am - 11.15 am
Lesson 3	11.15 am – 12.15 pm
Lesson 4	12.15 pm – 1.15 pm
Break 2	1.15 pm - 1.45 pm
Lesson 5	1.45 pm – 2.45 pm
ASPIRE	2.45 pm – 3.10 pm
School Ends	3.10pm

## WHOM TO CONTACT

Pupils encountering problems should speak first to their Tutor.

Parents wishing to discuss their children should contact the Engagement Officers attached to their year group who will liaise with the relevant Head of House regarding the matter:

Year 7	Ms N Jones
Year 8	Mr S Franklin
Year 9	Mrs B Smethurst
Year 10	Miss V Planner
Year 11	Ms S Stephenson

In an emergency, parents may contact any of the senior staff - Headteacher, Deputy or Assistant Headteachers or the School Community Engagement Officer.

## HEADS OF HOUSE

Daring	Mr C Davies
Defender	Mrs C Wilcox
Dragon	Mr S Thomas
Diamond	Miss L Griffiths



# SAFEGUARDING

## INFORMATION FOR PARENTS OR CARERS

Parents/Carers should be aware that schools have a responsibility to ensure the safety and well-being of all pupils.

On 1 September 2006, Section 175 of the Education Act 2002 came into effect. This introduced a duty on Local Authorities and the Governing Bodies of maintained schools to have arrangements in place to ensure they safeguard children and that such arrangements take account of guidance issued by the Welsh Government.

Our school has adopted the 'ERW Child Protection Policy' which is governed by a legally constituted joint committee. This policy can be viewed on the school website.

## Parents and Governors

### ARRANGEMENTS FOR PARENTAL VISITS AND INVOLVEMENT

Parents are always very welcome in the school and must make an appointment first to ensure that particular staff are free to see them. There will be regular Progress Evenings according to the Year group to encourage parents to visit the school to discuss with subject teachers the progress their child is making or the difficulties being experienced. There will be an opportunity in the first term for Parents of Year 7 pupils to meet their Form Tutors and discuss any problems. We sincerely believe that parental involvement and support is an essential aspect of a child's education.

### GOVERNORS' MEETINGS

Parents may attend Governors' Meetings as observers if they so wish. The minutes of these meetings are available at school. Pupils will be asked to take information about parent governor elections to their parents, particularly the ballot papers.

## WHAT SUPPORT IS THERE FOR PARENTS/CARERS?

**Pembrokeshire Partnership Advocacy**  
07548 320775

**Domestic Abuse Helpline**  
0808 2000 247

**NSPCC**  
0808 800 5000

**Childline**  
0800 1111

**Young carers**  
01437 761330

**Parent Partnership**  
01437 776354

Website: [pps@pembrokeshire.gov.uk](mailto:pps@pembrokeshire.gov.uk)



## SCHOOL COUNSELLOR

The school is able to offer support to pupils via the school counsellor. Pupils are seen on an individual basis and can self-refer into the service.

### Wellbeing

All pupils are assigned to a house when they join us, there are four houses Daring, Dragon, Diamond and Defender. Pupils will remain with their Head of House and Tutors from Year 7 – 12. Heads of House are responsible for Pastoral Care at Milford Haven School and for having an overview of their pupils' education including their attainment, welfare and behaviour. The House system is used to motivate pupils to achieve, through a range of House – related activities and competitions, from reading to sport.

Leaders of Learning organise all aspects of learning and teaching within their subjects.

Education Welfare Officer supports all aspects of well-being and is able to visit families and work with pupils and parents/carers who face particular challenges.



## Education Welfare Officer (EWO)

A Local Authority EWO for the Milford Haven Cluster of Schools is based in this school. In addition to taking action over poor attendance the officer will, at the request of Heads of House or Senior Staff, liaise with parents and seek their co-operation in matters of serious concern relating to pupil welfare.

## EDUCATION PSYCHOLOGY SERVICE

Sometimes pupils have learning difficulties or behavioural problems which require specialised attention. In these cases we ask parents to meet with a member of the Education Psychology Service for advice on an educational programme or course of action which will benefit the child.

## YOUTH PARTNERSHIP

Further support is provided through the attachment of a Youth Worker to the school.

## PUPIL VOICE

Pupil voice is a very important part of life at Milford Haven School and pupils partake in numerous ways to deciding on how the school is run and organised. The School Council is a group of pupils who are elected by their year group and lead by the Senior Prefects. They act as the voice of the year group, raising and discussing numerous issues. There is also a Learning and Teaching Pupil Voice group who feedback on how they learn best and make important decisions on what strategies are put into place regarding learning. Milford Haven School is also committed to promoting the UNCRC (United Nations Rights of the Child) and the school is continuing to work towards the National Participation Standards. Milford Haven School delegates also contribute to pupils' voice in the county, attending the Pembrokeshire Youth Council.

## SCHOOL NURSE

The school nurse runs health checks, supervises vaccinations, delivers health education, offers counselling and advice on teenage health problems and monitors the progress of pupils with long-term health problems. A designated and qualified First Aider deals with minor cuts and bruises. Several staff are also qualified in First Aid and can assess the extent of injuries sustained at school. Parents are expected to collect children who are ill or need to be taken to hospital when requested by the school. Pupils of secondary age are considered capable of carrying and administering their own inhalers, and taking their own medication. Parents are advised to allow their children to bring no more than one day's supply of pills or medicine to school. If you require medication to be administered to your child you must authorise this in writing.

C Card is a multi-agency scheme delivered in schools, colleges and youth settings throughout Pembrokeshire. The scheme provides free condoms to young people alongside sexual health advice, support, information and signposting to health services where necessary.

The C Card scheme is delivered by appropriately trained professional staff, including school nurses and youth workers.

The scheme is only available to young people over the age of 14. The C Card scheme operates within the criteria set by Fraser Guidelines. As such the confidentiality of all young people accessing the service will be protected including 14 and 15 year olds.

The Pembrokeshire C Card scheme is fully accredited by Public Health Wales via All Wales Sexual Health Network and meets their revised C Card scheme standards.



# Literacy & Numeracy Framework (LNF)

The National Literacy and Numeracy Framework (LNF) is designed to help teachers embed literacy and numeracy into all the subjects taught to pupils aged 5 to 14.

The LNF sets the skills we expect learners to develop. Within literacy we expect learners to become accomplished in:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within numeracy we expect learners to become accomplished in:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

At Milford Haven School teachers will use the LNF to:

- develop the content of lessons to ensure that all learners have opportunities to develop and refine their literacy and numeracy skills. This will happen in all subjects taught at the school, not just English and Mathematics.
- help learners with their own self-assessment activities and planning for their learning
- monitor, assess and report on individual learner performance
- identify learners who may benefit from intervention or who are working beyond age-related expectations.

## LEXIA POWERUP LITERACY

Lexia PowerUp Literacy is a powerful online Literacy programme to support our pupils in achieving their true potential. Lexia PowerUp Literacy is designed to help students in Years 7 and above become proficient readers, confident learners and GCSE ready.

Lexia PowerUp targets Key Stage 3 pupils and supports the basic reading, academic vocabulary and comprehension skills necessary to fully access and engage in the secondary curriculum. PowerUp can also be used for those in Key Stage 4 who require similar support.

## NUMERACY

Milford Haven School is committed to raising the standards of numeracy of all its students, so that they develop the ability to use these skills effectively in all areas of the curriculum and are able to cope confidently with the demands of further education, employment and adult life. Within Maths lessons we aim to develop knowledge, skills and understanding through the Numeracy Framework using direct interactive teaching. Staff will make references to the applications of Mathematics in other subject areas and other subjects will build on this knowledge and help pupils to apply it in a variety of situations. Use of ICT programmes such as [mymaths.co.uk](http://mymaths.co.uk) support this. We also have a comprehensive range of intervention strategies to support students who experience difficulties with Numeracy. These strategies include number gym, using a year 10 buddy system and the SSER numeracy programme. Liaison between curriculum areas is vital to pupils being confident with this transfer of skills and the Mathematics department and the Numeracy Coordinator willingly offers support to achieve this.



## THE SCHOOL LIBRARY

We have a brand new state of the art library and learning space which is a key resource for the whole school. It provides a stimulating learning environment that supports pupils to develop the skills they need to become independent learners. The library is open throughout the school day and remains open until 4.30 from Monday to Wednesday and 3.30 on Friday. This gives pupils the opportunity to attend Excel, to complete homework or catch up with their reading. It offers students the opportunity to engage with high quality modern resources within a well-supported environment, providing structured teaching and learning, open access to independent study and extra-curricular activities.

Reading leads to success and so to further develop reading in our school, we have also invested in a huge and varied collection of new books, suitable for all ages and abilities, encouraging pupils to develop a love of reading. Added to this, the provision of new IT facilities including laptops and iPads ensure the library is a modern hub of learning.

## ACCELERATED READER

Reading is an essential life skill and we have invested in a new reading programme called 'Accelerated Reader' where pupils' reading ability is assessed and matched to an appropriate book level. From here they are encouraged to read regularly, thereby improving their reading skills and gaining confidence in reading. To support this we have set aside time in school where our Year 7 and 8 pupils have at least 20 minutes silent reading time each day in addition to a regular session in the library focused on reading. Pupils' progress is monitored by their English teachers and a Teaching Assistant, and together with a reading reward system, they can quickly see their improvement.

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Regular lunchtime activities take place in the library such as quizzes, treasure hunts, competitions, stamp club and we always celebrate national events like Roald Dahl Day and World Book Day.

## FRESH START

We know literacy skills are essential to attainment in school and to fulfilling potential opportunities throughout life. At Milford Haven School, we are committed to ensuring every pupil has the opportunity to achieve their potential when developing their literacy skills. Children who read a lot are successful at school. Reading enriches their vocabulary, their grammar, their writing and their spelling. The more quickly they learn to read, the more they want to read and the more they understand; the less they struggle with spelling, the more capacity they have for writing what they want to say. Importantly, if they read and write fluently, they can draw ideas together – a key skill for effective learning at any age. Teaching children to read - and keeping them reading - are the two things that will make the biggest difference to their future.

In order to ensure that all of our pupils reach their true capability we have implemented the Fresh Start literacy intervention programme.

Following the principles of Read Write Inc, Fresh Start it is a synthetic phonics-based reading, writing and spelling programme. The scheme is structured, intensive and systematic, and relies on tailored, phonically regular yet age-appropriate texts.

Pupils who have already participated in the programme have achieved significant gains, building a strong foundation to aid their future learning. This success has led to official recognition from the Ruth Miskin Team by gaining Badge School Status accreditation. We are sector leading in our approach and delivery, leading us to be the first secondary school in Britain to gain this award.



# Monitoring Pupil Progress

## EXAMINATIONS

Pupils' progress is monitored by continuous assessment, with formal examinations, either externally or internally, set once a year.

All pupils are entered for as many subjects as they are capable of at GCSE. The school aims for all pupils to attain at least five GCSEs and for no-one to leave without a certificate.

## PUPIL PROGRESS EVENINGS

All parents/carers are invited at least once a year to discuss their child's progress. Parents are encouraged to contact us at any time if they have concerns about their child's welfare or progress.

In addition the school invites parents to information evenings, in order to help them make sensible choices for the future and in Year 11 parents have the opportunity to discuss their child's career choices on a 1:1 basis with a member of the Senior Leadership Team.

## STUDENT PLANNERS /HOMEWORK

Homework is an integral part of the learning process. Regular and meaningful homework will help to set high expectations and standards for our pupils.

Every pupil is issued with a student planner which they must replace if they lose it. Parents should refer to the planner if they are in any doubt about school rules or procedures. All homework is recorded in the planner and parents are asked to sign the planner on a weekly basis. Parents and teachers use the planner to communicate with one another.

## REPORTS

Parents/carers receive two reports each year on their child's progress, comprising of a mid- year interim report and a full annual report upon completion of internal examinations.

The school also provides regular interim reports which communicate the progress students are making towards their targets and effort. Students also review on their own progress and identify and write areas they are doing well in and those in which they need to develop.

In addition to the above, in the Summer Term parents/carers receive the results of Welsh Government National Tests for Key Stage 3 students and final National Curriculum levels for Year 9 students.



Every pupil has a homework timetable and teachers will try to adhere to it. However, it is not always possible to do so in subjects where assignments are spread over two or three weeks. Termly Homework Booklets are produced for Years 7, 8 and 9 giving parents a guideline to the homework tasks which are likely to be set. The Excel Club (Years 7,8 & 9) and Learning Coaches (Years 10 & 11) provide opportunities after school for pupils to complete homework or catch up on work.

### HOW MUCH HOMEWORK?

**This is a minimum guide (per night)**

Years 7 & 8	1 - 1½ hours
Year 9	1½ - 2 hours
Year 10 & 11	2 hours minimum
L6 & U6	3 hours minimum



# Additional Learning Needs

It is the policy of Milford Haven School to admit any pupil whatever their additional learning need may be.

A child or young person has ALN if they have a need or disability which impacts on their ability to learn and which calls for additional learning provision to be made for him or her. At Milford Haven School we are committed to identifying and meeting the needs of all students in order to allow them to arrive at and exceed their potential.

Miss Janette Reynolds is the Additional Learning Needs Co-ordinator (ALNCo) and leads a team of staff committed to supporting every child to achieve their best. All primary feeder schools are visited by a member of the ALN team to discuss the needs of pupils before entry into Year 7 and they will be involved in any annual reviews for pupils with a Statement.

All pupils undertake a series of exercises on entry to MHS to identify any strengths and weaknesses. The ALN function will, also, carry out further investigation and screening when issues are highlighted and, where necessary, pupils are placed on the ALN register and IDPs written. The ALN team has a range of suitably trained and committed staff to support pupils with specific issues such as ASC, SpLD, BESD and Emotional Literacy and a range of support programmes are designed around the individual child.

Miss Reynolds works closely with a range of outside agencies who look to support the individual pupil in the wider context with issues which may be impacting on their academic progress. The aim is to ensure that all pupils have access to a wide curriculum and receive the education to which they are entitled.

Mr John Bramley is the Additional Learning Needs Governor.



## SCHOOL LIFE

The school will ensure that any child with additional learning needs plays a full part in school life. All children are placed in mixed ability form groups. Support Staff are available in the dining hall at lunchtime.

Children who require individual assistance are sometimes withdrawn from class for extra support. Extra classroom support is provided by way of Learning Support Assistants to enable pupils to achieve their potential.

Unfortunately, we do not have wheelchair access to all parts of the school but a new lift has improved the situation considerably. Only Art, Food Technology, Hafan and the Engagement Centre remain completely inaccessible.

Children needing assistance are identified as early as possible through the three-stage referral system as laid down in the Code of Practice.



# The Curriculum

## YEARS 7, 8 & 9

The school offers the following National Curriculum subjects for all pupils:

English	ASPIRE time
Mathematics	Music
Science	Art
Modern Foreign Languages	Religious Education
Design Technology	Welsh
Geography	History
Information & Communication	Physical Education
	Humanities
	Drama
Technology (ICT)	

## SKILLS

All pupils study a Core curriculum consisting of English, Mathematics and Mathematics Numeracy, GCSE Science Double Award, Welsh 2<sup>nd</sup> Language full course, PE [Games], Ethics, Personal Development [ASPIRE] and Work related education/Careers. Pupils have four option choices in addition to the core and statutory subjects.

All pupils in KS3 and KS4 develop their Essential Skills through study in their Core and Optional subjects. In KS4 students develop seven Skills through the Welsh Baccaalaureate.

## MORE ABLE AND TALENTED

At Milford Haven School we believe in creating an inclusive learning community that celebrates the abilities and achievements of all learners. The school will promote stimulating and challenging experiences through a broad balanced curriculum that also offers quality learning activities that focus on the particular needs and talents of the learners. We are also committed to identifying and meeting the needs of these learners as early as possible in order to enable them to achieve their fullest potential.

From the time of entry in Year 7, all pupils, regardless of ability, are prompted to aim high by the setting of ambitious target grades for them in all the subjects they study. School policies and procedures are geared to encourage and help them achieve these grades and hence to fulfil their potential. The able pupils are also challenged in other ways by the provision of extension work to enrich their curriculum, competitions and a variety of educational events.

We also recognise that abilities and talents can be identified in one or more areas, such as:

- core subjects
- specific curriculum subjects
- organisational ability
- leadership
- creativity
- thinking skills
- social skills



## SEX EDUCATION

The National Curriculum Science orders include the basic biological knowledge of the process of reproduction, and the means of transmitting HIV.

Through the PSE programme pupils are encouraged to discuss moral values, including sexual attitude and behaviour in our society. They are taught to understand the concept of stereotyping; that people have a right not to be sexually active; that parenthood is a matter of choice; that biological and social factors influence sexual behaviour and their consequences. These sessions are delivered by a specialist team of teachers.

This emphasis on promoting informed responsible choices with due regard to moral considerations and the value of family life is underpinned by Health Education classes, delivered by the School Nurse. Healthy habits, growing up and making good relationships are discussed with younger pupils. Older pupils discuss partnership, marriage and divorce, lifestyle choices and the importance of health and stable relationships.

Parents who feel apprehensive about the content of the programme are welcome to discuss the matter with us and may be sure that we will treat your concerns with sensitivity. They have the right to withdraw their children from all or part of the sex education provided – apart from where delivered in Science in the National Curriculum.

## PSE

The PSE curriculum sets out to achieve the aims implicit in the title using prepared materials on the cross-curricular themes of Careers, Health Education, Industrial and Economic Understanding, Community Awareness and Environmental Issues. The structured course takes account of particular needs as they occur such as induction in Year 7 and option choices in Year 9, and the relevant study

skills such as problem-solving and decision making and thus the course by its breadth and scope reinforces the academic curriculum and assists pupils in their development through adolescence to the time when they leave Milford Haven School to take their place in a larger society.

With the introduction of the National Framework for Personal, Social and Health Education, the courses for Years 7 to 11 were re-designed in order to update existing materials and to introduce issues relating to the Citizenship Education. Pupils have a greater opportunity to develop their awareness of themselves in a society that is constantly changing in order that they can become positively involved in facilitating these changes.

The PSE programme at MHS prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding. We aim to prepare learners for the choices and opportunities of lifelong learning. Specific lessons are delivered throughout the key stages which developing learners' self-esteem and a sense of personal responsibility as well as promoting self-respect, respect for others and celebrate diversity. Our lessons equip learners to live safe, healthy lives and prepare them for the challenges choices and responsibilities of work and adult life. By means of our PSE courses we empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally whilst fostering positive attitudes and behaviour towards the principles of sustainable development and global citizenship.



## ETHICS

Ethics is an exciting key aspect of the new Humanities area of learning experience, which includes Religious Education. Pupils in Key Stage 3 will be learning through authentic contexts, with local links explored.

Pupils will learn about civil rights, adversity, resilience, equality and conflict in an integrated curriculum.

Pupils will develop these skills and values further in ASPIRE time in the afternoons with their tutors. DACW (Daily Act of Christian Worship) and assemblies reinforce strong ethical values further.

## MUSIC LESSONS

In addition to timetabled Music lessons, instrumental tuition is provided by a group of peripatetic staff. The sections covered are woodwind, string, brass, singing and drum kit. Pupils are withdrawn from lessons for tuition. The time at which they are taught varies so that they do not miss the same lessons every week.

## WORK RELATED EDUCATION

Links with outside agencies, industry and commerce are furthered through our connections with Careers Wales West and the Welsh Government. Every pupil is offered opportunities for work related education. Work Related Education is an integral part of the Welsh Baccalaureate.

## CAREERS ADVICE & GUIDANCE

This aspect of the work of the school is included in the PSE programme and as part of normal teaching where appropriate. Its more formal aspects (Work Related Education) are covered in Years 9, 10, 11, 12 and 13 within PSE lessons, in personal interviews and through close liaison with a careers advisor based at the school. A very considerable amount of time is spent on advice and support for students seeking places at University and Further Education establishments. The school has a well equipped careers library and students are able to seek courses through the internet. All students aged 14-19 have a Learning Pathways document and complete a Personal Progress File.

## CURRICULUM CYMREIG

Whenever possible and appropriate Welsh history and culture are incorporated into the curriculum and school life. An annual Eisteddfod is held for pupils in Years 7 and 8. The school has invested in bilingual signage and promotes the use of incidental Welsh. The Welsh language is taught to all pupils in KS3 & KS4.

## OPTION EVENINGS

The school holds an Information Evening for students and parents/carers in Years 9 and 11 as part of the options process. In addition, parents/carers and pupils are invited to discuss option choices in Years 9 and 11 before progressing into the upper school and the Sixth Form. Careers advisors are present on these occasions.

### **if you require further information, please contact:**

Mr D John	Deputy Headteacher
Mr M Griffiths	KS 4/5 Strategic Leader
Miss K Dootson	Head of Sixth Form

# Extra-Curricular Activities

## MUSIC AND DRAMA

Music plays a strong role in this school. The music department runs a Choir, Wind band and a Jazz Band. In addition there are many opportunities for pupils to work in smaller ensembles. Pupils from the department play regularly in school-based performances as well as out in the community. The department regularly takes part in a variety of music competitions including the Pembrokeshire Instrumental Music Festival and regularly organises trips to concerts, musicals etc.

The English department organises trips to a variety of theatres both local and further afield. Such trips are popular with a wide range of pupils.



## CHARGING FOR SCHOOL VISITS

The school follows national guidelines. In the case of necessary visits where the school is unable to meet the costs a voluntary contribution is invited from parents, with assistance for those on Income Support. The Governors intend that every pupil who needs to take part in a visit should be able to do so.

## EDUCATIONAL TRIPS

Many departments run trips to enhance their curriculum, with visits to the theatre, concerts, museums and art galleries. In addition there are fieldwork trips for History, Geography and Biology; the Welsh Department takes pupils to Llangrannog and the Language Department takes pupils to France. The Sixth Form attend Higher Education Conferences, and ski trips continue to be very popular.

Heads of House often run trips for their houses. Participation in school trips is entirely at the discretion of the school. They are regarded as a reward for good work, behaviour and effort throughout the year. Only pupils who co-operate in this respect will be allowed to go on them.

Whenever a trip takes place you will be fully informed of the details and nature of the visit. We would ask parents/carers to meet their children promptly from trips returning after school hours, and to impress on their children that the highest standards of behaviour are required. We reserve the right to ban pupils from taking part in trips who have misbehaved on a similar occasion.



## SPORT & GYMNASTICS

Sports include Athletics, Badminton, Basketball, Cricket, Cross Country Running, Dance, Hockey, Netball, Rounders, Rugby, Football, Swimming and Tennis. For all the major sports, teams represent the school at appropriate age levels. Extra-curricular activities/trips such as water sports or skiing will be liable for payment depending on the activity or destination. The school also has a 5x60 Sports Officer to encourage an even wider range of extra-curricular activity.

## DUKE OF EDINBURGH AWARD SCHEME

The Duke of Edinburgh Award Scheme continues to flourish in the school. Pupils in Year 10 are given the opportunity of working towards their Bronze Award, whilst Year 11 and the Sixth Form aim for their Silver and Gold Awards.

## SCHOOL COUNCIL

Representatives on the School Council are democratically elected by their own year groups to present the views of pupils and students to the governors. The senior students are associate members of the governing body.



## STUDY SUPPORT

The school is committed to the development of the whole student and offers a wide range of extra-curricular opportunities for students. Our E5 programme lists the many exciting activities and clubs on offer before, during and after school. It can also be found on the school's website. As well as the E5 programme, students also have the opportunity to take part in many visits to ski resorts and foreign countries.

On Mondays, Tuesdays and Wednesdays, EXCEL is based in the library. This gives your child the opportunity to complete homework with support from teachers and learning support assistants. As well as homework, EXCEL will be concentrating on pupil progress. There will be themed nights that link in with curriculum topics in school. Inspiring subject movies will be screened and recommended by staff. EXCEL club will be a safe, inclusive environment where pupils can complete homework and extend their learning. Transport home is provided to pupils who live in the school's catchment area.

Pupils in Years 10 and 11 are able to access *Study Support* with the school's three Learning Coaches every night of the week in the Learning Coach area for one hour. *Study Support* provides pupils with opportunities to complete homework, catch up with coursework and gain personalised subject specific support to help pupils achieve their potential in their external examinations. Transport home is provided from Monday to Thursday.

Monday	3.20 - 4.10 pm
Tuesday	3.20 - 4.10 pm
Wednesday	3.20 - 4.10 pm

# Discipline

## SCHOOL RULES

Milford Haven School is an orderly, secure and caring community where discipline is based on mutual respect, with clear systems and consistent procedures.

Our aim is that children should enjoy being in school, in a safe, secure and stimulating environment where they can develop their full potential.

School rules are therefore few and mainly concerned with the safety and health of pupils. The guiding principles are common sense, courtesy and respect for others. We demand very high standards of behaviour and aim to achieve this in a friendly atmosphere.

## Ready, Respect and Safe

Our Code of Conduct is printed in the student planners so that pupils and parents/carers are fully aware of it.

## POSITIVE ENGAGEMENT

There is a strong positive ethos where pupils' efforts and achievements are recognised, rewarded and celebrated.

Pupils know that anti-social behaviour is totally unacceptable and that appropriate sanctions will be applied, according to the level of seriousness of the behaviour concerned.

## BULLYING - KIVA

We have an anti-bullying policy which can be viewed on the website; peer mentors also support younger pupils.

All efforts are made to avoid situations arising in which bullying becomes possible. Where it happens, as it will in every school, both the bully and victim receive appropriate counselling.

Milford Haven School are also participating in the KiVA Anti-bullying programme and are dedicated to rolling out the school based initiative, starting with Year 7 pupils in September 2019 and as a key component of the anti-bullying programme. "KiVA is a research-based anti-bullying programme, developed in Finland to prevent bullying and tackle the causes of bullying effectively".



# Restorative Practice

The quality of relationships between staff and students as well as between staff and parents/carers contributes significantly to any school. At Milford Haven School, we have adopted Restorative Practices as a core element to promote positive behaviour within the school community. The aim of Restorative Practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Building relationships is the secret to long term success. By adopting a common and consistent approach across our school, along with all Milford Haven Junior and Infant schools, it will help us to shape not only our schools ethos but also our community and ensure that we all work together as a team.

For effective learning and teaching to take place, good relationships must be at the heart of all that happens at Milford Haven School. Restorative Practices include a process that puts harm done to relationships and people over and above blaming and punishing. The focus moves from managing behaviour to building and repairing those relationships.

We know that a whole school restorative approach will contribute to:

- A happier and safer school by addressing poor behaviour
- Mutually respectful relationships by listening to other's views
- More effective learning and teaching
- A positive alternative to exclusions in specific cases

As part of the process students and staff could be involved in meetings, circles and conferences to improve or resolve situations. Restorative practice is fair, offers high level of support as well as challenging poor behaviour through accepting responsibility and the setting of clear boundaries. As part of our commitment to Restorative Practice you may be asked to contribute to a restorative meeting to support and help us move forwards.

## Restorative Questions

Restorative Questions that will be asked if a pupil has been involved in a conflict (a disagreement, an argument or a fight):

### RESTORATIVE QUESTIONS 1

#### responding to challenging behaviour:

- What happened?
- What were you thinking at the time?
- What have been your thoughts since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

### RESTORATIVE QUESTIONS 2

#### responding to those harmed by others actions:

- What happened?
- What were you thinking at the time?
- What have been your thoughts since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

“...In schools, the use of restorative practices has been shown to reliably reduce misbehaviour, bullying, violence and crime amongst students and improve the overall climate for learning”.

“People are happier, more co-operative and productive, and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them”.

## POLICE LIAISON OFFICER

Milford Haven School follows guidance from the ‘School Beat Policy’ ([www.schoolbeat.org](http://www.schoolbeat.org)) on procedures for dealing with incidents in school. We have a close link with the ‘School Community Police Officers’ (SCPO) and we often discuss and seek advice, however minor an incident may appear. The SCPO delivers “The All Wales School Liaison Core Programme” during PD lessons and in addition to the delivery of lessons, the School Liaison Officers are fully involved with the day to day life of the schools and assist with problems that require police attention or advice.



## Sixth Form

All sixth form students will study the Advanced Level Welsh Baccalaureate to all Year 12 students. This consists of Core and Options elements.

The Skills Certificate comprises of three challenges and Individual Project as at Key Stage 4, but at a more advanced level. As at Key Stage 4, seven skills will be developed through these activities. They will be useful for students who continue to Higher Education and for all students later in life whatever career path they choose.

The Options element consists of the AS and A2 qualifications listed below. In the Sixth Form (Years 12 and 13) the school has a wide range of 'AS' and A2' levels.

## Sixth Form Centre

Our sixth form study area allows Year 12 and 13 students to work in a quiet, supervised and well-resourced centre which replicates the type of working environment they can expect to find at university.

The Centre has been developed in partnership with the Port of Milford Haven and the School is grateful for their participation and financial support. As the Centre is able to access wireless technology, students are able to bring their own electronic devices to school without needing to save their work on disks or pen drives.



In addition to subjects in the 11-16 curriculum, we offer Sociology, Economics, Electronics and Photography. We have extended the range of choice still further by sharing courses with Pembroke School. Milford Haven pupils can study Media Studies, Drama, Food Technology, Spanish, Business Studies, Economics, BTEC Sport and Geology at Pembroke.

Pupils also take part in PE and RE in the Sixth Form. Please note that Sixth Form courses only run if classes are viable. Decisions on which courses run are taken by a Commissioning Body comprised of representatives from the schools in the Pembrokeshire South Federation and the Local Education Authority

The Centre is also equipped with a set of chrome books and laptops which students can borrow if they do not have, or do not wish to bring, their own equipment. Complementary facilities for copying, scanning and printing are also available within the Centre.

Adjacent to the large work area is a room equipped with an electronic interactive whiteboard which allows students to undertake group work, prepare and practice presentations which again is ideal preparation for university.



# Welsh BaccaLaureate

The school offers the Welsh BaccaLaureate (WB) at National and Foundation levels in KS4. This is an innovative and exciting qualification delivered by schools, colleges and training providers across Wales. It combines personal development skills with existing qualifications to make one wider award that is valued by employers and universities. At Milford Haven School it gives broader experiences than traditional learning programmes, to suit the diverse needs of our young people.

The revised and more rigorous Welsh BaccaLaureate is based on a Skills Challenge Certificate, which will be graded, and Supporting Qualifications. The primary aim is to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills: Communication, Numeracy, Digital Literacy, Planning and Organisation, Creativity and Innovation, Critical Thinking and Problem Solving, and Personal Effectiveness. The emphasis is on applied and purposeful learning and assessment is made through three Challenge Briefs and an Individual Project.

## OPTIONS PROGRAMME AS AND A2

Students undertake their Options programme UCAS through their AS and A2 studies, achieving GCE qualifications at the end of Year 13. Students must achieve at least two A2 levels with grades A-E in order to be awarded this part of the WBQ.

### The components of the Skills Challenge Certificate are:-

- Global Citizenship Challenge
- Enterprise and Employability Challenge
- Community Challenge
- Individual Project



# School Expectations

- 1 Students must be in their first lesson by 8.45 am. Latecomers must sign in immediately on arrival at the Attendance Office.
- 2 Conduct during lessons must be such as to promote maximum possible progress of the individual and the class. Students are expected to display good manners and consideration for others. Behaviour on public transport, to and from school, and in public places must be of the highest standard.
- 3 Movement within the school buildings and on site should be carried out in an orderly manner with no running and no pushing. Students should walk on the LEFT in corridors and on stairs, and bags should be carried in a manner that has consideration for the safety of others.
4. We encourage all students to take a pride in their personal appearance. School uniform must be worn, hair styles must meet the requirements of health & safety and contribute to the good image of the school.
5. Students must take care of personal property. Large sums of money or articles of high value should NOT be brought to school. When unavoidable, valuables may be deposited in the school office or with the Form Tutor. Items retained by students are at their own risk. All items of clothing and bags must be marked clearly with the student's name.
- 6 The greatest care must be taken of the property of others and of the school. All students must have a sense of responsibility and do everything to maintain the tidiness and cleanliness of the school. Books and equipment issued from school must be cared for and returned intact.
- 7 Students must always complete homework to the best of their ability and hand it in on time. Personal diaries should be kept up-to-date.
- 8 Mobile Phones may not be used during school hours, including break and lunchtime.

**Acceptance of the school rules is a condition of admission to, and continued membership of the school.**

**No** Litter, graffiti, chewing gum

**No** Mobile phones

**No** ipods, MP3 Players, laser pens or playing cards

**No** Alcohol, smoking, drugs

**No** Cans, aerosols or Tippex

**No** Tattoos, nose-studs or other body piercing

**No** Make-up, excess jewellery or extreme hairstyles

**No** Non uniform cardigans, sweaters, Hooded tops





# School Uniform

## School uniform is compulsory for all pupils

School uniform is to put everyone on an equal footing. It needs to be low cost, comfortable, easy to wash, suitable for work and conform to health and safety rules and to create a sense of belonging to the school community.

Pupils are expected to wear black shoes and ensure that hairstyles and colours comply with our requirements – hair should be in a natural shade; please note that colours such as pink, bright red or purple are not permitted.

We don't allow designer clothes, designer hairstyles such as tramlines, jewellery or make-up.

Please note – non-uniform items will be confiscated and can be collected in the Lagoon/Engagement Centre at the end of the school day. Where possible, parents/carers can call up to the school with the correct items. Where this is not possible, pupils who cannot remove non-uniform items will be placed in supervision for break and lunch until the correct items are worn.

## UNIFORM REQUIREMENTS

### KS3-KS4 UNIFORM

- Royal blue sweatshirt with badge\*
- Royal blue polo-shirt with badge\*
- Plain black skirt, straight or pleated, knee length or
- Plain black trousers, tailored
- Plain white or dark socks or
- Plain black ribbed tights
- Plain black shoes
- Outdoor garment**
- Plain black, navy or royal blue jacket
- Optional royal blue fleece with logo\*

### SIXTH FORM

- Black shoes
- Black skirt or trousers
- Black polo shirt with school logo\* Black V-neck jumper with school logo\* Black cardigan with school logo\*

### CLOTHING GRANTS

Parents/Guardians of pupils in year 7-11 who are in receipt of Income Support and Family Credit are eligible to receive an Essential School Uniform Grant and are advised to contact the Education Office, County Hall, Haverfordwest 01437 764551

\*items can only be bought at uniform suppliers:- Granby's, Charles Street, Milford Haven.



## SPORTWEAR

Royal blue & yellow polo shirt/Rugby top\*\*  
Black/navy shorts or skorts  
Gold/ White Socks  
Trainers  
Rugby Boots  
Royal blue hoody (optional)  
Black/navy tracksuit bottoms to be worn outside only, if cold.



**NB PE is compulsory by law. Pupils who forget their kit must wear kit provided by the school. All borrowed kit is washed immediately after use.**

**It is advisable, when playing hockey, football and rugby, that pupils should wear gum shields and shin pads, where appropriate.**

### NOTES

- Trousers** No flares, leggings, denim jeans, corduroys, cotton twills, track-suits, lycra, or stretch trousers, no draping over shoes, no slim leg or pipe styles.
- Skirts** Must be reasonable length, no slits.
- Shoes** Black, flat or sensible, broad heel – (high heels, and platform soles and sandals are unsafe in school). No logos.
- Outdoor garments** No denim or leather jackets, or coats bearing slogans. No caps or hats. No non uniform cardigans, jumpers or hooded tops.
- Jewellery** Watch, one signet ring, one pair stud earrings only worn on the ear lobe. No earrings, studs on any other part of the ear, nose studs, eye brow rings, tongue studs, lip rings, necklaces, bracelets, bangles, rings. No facial or body piercing of any kind. No tattoos.
- Hair** All long hair to be tied back in areas where health & safety is a priority. No stripes, braids or additions of any kind. No shaven heads, no tramlines, no words, pictures or logos cut into hair styles. Natural hair colourings only - no colours such as pink, red, purple or 'badger' colouring.
- In general** The latest fashion fads and innovations should be avoided in school.

# ADMISSIONS

## NEW PUPILS

Children are normally expected to transfer to the secondary school in the area in which they live and are notified of the school concerned by their primary school Headteacher. Parents/carers preferring their child to attend a secondary school outside the catchment area in which they live must apply in writing through the primary school Headteacher to the Director of Education.

Parents/carers considering sending their child to the School may visit by appointment with Mrs Kedward, Assistant Headteacher. To transfer to Milford Haven School you will need to contact the Local Authority Admissions Department first.

## TRANSITION

Pupils transfer to Milford Haven School from the following Primary partner Schools:

- Coastlands School
- Gelliswick Church in Wales VC Primary School
- Milford Haven Community Primary School
- Neyland Community School
- Johnston CP School
- St Francis Catholic Primary School

There is a well-established phased transition programme in place. Year 6 pupils transferring to MHS visit the school during the summer term preceding their entry in September. This enables the pupils to familiarise themselves with the school and to take part in a variety of activities and selected lessons. In addition the Strategic Lead of KS2/3 visits each Partner Primary school and an information evening for parents/carers takes place during the summer term.

## OPEN EVENING

An Open Evening is held annually in October for the community including those of prospective pupils in Years 5 and 6. An Information Evening is also held annually in June/July for pupils in Year 6 who will join the school in September.

## SCHOOL BROCHURES

School Brochures containing information on organisation, school routine and the curriculum are sent to parents/carers of prospective Year 7 pupils in the Autumn or Spring Term preceding entry, and to the parents of prospective Year 8 pupils and above on request.



## ADMISSIONS 2018 - 2019

Admitted on first preference - 215  
Refused admission - 0

# Attendance

Excellent attendance and punctuality are vital for success. Milford Haven School has an electronic system which tracks and monitors attendance throughout the day. All pupils are expected to achieve 95% or above attendance.

We need your support in maintaining our excellent attendance figures. Please ensure that your child does not miss school unless absolutely necessary and where possible, avoid taking holidays in school term time. Absence from school is the biggest contributor towards under achievement.

Please inform the school on the first day of your child's absence by contacting the Attendance Office.

If your child becomes ill at school we will ask you to collect them. Please note that we cannot send children home on their own, or to an empty house, not even with your permission.

Pupils will only be allowed to go to the dentist or doctor on production of an appointment card, and/or a letter from you. Please try to arrange for appointments to take place outside of the school day.

It is very important that parents send a signed and dated note after every absence. Absences unaccounted for in this way are considered to be unauthorised - unauthorised absence has to be regarded as truancy.

## What can parents/carers do to support their child to achieve good attendance levels?

Parents/carers play a very important role in ensuring the good attendance records of their children. Below is a list of suggested strategies:-

- Encourage full attendance
- Stress the importance of full attendance to your child
- Do not allow your child to have time off for minor complaints or illnesses: if they are well enough to be up and about they are generally well enough to attend school
- Monitor your child's attendance report carefully
- Try to book any medical or dental appointments in out of school hours or make them from the very end of the day
- Ensure your child is punctual for school
- Inform the school of any absence
- Take any holidays during the school holidays, not during term time. Holidays are deemed to be unauthorised absence
- If your child seems unwilling to attend, contact the school as soon as possible: do not let your child stay at home as this could set a pattern for the future

**Missing 19 days (90% attendance) every year over 10 years of a school life = 1 whole year of school**

**Average Attendance: 94.4%**

**'EVERY DAY COUNTS'**



## ATTENDANCE MATTERS!

**Our target attendance for every child is a minimum of 95% attendance!**

Milford Haven School Attendance Zone is shown below. This shows your attendance and the impact it is having on your education. It shows that there is a clear relationship between good attendance and achievement in school.

The rewards for excellent attendance are clear: Pupils are more likely to enjoy school, achieve better results and have increased opportunities and life chances.

Attend ance %	Impact on your education
100%	<b>Outstanding, Well done!</b> You are taking full advantage of your education
99%	<b>Excellent effort, Well done!</b> In a year, this is the equivalent of 10 lessons missed
98%	<b>Very good, A really good effort.</b> In a year this is the equivalent of 20 lessons missed
97%	<b>Good attendance, A good effort.</b> In a year this is the equivalent of 30 lessons missed
96%	You are <b>missing out on some of the learning.</b> In a year this would add up to 8 days of school or 40 lessons missed
95%	<b>Difficult to catch up missed work.</b> In a year this would add up to 2 weeks of school or 50 lessons missed
94%	<b>Starting to impact upon learning.</b> In a year this would add up to 12 days of school or 60 lessons missed
91% - 93%	<b>A significant amount of education to lose.</b> In a year this would add up to 14 days of school, almost 3 weeks of school missed, which is 70 lessons
86% - 90%	<b>A serious loss of learning which is likely to have a significant impact on learning and the results that you achieve in school.</b> Pupil to attend a meeting with the Attendance Officer and Head of House, possible panel meeting with the Assistant Headteacher
85% and below	<b>Very poor attendance that has a detrimental effect on achievement, opportunities and life chances. Risk of a possible Penalty Notice (fine). Referral to the Local Authority 'Pupil Support Officer'. Risk of prosecution.</b> Parent invited in to meet with the Assistant Head and Educational Welfare Officer (EWO) from the Local Authority.

*If you are concerned about your attendance at any time please see the Attendance Officer*

### School Matters!



**Attend Today, Achieve Tomorrow**

**Pupils with less than 85% attendance are unlikely to gain 5 A\*- C Grade GCSE qualifications.**

# Public Examinations

## PUBLIC EXAMINATIONS

The intention is to enable as many pupils as possible to receive qualifications and external validation of their work. We avoid the creation of non examination groups and pupils are entered for examinations where they have a reasonable chance of success.

We use the Welsh Joint Education Committee's examinations at 16+ and those of other examination boards.

At KS4 in order to cover the spectrum of interest and ability we currently give students the opportunity to enter BTEC qualifications in addition to GCSE. All year 10 pupils are enrolled on the Welsh Baccaalaureate course which widens the learning experience.

Pupils in the Sixth form can gain 'AS' Level qualifications in a wide range of subjects as well as completing the two-year 'A' Level Course. All AS and A2 Students enrol on the Welsh Baccaalaureate. Students of sufficient ability are given every encouragement to take Oxford or Cambridge Entrance Papers, together with Scholarship examinations of other Universities.

The aim is to give every pupil the opportunity to achieve his or her potential and to seek external validation of that achievement.



## COURSES

### GCSE

Art, Design & Technology, Business Studies, Computer Science, Design in the Building Environment, Double Science and Triple Science, English Language, English Literature, Ethics, Fashion and Textiles, French, Geography, Health and Social Care, History, Hospitality and Catering, ICT, Mathematics, Additional Mathematics, Media Studies, Music, Physical Education, Product Design, Spanish, Welsh Baccaalaureate and Welsh Second Language (Full Course).

### BTEC

Teamwork in the Community  
Leadership through Sport

### VOCATIONAL COURSES

Performing Engineering Operations (EAL)  
Jamie Oliver Home Cooking Skills (Pearson)  
Engineering (WJEC)

The examination courses to be taught in Year 12 from September 2019 at the school will be:

### 'AS' LEVEL / 'A' LEVEL (A2)

Design Technology, English Literature, History, Mathematics, Ethics, Sociology, Biology, ICT, Physics, Physical Education and Welsh Baccaalaureate.

### COLLABORATION

A full menu of subjects taught across the federation are on the school website

## EXTERNAL EXAMINATION

### RESULTS

We are justly proud of the achievements of Milford Haven pupils over the years in external examinations. You will find our most recently available tables of results in the format dictated by legislation.

Should any parent/carer or prospective parent wish for clarification or to have further details we shall be happy to discuss the tables and any other specific detail.

### CAREERS WALES

Careers Wales West has careers advisers based in school. Careers officers provide impartial advice and support with career choices and training options for students in all years.

The careers room is on the main corridor opposite the attendance office and advisers are available most days. Pupils have access to a well-stocked careers library.

The Careers Advisers are part of the school careers team who work towards providing an integrated careers education programme from Years 7 - 13.

You can also contact the Careers Centres directly for help and advice at:



## SCHOOL TARGETS

School targets are discussed with Governors and the Local Authority annually and are based on core data sets of information. Over recent years we have enjoyed particular success with our KS3, KS4 & KS5 results, contributing to countrywide improvement.

We want every pupil to leave this school with a qualification and are justly proud of our record in this respect.

## WE ARE A SUSTAINABLE SCHOOL

Our school promotes sustainability through a wide range of activities across subject areas and have participated in the Sustainable Schools Programme. We have successfully achieved both the Bronze and Silver Sustainable Schools Awards. Our aim is to prepare our students for the new challenges that will be part of their future such as climate change and international competition for resources. Secondly, to help them to understand the complex, interrelated nature of their world and their place in it. The skills our students develop will enable them to think critically, think laterally, link ideas and concepts such as needs and rights and uncertainty and precaution, and help them to make informed decisions. (WAG 2008)

## EQUAL OPPORTUNITIES & RACIAL EQUALITY

Our Equal Opportunities and Racial Equality Policies in all their aspects are fundamental to everything we do in school, and fully embody our School Aims and Ethos

# General Information

## PERSONAL ACCIDENT INSURANCE

The Education Authority only insures pupils against accident resulting from negligence by its employees or fault in provision of equipment or premises.

It has been suggested that this statement of non-insurance should appear on every letter to parents/carers relating to school visits or events. Such an action smacks of scare mongering in that it implies that the activity is more dangerous than it really is when conducted by trained professionals.

To place the matter in context we would suggest that more children are at risk on bicycles or skateboards than on a correctly supervised outdoor pursuits activity. Parents/carers do not take out personal accident policies before buying skateboards or bicycles or letting their children go on a ride at a fun-fair. If you require personal accident cover for your children then you are free to provide it.

## PERSONAL PROPERTY INSURANCE

The school is not insured for loss of personal property as the costs are prohibitive. Parents/carers should ensure that their own insurance policies provide cover if they are concerned about this.

## COMPLAINTS PROCEDURE

Complaints regarding the statutory provision of education e.g. National Curriculum, may be taken to the Governing Body, if they cannot be resolved by the School which should be contacted in the first instance.

## KEEPING UP-TO-DATE

The school website is kept up-to-date with important school news, the school calendar, policy documents, option forms, etc. We also release important information via social networks.

## WEDUC

In the UK, 57% of the population are active on social media. For us as a school sharing posts, alerts and announcements on social media platforms opens up a new way to engage with parents, as well as an effective channel for sharing quick updates, and media such as videos and images. Providing this window into what goes on at school during the day can prove incredibly valuable to many parents. WEDUC is the app that we now use at Milford Haven School to share a lot of this information, so if you are a parent of a current pupil and haven't downloaded it yet we recommend you do to stay up to date with school life.

## WEBSITE

Hi-tech, digital solutions are affecting every aspect of life, and the educational system is no exception. We have invested in a high quality, functional website that reflects the school in terms of its values, prospectus and our engagement with pupils, their families and the wider community. Our website gives a valuable insight into life at Milford Haven School, and is the perfect platform for us to share information about school life.

If you need any further information that is not covered in the Prospectus, please contact:

admin@milfordhavenschool.co.uk

Twitter: @schoolmilford

Facebook: [www.facebook.com/milfordhavenschool](http://www.facebook.com/milfordhavenschool)

Tel: 01646 690021





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