



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

6 January 2020

Dear

Thank you for your email to the Estyn Enquiries inbox. In accordance with Estyn's Freedom of Information policy, I attach a copy of the recent monitoring report for Milford Haven School.

Yours sincerely

Robert Gairey

Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

Estyn

Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru

Her Majesty's Inspectorate For Education and Training in Wales

Cyfeiriad: Llys Angor, Heol Keen, Caerdydd, CF24 5JW

Address: Anchor Court, Keen Road, Cardiff, CF24 5JW

Ffôn Estyn/Estyn Phone: 02920 446309

E-bost/E-mail: robert.gairey@estyn.gov.wales

Gwefan/Website: www.estyn.llyw.cymru / www.estyn.gov.wales

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

Dilynwch [@EstynAEM](https://twitter.com/EstynAEM) / Follow [@EstynHMI](https://twitter.com/EstynHMI)

From:

Sent: 06 January 2020 10:34

To: Enquiries

Subject: Report

Dear Sir/Madam,

Please would you be able to forward me a link for the Follow up visit for Milford Haven Comprehensive School in Pembrokeshire. Their inspection was in September 2019. I spoke to a colleague of yours this morning she told me to contact you as the report is not on the your website.

Kind regards



Arolygiaeth El Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Report following monitoring

Level of follow-up: Significant Improvement

**Milford Haven School
Steynton Road
Milford Haven
Pembrokeshire
SA73 1AE**

Date of visit: September 2019

by

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

Outcome of visit

Milford Haven School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around six months' time to monitor progress against the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

Progress since the last inspection

R1. Raise standards at key stage 4 and improve the progress made by all pupils in lessons, in particular their development of literacy and numeracy skills

The majority of pupils make sound progress in their knowledge and understanding of subject content and skills. They display suitable recall of prior learning and apply their knowledge appropriately to new contexts.

In lessons, the majority of pupils listen attentively to their teachers and peers. A few communicate confidently and articulate their ideas well. For example, pupils provide thoughtful, well considered answers when asked to identify a range of musical elements as represented by a series of images. The majority of pupils, are reluctant to express themselves verbally in lessons. They are often passive and lack the confidence to respond to teachers' questioning.

The majority of pupils have sound basic reading skills. They locate and summarise information successfully. For example, in geography, pupils consider a range of the human and physical features of Wales and use this information well to consider the advantages and disadvantages of living in Wales. However, the majority of pupils do not make enough progress in developing their higher-order reading skills and do not analyse texts in sufficient depth and detail.

The technical accuracy of the majority of pupils' writing is sound. They structure their writing appropriately and show a secure sense of purpose and audience. However, a minority produce only brief and underdeveloped responses. These pupils make frequent errors in their spelling, punctuation and grammar.

The majority of pupils make sound progress in developing their basic number skills and, when given the opportunity, apply these skills suitably in relevant subjects across the curriculum. A minority of pupils do not have a secure knowledge and understanding of fundamental mathematical concepts.

In 2018, the school's performance in most key performance indicators at key stage 4 declined and did not compare well with similar schools. The performance of pupils eligible for free school meals was below that of their counterparts in similar schools.

R2. Improve pupil behaviour and attitudes to learning

Since the core inspection, the school has introduced a range of appropriate strategies to improve pupils' behaviour and attendance. This has helped to establish a common understanding amongst pupils, parents and staff of the importance of good behaviour and attendance.

The recently strengthened behaviour policy is applied consistently by many staff and is beginning to have a positive impact on improving behaviour in lessons. Many pupils behave well in class and a majority demonstrate positive attitudes to learning. Although a majority of pupils sustain concentration throughout lessons, a minority display a lack of resilience and do not engage fully in class activities. A few pupils continue to misbehave in lessons and disrupt the learning of others. The poor punctuality of a few pupils has a negative impact on their learning and the learning of others.

Pupils who experience specific barriers to learning and/or poor attendance are supported suitably by a range of strategies and interventions. Provision at the 'Hafan', 'Bay' and 'Harbour' rooms helps pupils to learn in a nurturing and caring environment. This recently established resource supports the emotional, behavioural and learning needs of these pupils well.

Over the last two years, the number of days lost to fixed term exclusions has decreased but the number of incidents remains high.

R3. Improve the quality of teaching

Since the core inspection, senior leaders have introduced a suitable range of strategies that are beginning to have a positive impact on improving the quality of teaching. They have provided relevant professional learning opportunities for all staff aimed at establishing a shared understanding of the key features of effective teaching. However, these strategies have not focused consistently well enough on evaluating the impact of teaching on the progress pupils make.

Most teachers have secure subject knowledge and are a good language model for pupils. Many develop constructive working relationships with pupils and manage their behaviour well where necessary.

In around half of lessons, teachers plan well to meet the needs of pupils of all abilities. In a minority of cases, teachers have high expectations of their pupils, but the majority do not challenge pupils sufficiently. These teachers provide tasks which are not demanding enough. This inhibits pupil progress and the pace of learning in these lessons is too slow. This has a detrimental effect on pupils' achievement and their attitudes to learning.

A minority of teachers use effective questioning techniques to probe pupils' understanding. The majority, however, often elicit only short, factual answers and do not encourage pupils to develop their verbal responses in depth well enough.

The majority of teachers provide pupils with suitable feedback that shows them how well they are doing and what they need to do to improve their work. This is beginning to have a positive impact on the progress pupils make. Overall, teachers' feedback does not focus well enough on helping pupils to develop their literacy skills.

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

Since the core inspection, the school has strengthened suitably its approach to the improvement of pupils' literacy and numeracy skills. Many subject leaders have identified appropriate opportunities for skills development in their schemes of learning. In addition, school improvement groups have assumed responsibility for developing and sharing suitable resources and teaching approaches within their subject departments. However, the impact of teaching on the development of pupils' skills across the curriculum remains too variable.

Leaders use an appropriate range of first hand evidence to identify relevant priorities for the development of skills. They have provided staff with suitable training and resources, and organised valuable opportunities throughout the year for teachers to share ideas for the teaching of skills. However, only a minority of teachers use these

teaching strategies effectively in their lessons to support the development of pupils' skills. In addition, teachers' feedback does not focus consistently well enough on helping pupils to develop their skills.

Overall, planning to develop pupils' literacy and numeracy skills lacks clarity and does not focus well enough on the progressive development of pupils' skills across the curriculum. Leaders do not focus sharply enough on the impact of its provision on pupil progress.

The school has enhanced suitably its provision to support pupils with weak literacy and numeracy skills. These pupils receive valuable and specialist support to accelerate their progress in their basic skills. Many make sound progress in their literacy and numeracy skills and as a result gain confidence and become more positive in their attitudes to learning.

The school has taken many positive steps to enrich the provision to develop pupils' Welsh language skills and appreciation of Welsh heritage and culture. These include a popular annual Eisteddfod, Bush Craft activities organised by the Urdd, and a specific focus to learn about local history in schemes of learning. However, this has had limited impact on the use of Welsh by pupils outside Welsh lessons.

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

Since her appointment in April 2018, the headteacher has implemented a range of suitable strategies that are helping to improve the quality and effectiveness of leadership. She has set out high expectations for all areas of the school's work and has been successful in communicating this ambition clearly to parents and other stakeholders. However, while strategies are contributing well to improvements in pupils' behaviour, they have not had sufficient impact on the quality of teaching and learning and on the standards pupils achieve.

The headteacher has undertaken a comprehensive and strategic restructure of leadership across the school. Senior leaders' responsibilities now focus directly on the school's improvement priorities. This is helping to strengthen leadership capacity and to give clarity and direction to leaders' work.

There is a clear line-management structure that is helping to hold staff appropriately to account for the quality of their work. Line management meetings follow a common agreed agenda, focusing directly on pupils' progress and the implementation of the school's improvement priorities. These meetings provide a useful means for senior leaders to reinforce expectations and to provide support and challenge where relevant. Despite this, the impact of middle leaders on pupil progress and the effectiveness of teaching remains inconsistent.

The headteacher has strengthened the school's approach to self-evaluation and improvement planning. Leaders gather first-hand evidence through a suitable range of evaluative activities. This helps them to identify broadly relevant areas for improvement. However, when evaluating teaching, leaders do not focus sharply enough on its impact on pupils' progress and skills. As a result, they are often too generous in their evaluation of teaching. This makes it difficult for them to identify specific improvement priorities and monitor their progress towards them.

R6. Address the deficit budget

The school has taken appropriate action to address the deficit budget. Following agreement with the local authority for a licensed deficit to cover a three-year period from 2017 to 2020, the school produced a three-year medium-term financial recovery plan to return the school to a balanced budget in 2020.

The school has worked closely with the local authority and other partners to attract additional funding to support specific initiatives and to achieve necessary efficiencies. In particular, the school was successful in its grant application to fund the alternative curriculum provision.

The most recent updated financial accounts project a small budget surplus at the end of the current financial year.