

Prospectus

2014 – 2015



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,

Situated on the edge of the historical town of Milford Haven in the beautiful Pembrokeshire National Park, the school enjoys a large open site with excellent facilities. We have around 1000 students on roll including a popular and vibrant Sixth Form.

We are proud to be a school which has increasingly high aspirations for all our students. Milford Haven is an inclusive school providing a wide range of opportunities, both within and beyond the curriculum, in a caring and supportive environment. Achievement of all kinds is valued and celebrated.

It has never been more important to get a good start in life. The world is changing rapidly and job opportunities get tougher and tougher. We are keen to develop the right balance between preparing for future challenges and maintaining our proud heritage and core values. Our parents are overwhelmingly positive about the teaching and the opportunities children have to learn and develop in a happy and safe climate.

We believe firmly in the importance of a close working relationship between school and home, between teachers and parents, and we do our utmost to encourage new pupils and parents to feel welcome.

I am sure we will have your full support.

Yours faithfully,

Rod Francis
Headteacher



School Aims & Ethos

OUR KEY PURPOSE

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

It is incumbent on all of us, governors, teachers, support staff 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

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

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.



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. The majority of pupils live in Milford Haven and its vicinity.

SCHOOL ROLL

The school roll is currently 952 pupils, including 169 pupils in the Sixth Form. There are 55 teaching staff including the Headteacher and two Deputies.

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

MS JULIA RITCHIE MBE

HEADTEACHER

MR ROD FRANCIS

DEPUTY HEADTEACHERS

MR ANDREW MILES

MRS BEVERLEY DAVIES

ASSISTANT HEADTEACHERS

MS CERI-ANN MORRIS

MISS EMMA REES

BUSINESS MANAGER

MR PAUL HUDSON



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 will move to a different Progress Manager in Year 8 and stay with them until the end of Year 9.

From Year 8 onwards teaching will be in ability sets for some subjects, and either form or mixed ability groups for others according to the educational demands most appropriate to each subject.

SCHOOL TERMS AND HOLIDAYS 2014 - 2015

AUTUMN TERM 2014

Tue 2 September – Fri 19 December
Half Term: 27 October – 31 October

SPRING TERM 2015

Mon 5 January – Fri 27 March
Half Term: 16 - 20 February

SUMMER TERM 2015

Tue 14 April – Mon 20 July
Half Term: 25 May – 29 May

There are further designated **INSET** days which parents will be informed of.

THE SCHOOL DAY

School Opens	8.15 am
School Starts	8.45 am
Break	11.05 am - 11.25 am
Lunch	1.25 pm - 2.05 pm
School Ends	3.10 pm

WHOM TO CONTACT

Pupils encountering problems should speak first to their Form Tutor.

Parents wishing to discuss their children should contact the relevant Progress Manager.

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

PROGRESS MANAGERS

Year 7	Mrs H John
Year 8	Mrs L Morrissey
Year 9	Miss C Griffiths
Year 10	Mrs M Griffiths
Year 11	Miss N Sizer
Year 12/13	Miss K Dootson

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 Local Authority Child Protection Policy and Procedures for Schools 2012 which is governed by the All Wales Child Protection Procedures 2008. 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 are encouraged to make an appointment first to ensure that particular staff are free to see them. There will be regular Parents' 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.

WHAT SUPPORT IS THERE FOR PARENTS/CARERS?

SNAP Cymru

Offering advice and support to families.
Helpline 0845 1203730 (Mon – Fri 09.30 – 16.30)
e-mail: helpline@snapcymru.org

Pembrokeshire Partnership Advocacy

07548 320775

Domestic Abuse Helpline

0808 2000 247

NSPCC

0808 800 5000

Childline

0800 1111



PARENT TEACHER ASSOCIATION (PTA)

The P.T.A. is an alliance of parents, teachers and former pupils in the local community who wish to help the school. It organises both social and fund-raising activities, and contributes generously towards the purchasing of equipment not provided by the Local Authority.

All parents are warmly invited to take part in P.T.A. activities, and new members to the committee are always welcome. The P.T.A. meets every second Wednesday of the month at 6.30 pm in the Staff 'Marking Room'.



Parents and Governors

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.

THE READING ZONE CHALLENGE

At Milford Haven School we are committed to encouraging pupils to become confident, informed and enthusiastic independent readers.

When pupils enter Year 7 they take part in The Zone Reading Challenge. Pupils are challenged to read at least 12 books per academic year; they choose 6 books of different genres along with 6 books of personal choice.

The aim of The Zone Reading Challenge is to help pupils improve and extend their reading skills in order to raise academic achievement. Pupils are encouraged to continue reading at home on a daily basis and issued with a Reading Log Card.

We acknowledge the vital role that parents play in encouraging good readership skills at home. Without higher reading skills, pupils find it difficult to achieve academic success no matter what the school does to help them.

Throughout the academic year reading strategies such as National Book Week and National Poetry Day are promoted in the school library; where pupils and teachers are given the opportunity to read extracts from their favourite books.

GUIDED READING SCHEME

The Guided Reading Scheme was initiated by Pembrokeshire Authority. Its aim is to give some Year 7 & 8 students a boost, so that they are better equipped to access the curriculum in all subjects.

Currently, sessions take place in the library, during registration periods. The Librarian (Mrs Hudson) and two Learning Support Assistants read with small groups of students and carry out activities designed to help improve reading skills. Approximately 25 pupils are involved in the scheme at any one time, in groups of five.

Reading tests are carried out regularly, in order to check on pupil progress. The scheme has made a great impact on the reading ability of some pupils and the success of the scheme improves each year.



Pastoral Care

PASTORAL CARE ARRANGEMENTS

Progress Managers lead each year group. Progress Managers remain with year groups for each Key Stage i.e.. years 7-9 KS3, years 10-11 KS4, years 12-13 KS5. Progress Managers hold responsibility for the academic progress and pastoral welfare of their individual year groups.

Heads of Department organise all aspects of learning and teaching within their subjects.

INCLUSION OFFICER

An Inclusion Officer for the Milford Haven Family of Schools is based in this school. In addition to taking action over poor attendance the officer will, at the request of Progress Managers 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.

SCHOOL COUNSELLOR

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

PUPIL VOICE

At Milford Haven School we believe that all pupils have a right to contribute to decisions about how the school is run and organised. Our School Council make valuable contributions to all aspects and decision making within the school. They are led by the Senior Prefects.

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.

YOUTH PARTNERSHIP

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



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 at GCSE. The school aims for all pupils to attain at least five GCSEs and for no-one to leave without a certificate.



ACHIEVEMENT FILE

All students will receive an Achievement File when they reach the end of their compulsory period of education in Year 11. The Achievement File is a document which is designed to record the curricular and extra-curricular achievements of students and to help them plan for their future careers. Students entering the Sixth Form will continue to add to their Achievement File so that they have an updated one when they leave.

MERIT SYSTEM

Pupils are rewarded with Merit Prizes, certificates for achievement, effort, school participation and community contribution. These are in addition to 'goods' in their school diaries, merit cards and credit cards.

In KS3 and KS4 Award Ceremonies at the end of each term celebrate pupils' successes.

PARENTS' EVENINGS

All parents are invited at least once a year to discuss their child's progress, their child will make appointments with their teachers. 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.

REPORTS

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

SCHOOL DIARIES / 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 school diary which they must replace if they lose it. Parents should refer to the diary if they are in any doubt about school rules or procedures.

All homework is recorded in the diary and parents are asked to sign the diary on a weekly basis.

Parents and teachers use the diary to communicate with one another.

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.

HOW MUCH HOMEWORK?

This is a rough 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 school policy to admit any pupil whatever their special educational need. Pupils from out-of-catchment choose to attend the school to benefit from our expertise in catering for speech and language difficulties.

Mr J Edwards and his staff visit all feeder primary schools in Year 6 to discuss the needs of pupils before entry in Year 7. They also attend Year 6 Annual reviews.

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 for extra help. 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 and the Theatre 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.

All pupils on entry undertake a series of exercises to identify strengths and weaknesses.

Pupils who need help to realise their potential are given an Individual Education Plan (I.E.P.)

Mr J Edwards is responsible for the Learning Support Department and ALNCO (Additional Learning Needs Co-ordinator). He ensures that each pupil receives the appropriate education to which they are entitled.

Mr J Bramley is the Additional Learning Needs Governor.

CURRICULUM

All pupils have access to the full National Curriculum unless they have a statement which says otherwise. Every department has a teacher who liaises with the Learning Support department.

Children with ALN are placed on the Additional Learning Needs Register.

The Curriculum

YEARS 7, 8 and 9

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

English	Music
Mathematics	Art
Science	Religious Education
Modern Foreign Languages	Welsh
Design Technology	History
Geography	Physical Education
Information & Communication Technology (ICT)	Personal Development (PSHE)
	Citizenship/Careers
	Work related Educ.

In addition pupils may choose from a range of options, including all the subjects taught in the first three years, plus Business Studies, BTEC Business Studies, Health & Social Care, National Skills Profile, Drama, Food Technology, Construction Skills, BTEC Art, BTEC Engineering, Child Development, Textiles the OCR Nationals Course in ICT and BTEC Sport.

ESSENTIAL SKILLS WALES

All pupils in KS3 and KS4 follow a programme of Essential Skills development in PD. Pupils also develop their Essential Skills through study in their Core and Optional subjects. In KS4 students develop all 6 main and wider Essential Skills and seek to gain accreditation in the main Essential Skills and some of the wider Essential Skills for the WBQ.

YEARS 10 & 11 WELSH RELATED EDUCATION

The school offers the Welsh Baccalaureate Qualification (WBQ) at Intermediate and Foundation levels in KS4. The diploma consists of the Learning Core Elements – Essential Skills, Work Related Education, Wales, Europe and the World, PSHE, Careers and Community Participation, together with the “options” which are the subjects studied by students. The WBQ is a 2 year programme.

All pupils continue with the Core curriculum:
English and English Literature
Mathematics
Science [GCSE Science and GCSE Additional Science or BTEC Science.
Welsh 2nd Language
PE, RE, Personal Development (PSHE)
Work Related Education / Careers



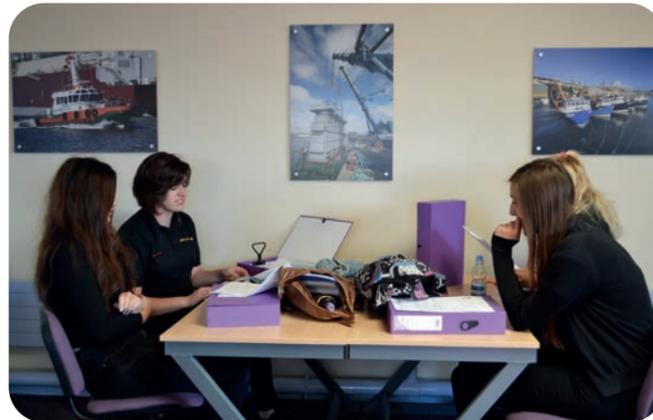
The Curriculum

SIXTH FORM

The school offers the Advanced Level Welsh Baccalaureate Qualification to all students who follow Advanced Level courses. This consists of Core and Options elements. The Core comprises of the six Essential Skills - Communication, Application of Number, ICT, Working with Others, Problem Solving and Improving Own Learning and Performance, PSHE, Wales Europe and the World, Work Related Education and Community Participation. 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 including all subjects in the 11 - 16 curriculum, with the exception of Construction and National Skills. We also offer Sociology, Electronics and Photography. We have extended the range of choice still further by sharing courses with Pembroke and Greenhill Schools. Milford Haven pupils can study Media Studies, Spanish, Business and Economics, BTEC Sport and Geology at Pembroke and Computing, Travel and Tourism, BTEC Art and Further Mathematics. Pupils also take part in PE and RE in the Sixth Form. Please note that courses only run if classes are viable.

For students who do not follow Advanced Level courses in the Sixth Form, the school offers BTEC First qualifications in Health & Social Care and Travel & Tourism. The Essential Skills of Communication, Application of Number, ICT and the wider Essential Skills are offered as part of the WBQ Intermediate Diploma. We offer a Life Skills Course at Entry Level.



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 Personal Development 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.

PERSONAL DEVELOPMENT

The Personal Development 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 Curriculum

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Religious Education is a compulsory element within the curriculum taught in accordance with the Authority's Agreed Syllabus. The curriculum content is designed to help pupils understand the nature of religion - especially as it is manifested within our culture and society, and to acquire the necessary skills, knowledge and experience which will enable them to learn about the subject in ways that are relevant and appropriate to their age and stage of intellectual and emotional development. Assemblies are held regularly for individual Year groups and for the whole of Upper, Middle or Lower School. Withdrawal from Religious Education or Assembly or both is possible upon written request to the Head Teacher.

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 DCELLS. 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 PD 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 PD lessons, in personal interviews and through close liaison with careers advisors who are regular visitors to 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.

OPTION EVENINGS

Parents 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 A N Miles Deputy Headteacher
Mrs 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, Windband 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 'Music for Youth' and the Pembrokeshire Instrumental Music Festival and regularly organises trips to concerts, musicals etc.

The Drama and English departments organise 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.

Progress Managers often run trips for their year group. 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 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.



Extra Curricular Activities

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 watersports 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 CLUB

Every pupil has the opportunity to go to our Study Support Club where they can have help with their homework/coursework assignments; the opportunity to work in a quiet, supervised environment; the choice to improve ICT skills, read for pleasure, learn how to play Chess etc. The club is proving very popular with all age groups. Transport home is provided where possible.

Monday	3.20 pm - 4.20 pm
Tuesday	3.20 pm - 4.20 pm
Wednesday	3.20 pm - 4.20 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.

Our Code of Conduct is printed in the school diaries so that pupils and parents are fully aware of it.

POSITIVE BEHAVIOUR

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

Milford Haven School does not have a serious problem with bullying and we are determined to keep it that way. Estyn 2011 stated that pupils in Milford Haven School 'feel safe'

We have an anti-bullying policy which can be viewed on the website and a 'Bullywatch' strategy; 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.



Restorative Practice

The quality of relationships between students, staff and students as well as between staff and parents 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 your thoughts been 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 your thoughts at the time?
- What have your thoughts been 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 among students and improve the overall climate for learning."- IIRP

"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."-IIRP

POLICE LIAISON OFFICER

Milford Haven School follows guidance from the 'School Beat Policy' (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 Centre

The School created a new sixth form study area in April 2014 which 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 pendrives.

The Centre is also equipped with a set of chrome books 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 Welsh Baccalaureate Qualification (WBQ) Advanced Diploma programme is studied over a two year period by post-16 students. The WBQ provides students with a wide range of experiences that will equip them for life in the modern world. The WBQ comprises of Core studies and Option programmes. The WBQ has now been graded from a C to an A* grade at the end of the two years, taking into account the levels acquired for their Key Skills and Individual Investigations.

Options Programme AS and A2

Students undertake their Options programme 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.

Core Programme AS and A2

The distinctive part of the WBQ is the Core whose components provide opportunities for students to develop and acquire evidence of attainment in the Essential Skills Wales and Wider Key Skills.

The components of the Core are:-

- Essential Skills Wales, Wider Key Skills
- Wales, Europe and the World (WEW)
- Work Related Education (WRE)
- Personal and Social Education (PSE)
- Individual Investigation

From September 2015, the Welsh Baccalaureate is to become the over-arching qualification for 14-19 year olds in Wales. In the interim, the qualification is being revised and strengthened, with grading being introduced for the Welsh Baccalaureate Advanced Level Core. The first grades will be awarded in the summer of 2015 and be relevant for entry to HE courses in 2015 and 2016, Advice will be issued on any further changes relevant for entry in September 2017.

Grading and the UCAS Tariff

UCAS has confirmed that the current Pass grade of the Welsh Baccalaureate Advanced Level Core, aligns with the new C grade. Achievement of a C grade or above in the Welsh Baccalaureate Advanced Level Core will continue to attract 120 UCAS tariff points.

Alternatively, offers can now be expressed in terms of a grade to be achieved in the Welsh Baccalaureate Advanced Level Core. It should be noted that achievement at A*-B requires a better performance than that currently required to pass the qualification.

How grades are calculated

Grades will be on a four point scale A*-C. All students must achieve the entire Welsh Bac Core with grades determined by performance in a combination of Essential Skills Wales/Wider Key Skills and a strengthened Individual Investigation with more rigorous assessment criteria and requiring a minimum of 3,000 words.



School Rules

All pupils are members of our school community and all their actions should be with regard for the well-being of that community.

1. Students must be in their Form rooms by 8.45 am., for morning registration. Latecomers must sign in immediately on arrival in the Attendance Office. For arrival after 9.05 pupils must report to 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 & 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.

We don't allow designer clothes, designer hairstyles such as tramlines, jewellery and make-up. We also don't believe children should be allowed to challenge us on such matters.

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.



Uniform Suppliers

* items can only be bought at uniform suppliers:-

Granby's, Charles Street, Milford Haven
West Coast, Charles Street, Milford Haven

GIRLS

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

BOYS

- Royal blue sweatshirt with badge*
- Royal blue polo-shirt with logo*
- Plain black trousers, tailored
- Plain white or dark socks
- Plain black shoes
- Outdoor garment - Plain black, navy, royal blue.
- 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*



School Uniform

GIRLS' SPORTSWEAR

- Royal blue polo shirt
- Black/navy shorts or skirts
- Gold/ White Socks
- Trainers
- Royal blue hoody (optional)
- Black/navy tracksuit bottoms to be worn outside only, if cold.

BOYS' SPORTSWEAR

- Royal blue & gold rugby top
- Black/navy shorts
- Gold socks
- Rugby boots
- Trainers
- 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.



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).



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 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 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 considering sending their child to the School may visit by appointment with Miss E Rees, Assistant Headteacher

ADMISSIONS 2013 - 2014

Admitted on first preference - 133
Refused admission - 0

OPEN EVENING

An open evening is held in the October of alternate years for all parents 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 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.



Attendance

Excellent attendance and punctuality are vital for success. Milford Haven School has an electronic system which tracks and monitors attendance throughout the day.

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's or doctor's 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 do to support their child to achieve good attendance levels?

Parents 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: 92.3%
Unauthorised absence: 1.3%

'EVERY DAY COUNTS'

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 boards as appears to be educationally necessary.

At KS4 in order to cover the spectrum of interest and ability we currently give students the opportunity to enter for Entry level exams and BTEC examinations in addition to GCSE. All year 10 pupils are enrolled on the Welsh Baccalaureate course which widens the learning experience by adding Essential Skills, Work Related Education and an Individual Investigation together with Wales, Europe and the World.

The Sixth Form have the opportunity to resit GCSE Maths, English and Science They can now 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 Baccalaureate Course. Students of sufficient ability are given every encouragement to take Oxford or Cambridge Entrance Papers, together with Scholarship examinations of other Universities. BTEC 1st Certificate and Diploma courses continue to be very popular with students who require a different approach at this level.

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

COURSES

The examination courses currently being taught at the school are:

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

WJEC

Art & Design, Design Technology, English Literature, Electronics, Geography, History, Mathematics, Music, Religious Studies, French, Photography, Welsh, Sociology and Welsh Baccalaureate.

AQA

Business Studies, Health & Social Care (Single and Double Award) and Drama.

EDEXCEL

BTEC Health & Social Care
BTEC Travel & Tourism

OCR

Biology, Chemistry, ICT, Physics, Physical Education.

COLLABORATION

Travel and Tourism	Tenby
Geology, Media Studies	Pembroke
Computing	Tenby
Business & Economics, Spanish	Pembroke
BTEC Sport	Pembroke
ASDAN COPE Level 3	Tenby

GCSE

WJEC

Art, Design & Technology, Business Studies, Graphics, Food, Resistant Materials, Textiles, English Language, English Literature, French, History, Child Development, Mathematics, Music, Physical Education, Welsh Second Language, (Full and Short Course) Religious Studies (Full and Short Course), Health and Social Care, Science and Additional Science, Drama and Welsh Baccalaureate.

OCR

OCR Nationals in ICT Level 2
National Skills Profile.

EDEXCEL

Drama
Geography
BTEC Sport, Art, Business Studies, Engineering, Science (for all Level 2)

ENTRY LEVEL

WJEC

English, Mathematics, Life Skills

CITY & GUILDS

Workshop Skills



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

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.

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 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 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 should ensure that their own insurance policies provide cover if they are concerned about this.

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.

DATA PROTECTION ACT

Factual information relating to pupils - name, address, form, timetable, assessment reports, external examination entries etc. - is now stored on computer. Under the terms of the Act you have a right of access to such information. Please make an appointment to come to the school if you wish to see it.

HOME SCHOOL AGREEMENT

In common with all schools we have a home school agreement which parents are asked to sign.

HEALTH & SAFETY/ SCHOOL SECURITY

All aspects of Health & Safety are covered in our school policy that is in line with Pembrokeshire County Council policies. Every thing is done to ensure the safety of staff and pupils, including the installation of CCTV cameras, and a signing in system for visitors. Practice Fire Drills are held once a term. All visitors to the school, including parents of sick children are asked to report to reception via the front entrance. In the interests of security, visitors may not walk through the building or the school site without a visitors' pass.

Destinations of Pupils in July 2013 (most recent figures available)

	Full-time Education at University, College or School	Full-time Employment	Worked Based Training	Other
Year 11 Pupils 196	159	2	24	11
Year 12 Pupils 120	109	3	4	4
Year 13 Pupils 66	53	10	0	3

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.

Twitter: @schoolmilford
Facebook: www.facebook.com/milfordhavenschool

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.

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

Milford Haven School
Steynton Road
Milford Haven
Tel: 01646 690021

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:

Careers Centre
2A Meyrick Street
Pembroke Dock
SA72 6UT
01646 623510

Careers Centre
31-33 High Street
Haverfordwest
SA61 2BW
01437 772100



School Comparative/Validation 2014 (KS3 - Pupils)

(Table 1 of 2 - PERCENTAGES)

Pembrokeshire
Milford Haven School

	N	D	NC01	NC02	NC03	1	2	3	4	5	6	7	8	EP	5+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	3.8	17.3	62.2	15.4	1.3	0.0	0.0	78.8
	Wales	0.3	0.1	0.1	0.1	0.3	0.9	3.2	12.0	40.2	30.3	11.3	0.9	0.1	82.9
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	3.2	18.6	60.9	16.0	1.3	0.0	0.0	78.2
	Wales	0.3	0.1	0.1	0.1	0.3	0.8	3.1	12.3	37.4	31.8	12.1	1.3	0.1	82.7
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	3.8	17.9	57.1	17.9	3.2	0.0	0.0	78.2
	Wales	0.3	0.1	0.1	0.1	0.4	0.8	3.5	13.6	38.7	29.5	11.5	1.1	0.1	80.9
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	5.8	28.8	50.6	14.1	0.6	0.0	0.0	65.4
	Wales	0.3	0.1	0.1	0.1	0.5	1.0	4.1	17.6	38.9	26.6	9.6	0.9	0.1	76.1



Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	3.2	11.5	40.4	35.3	9.0	0.6	0.0	85.3
	Wales	0.3	0.1	0.1	0.1	0.4	0.7	3.2	11.2	30.7	31.8	19.0	2.3	-	83.9

Science	School	0.0	0.0	0.0	0.0	0.0	0.0	1.3	10.9	42.9	38.5	6.4	0.0	0.0	87.8
	Wales	0.3	0.1	0.1	0.1	0.3	0.4	1.6	9.9	38.4	33.8	14.0	0.8	-	87.0

Core Subject Indicator **

School	71.8
Wales	77.0

School Comparative/Validation 2014 (KS3 - Pupils)

	N	D	NC01	NC02	NC03	1	2	3	4	5	6	7	8	EP	5+
Welsh Second Language	School	0.6	0.6	0.0	0.0	0.0	0.0	3.2	17.3	57.7	16.7	3.8	0.0	0.0	78.2
	Wales	0.9	1.4	0.1	0.1	0.1	0.6	5.8	16.7	40.9	25.1	6.7	0.6	0.1	73.3
Modern Foreign Language	School	1.3	0.0	0.0	0.0	0.0	0.6	1.9	13.5	57.1	21.8	3.8	0.0	0.0	82.7
	Wales	1.0	1.5	0.2	0.1	0.1	0.5	4.0	13.6	37.9	29.8	9.9	0.5	-	78.1
Design and Technology	School	0.0	0.0	0.0	0.0	0.0	0.0	0.6	12.8	46.8	32.1	7.7	0.0	0.0	86.5
	Wales	0.4	0.2	0.2	0.1	0.1	0.3	0.5	8.7	44.9	34.3	8.5	0.3	-	88.1
Information and Communication Technology	School	0.0	0.0	0.0	0.0	0.0	0.0	0.6	5.1	41.7	45.5	7.1	0.0	0.0	94.2
	Wales	0.4	0.2	0.1	0.1	0.3	0.4	1.2	8.1	41.6	36.6	10.6	0.3	0.0	89.0
History	School	0.0	0.0	0.0	0.0	0.0	0.0	0.6	14.1	37.2	37.8	10.3	0.0	0.0	85.3
	Wales	0.4	0.2	0.2	0.1	0.1	0.2	2.0	11.3	38.8	32.7	12.4	0.9	-	84.8
Geography	School	0.0	0.0	0.0	0.0	0.0	0.0	0.6	14.1	51.9	30.1	3.2	0.0	0.0	85.3
	Wales	0.4	0.2	0.2	0.1	0.1	0.3	0.6	11.5	39.8	31.4	12.2	1.1	0.1	84.6
Art and Design	School	0.0	0.0	0.0	0.0	0.0	0.0	1.3	10.9	45.5	38.5	3.8	0.0	0.0	87.8
	Wales	0.4	0.2	0.2	0.1	0.1	0.3	1.2	8.6	43.6	32.5	11.1	1.2	-	88.5
Music	School	0.0	0.0	0.0	0.0	0.0	0.0	0.6	10.3	59.6	22.4	7.1	0.0	0.0	89.1
	Wales	0.5	0.3	0.1	0.1	0.3	0.4	1.2	9.7	52.3	27.1	6.7	1.0	0.1	87.2
Physical Education	School	0.0	0.0	0.0	0.0	0.0	0.0	1.3	12.8	55.8	27.6	2.6	0.0	0.0	85.9
	Wales	0.6	0.3	0.2	0.1	0.1	0.2	1.3	10.7	50.2	27.7	7.6	0.7	-	86.1



Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NC01 : National Curriculum Outcome 1

NC02 : National Curriculum Outcome 2

NC03 : National Curriculum Outcome 3

(NB NC01, NC02 & NC03 have replaced Level W in previous years)

EP: Exceptional Performance

% achieving the expected level (L5+)

- : Not exactly zero, but less than 0.05

* : Figure is less than five or cannot be given for reasons of confidentiality

** : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

National comparative data refers to 2013

This report uses data for 2013 for LA and Wales comparative information

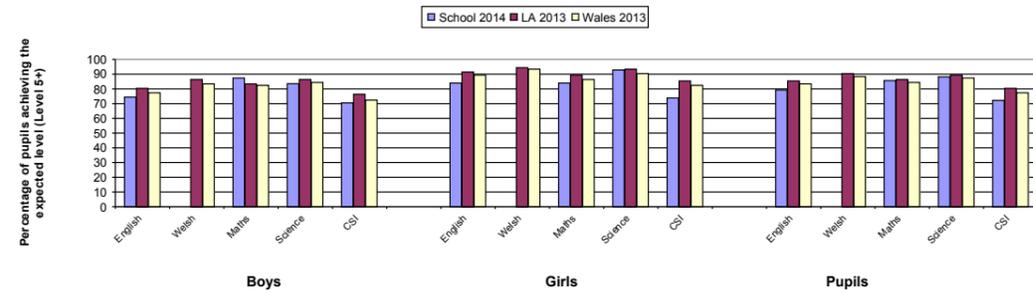
Milford Haven School
Pembrokeshire

LA/School no: 668/4063

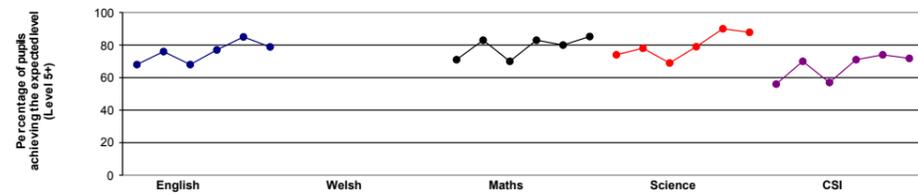
**School comparative information: National Curriculum Assessments 2014
Key Stage 3**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2014	LA 2013	Wales 2013	School 2014	LA 2013	Wales 2013	School 2014	LA 2013	Wales 2013
English	74	80	77	84	91	89	79	85	83
Welsh	0	86	83	0	94	93	0	90	88
Maths	87	83	82	84	89	86	85	86	84
Science	83	86	84	92	93	90	88	89	87
CSI	70	76	72	73	85	82	72	80	77



School Performance over time (2010 - 2014)



Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2013 for LA and Wales comparative information

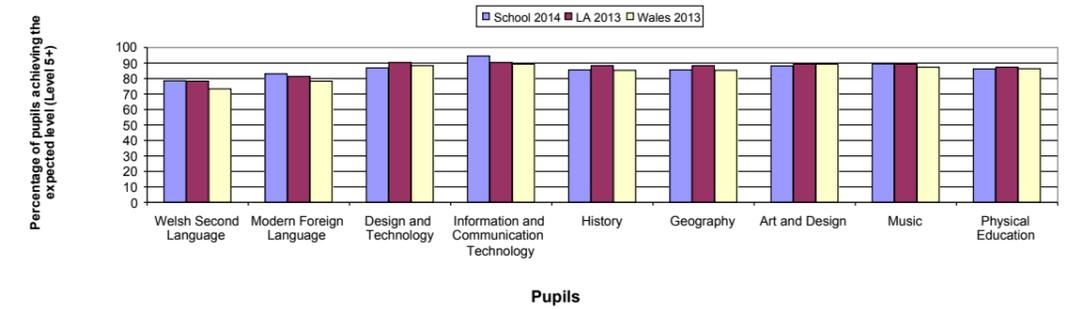
Milford Haven School
Pembrokeshire

LA/School no: 668/4063

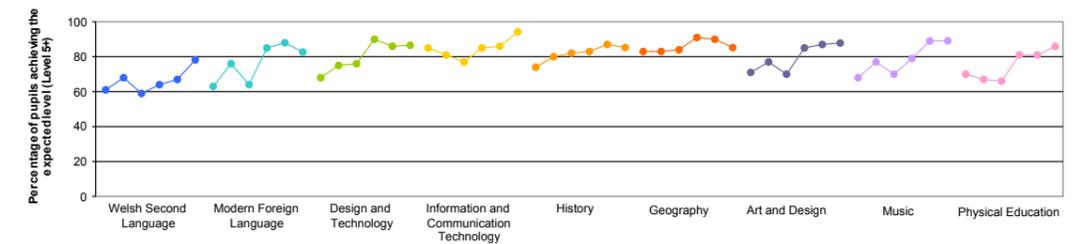
**School comparative information: National Curriculum Assessments 2014
Key Stage 3**

Percentage of pupils achieving the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2014	LA 2013	Wales 2013	School 2014	LA 2013	Wales 2013	School 2014	LA 2013	Wales 2013
Welsh Second Language	69	70	65	87	87	82	78	78	73
Modern Foreign Language	81	74	71	85	88	86	83	81	78
Design and Technology	79	86	83	94	95	93	87	90	88
Information and Communication Technology	94	88	86	95	93	93	94	90	89
History	81	83	80	90	93	90	85	88	85
Geography	79	84	80	91	91	90	85	88	85
Art and Design	81	83	83	95	95	95	88	89	89
Music	86	85	83	92	94	92	89	89	87
Physical Education	87	88	85	85	87	87	86	87	86



School Performance over time (2010 - 2014)



Notes:

1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2013 : 194

Percentage of pupils aged 15 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2012/13	98	93	64	38	36	308	460
LA Area 2012/13	100	93	78	52	49	336	535
Wales 2012/13	100	93	78	53	49	333	501
School 11/12/13	100	94	62	39	38	310	445
School 10/11/12	100	92	56	39	38	297	399

Number of boys aged 15 who were on roll in January 2013 : 104

Percentage of boys aged 15 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2012/13	98	89	62	38	37	295	439
LA Area 2012/13	99	92	73	46	44	320	503
Wales 2012/13	100	92	74	49	46	320	475
School 11/12/13	100	92	58	35	34	297	424
School 10/11/12	100	91	50	32	32	280	376

Number of girls aged 15 who were on roll in January 2013 : 90

Percentage of girls aged 15 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2012/13	99	98	67	37	34	324	484
LA Area 2012/13	100	95	83	59	56	354	573
Wales 2012/13	100	95	82	57	53	347	529
School 11/12/13	100	96	66	44	42	324	468
School 10/11/12	100	94	62	46	44	314	423

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 results.

(4) Entry Level Qualification.

(5) For the final SSSP this definition will be replaced with the percentage of pupils aged 15 leaving education with no qualifications as defined under the National Performance Indicator EDU/002.

(6) Used for all Free School Meal benchmarking tables.

(7) Used in the calculation of the Core Data Set statistical family.

.. Data not available.



Pupils aged 15

Percentage of pupils aged 15 who:

Percentage of boys aged 15 who:

Percentage of girls aged 15 who:

	achieved one or more ELQ (4) only	Left full time education without a qualification (5)	achieved one or more ELQ (4) only	Left full time education without a qualification (5)	achieved one or more ELQ (4) only	Left full time education without a qualification (5)
School 2012/13	1	0.0	1	0.0	0	0.0
LA Area 2012/13	1	0.1	1	0.1	1	0.0
Wales 2012/13	1	0.3	1	0.4	1	0.2
School 11/12/13	1	0.2	2	0.0	1	0.4
School 10/11/12	2	0.7	3	0.7	1	0.7

Pupils aged 17

Number of pupils aged 17 who were on roll in January 2013: 72

Number of boys aged 17 who were on roll in January 2013: 25

Number of girls aged 17 who were on roll in January 2013: 47

	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2012/13	94	739	95	591	93	817
LA Area 2012/13	97	901	97	861	97	932
Wales 2012/13	96	807	96	758	97	849
School 11/12/13	93	789	94	699	93	838
School 10/11/12	91	806	91	750	91	838

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 GCSE results or the vocational equivalent.

(4) Entry Level Qualification.

(5) For the final SSSP this definition will be replaced with the percentage of pupils aged 15 leaving education with no qualifications as defined under the National Performance Indicator EDU/002.

(6) Used for all Free School Meal benchmarking tables.

(7) Used in the calculation of the Core Data Set statistical family.





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