

PEMBROKESHIRE COUNTY COUNCIL  
Cyngor Sir Penfro



## **CHILDREN & SCHOOLS**

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### **MILFORD HAVEN SCHOOL**

#### **Future Proposals for Sixth Form Provision**

## **CONSULTATION DOCUMENT**

**FEBRUARY 2020**

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# Foreword

Pembrokeshire County Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools of the right type in the right places and ensuring that they are fit for our 21<sup>st</sup> century learners is a challenge facing us, and all councils across Wales.

Meeting this challenge involves reviewing the number and types of school the Council has in its area, and assessing whether or not best use is being made of its resources and facilities.

The Council reviews its provision on the basis of:

- Quality and future sustainability of educational provision
- Sufficiency and accessibility of school places
- The condition, suitability and standard of school buildings
- Value for money

This consultation document sets out the proposal to remove sixth form provision from Milford Haven School. I look forward to receiving your views.

**Steven Richards-Downes**  
**Chief Education Officer**

# 1. Introduction

Pembrokeshire County Council has a statutory duty to secure sufficient and suitable school places in its area and to determine whether it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

At its meeting on 10<sup>th</sup> October 2019, Pembrokeshire County Council considered a report which outlined a request from the governing body of Milford Haven School to consult on the removal of the sixth form from the school. The report referred to a letter that had been received from the chair of the governing body of the school which outlined a number of factors that had led to its decision. The decision of Council was as follows:

<p>That the Director for Children and Schools be authorised to undertake statutory consultation on the proposal to make a regulated alteration to Milford Haven School in order to remove its sixth form provision.</p>
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Such a proposal constitutes a regulated alteration within the context of the School Standards and Organisation (Wales) Act 2013. Consequently, this document fulfils part of the County Council's responsibility under the Act to consult with appropriate stakeholders and to explain the Council's proposal to remove sixth form provision from Milford Haven School. This document offers an opportunity for consultees to put forward any comments, observations or alternative proposals they wish to be considered, as well as explaining why other options considered are not the preferred option.

Consultation on this proposal will comply with the requirements of the School Organisation Code. Consequently, the main purpose of this document is to provide information and to gather the views of identified stakeholders. For further information on the statutory process, see Section 7.

## 2. Consultation

### 2.1 Who will we consult with?

The Governing Bodies, Parents/Carers/Guardians and Staff of:	
<ul style="list-style-type: none"> <li>• Milford Haven School</li> <li>• Milford Haven CP School</li> <li>• St Francis Catholic Primary School</li> <li>• Gelliswick VC School</li> <li>• Coastlands CP School</li> </ul>	<ul style="list-style-type: none"> <li>• Johnston CP School</li> <li>• Neyland CP School</li> <li>• Haverfordwest High VC School</li> <li>• Ysgol Harri Tudur/Henry Tudor Sch.</li> </ul>
<ul style="list-style-type: none"> <li>• Paul Davies AM – Constituency</li> <li>• Helen Mary Jones AM – Regional</li> <li>• Joyce Watson AM – Regional</li> <li>• Eluned Morgan AM – Regional</li> <li>• Neil Hamilton AM - Regional</li> <li>• Stephen Crabb MP</li> <li>• Cllr. Reg Owens</li> <li>• Cllr. Peter Morgan</li> <li>• Cllr. Ken Rowlands</li> </ul>	<ul style="list-style-type: none"> <li>• Cllr. Vivien Stoddart</li> <li>• Cllr. Mike Stoddart</li> <li>• Cllr Rhys Sinnett</li> <li>• Cllr Stephen Joseph</li> <li>• Cllr. Stanley Hudson</li> <li>• Cllr. Guy Woodham</li> <li>• Cllr. Paul Miller</li> <li>• Cllr. Simon Hancock</li> <li>• Cllr. Robert Summons</li> </ul>
<ul style="list-style-type: none"> <li>• NEU</li> <li>• NASUWT</li> <li>• UCAC</li> <li>• ATL</li> <li>• NAHT</li> <li>• ASCLE</li> <li>• UNISON</li> <li>• UNITE</li> <li>• GMB</li> </ul>	<p>The following Town or Community Councils:</p> <p>Milford Haven, Dale, Marloes &amp; St Brides, St Ishmaels, Walwyns Castle, Herbrandston, Tiers Cross, Llanstadwell, Johnston, Neyland, Rosemarket, The Havens</p>
<p>Diocesan Directors of Education:</p> <ul style="list-style-type: none"> <li>• St David's</li> <li>• Menevia</li> </ul>	Dyfed Powys Police and Crime Commissioner
The Welsh Ministers	Estyn
ERW – Regional Education Consortium	Pembrokeshire College
Carmarthenshire County Council	Ceredigion County Council

### 2.2 Consultation with children and young people

The children and young people attending all the schools identified above will be able to participate in the consultation process through their School Councils. The information provided to children and young people will be presented in a way that is relevant to their age and level of likely understanding and be in accordance with the National Standards for Children and Young People's Participation. The information gathered from the consultation with pupils will form part of the Consultation Report which will subsequently be considered by Council.

## 2.3 When does the consultation period start and end?

**THE CONSULTATION PERIOD FOR THIS PROPOSAL WILL COMMENCE ON 5 FEBRUARY 2020 AND ENDS ON 20 MARCH 2020.**

During this period you can express your views by writing to the Chief Education Officer by using any of the following methods:

Letter to:	Mr Steven Richards-Downes Chief Education Officer County Hall Haverfordwest SA61 1TP
Response Form:	See the form at the back of this document
Online:	<a href="http://www.pembrokeshire.gov.uk/haveyoursay">www.pembrokeshire.gov.uk/haveyoursay</a>

You can submit your views in favour of, or against the proposal. Responses received during the consultation period will not be treated as statutory objections. If you wish to object, you will need to do so in writing during the statutory objection period outlined in Section 7.

**PLEASE NOTE THAT ALL CORRESPONDENCE SHOULD BE RECEIVED BY NO LATER THAN 5PM ON 20 MARCH 2020.**

## 2.4 What will happen after the consultation process?

At the end of the consultation period the feedback will be collated and summarised in a Consultation Report and subsequently presented to the County Council. This report will be available to be viewed on the Council website and hard copies obtainable on request from the address detailed below. Council will consider the report and decide whether it wishes to proceed with the proposal or not.

If Council decides not to proceed, that will be the end of this proposal. However, if Council decides to proceed, a Statutory Notice will be published. The Statutory Notice will be published on the Council's website and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers and members of staff.

In accordance with The School Standards and Organisation (Wales) Act 2013, anyone wishing to make objections to the proposal will have the opportunity to do so. To be considered as statutory objections, objections will need to be made in writing or by email, and sent to the Council within 28 days of the date on which the statutory notice was published.

If objections are received, these will be summarised into an Objection Report, which will be published on the Council's website with parents/carers/guardians and staff members of the

relevant schools advised of its availability. All consultees listed earlier in this section will receive hard copies of the report or be emailed a link to the relevant location on the website.

On the basis that this proposal is one which affects sixth form provision, Section 50 of the School Standards and Organisation (Wales) Act 2013 requires such proposals to be approved by the Welsh Ministers. Consequently, the Welsh Ministers will consider the proposal and any objections received before making a final decision.

## **2.5 Your questions**

The content of this document is likely to provide answers to the most common questions that will arise regarding the proposal. However, should you have any further questions, please contact Huw Jones on the following email address:

[EducationConsultations@pembrokeshire.gov.uk](mailto:EducationConsultations@pembrokeshire.gov.uk)

### 3. The Status Quo – Background

#### 3.1 Milford Haven School - General

Milford Haven School is an English medium 11-19 mixed comprehensive school maintained by Pembrokeshire County Council. The school serves the town of Milford Haven and the surrounding rural area. It is located in the Milford North electoral ward, but its catchment area encompasses a large area north of the Milford Haven waterway, from Talbenny in the North West, eastwards towards Johnston and south to Neyland. The catchment area is largely rural in nature, but with significant large centres of population in Hakin, Johnston, Milford Haven and Neyland – see attached map.

22.8% of pupils are eligible for free school meals and most come from a white, British background; less than 1% of pupils speak English as an additional language. Over 28% of pupils are on the special educational needs register.

Milford Haven School receives its pupils from schools in St Ishmael's, Hakin/Hubberston and Milford Haven. However, following a reorganisation of secondary provision in Haverfordwest, both Johnston and Neyland primary schools have now become additional feeder schools.

#### 3.2 Whole school pupil numbers

Pupil numbers on roll at Milford Haven School over the last ten years are as follows:

Actual											
2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020*
1180	1124	1081	1063	1043	952	902	869	885	903	939	982

\* The figure in relation to 2020 is based on an un-verified return made by the school in January 2020.

#### 3.3 Sixth Form pupil numbers

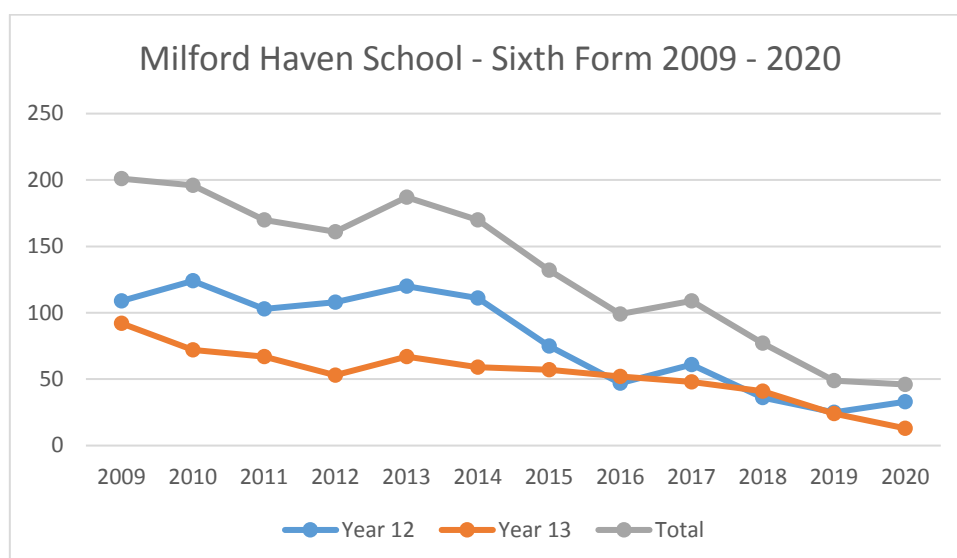
Pupil numbers in the sixth form over the last ten years are as follows:

	Actual											
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020*
Yr 12	109	124	103	108	120	111	75	47	61	36	25	33
Yr 13	92	72	67	53	67	59	57	52	48	41	24	13
Total	201	196	170	161	187	170	132	99	109	77	49	46

\* The figure in relation to 2020 is based on an un-verified return made by the school in January 2020.

The decline in learner numbers can best be articulated in the following line graph:





### 3.4 Post 16 learner destinations

Learner destinations at the age of 16 are an important consideration as part of this proposal. The table below shows the extent of the Year 11 cohort for the last five years and pupils' subsequent destinations. In all cases, the largest percentage of learners transfer to Pembrokeshire College to follow vocational courses. In relation to A Level courses, most learners during this period chose to stay at the school; however, many more learners chose to follow such courses at Pembrokeshire College in 2019.

January PLASC	2015		2016		2017		2018		2019	
Year 11 cohort	182		152		138		125		157	
Destinations:	<div>↓</div>		<div>↓</div>		<div>↓</div>		<div>↓</div>		<div>↓</div>	
	No.	%	No.	%	No.	%	No.	%	No.	%
Year 12 at school (AS)	47	26%	61	40%	36	26%	25	20%	30	19%
Year 12 at College (AS)	10	6%	6	4%	10	7%	7	6%	26	17%
Vocational at College	101	55%	71	47%	77	56%	75	60%	93	59%
Other, e.g. Work based training, employment, etc.	24	13%	14	9%	15	11%	18	14%	8	5%

Sources: PLASC, Pembrokeshire College

In relation to progression from Year 12 to Year 13, the table below is relevant. The percentage progression is a cause for concern and does not compare favourably with the Pembrokeshire average of 79% and the Wales average of 82%. This may suggest that learners have not been given the appropriate information, advice and guidance when

considering their Post 16 pathways or that the limited A level offer was not appropriate for the individuals concerned.

January PLASC	2015		2016		2017		2018		2019	
Year 11 cohort	182		152		138		125		157	
Destinations:	↓		↓		↓		↓		↓	
	No.	%	No.	%	No.	%	No.	%	No.	%
Year 12 at school	47	26%	61	40%	36	26%	25	20%	30	19%
	↓		↓		↓		↓		↓	
Year 13 at school	48*	100%	41	67%	24	67%	14	56%	-	-

Notes: \* in addition to the 100% progression, an additional learner joined in Year 13

### 3.5 Details of the school which is the subject of the proposal

School	Category	Language Category	Age Range	School Capacity	Admission Number 2018/19
Milford Haven School, Steynton Rd, Milford Haven, SA73 1AE	Community	English Medium	11-19	1194	209

The age profile of pupils currently on roll and the figures recorded for the previous four annual school censuses are as follows:

	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13	Total
Jan 2020 (unverified)	227	202	189	154	164	33	13	982
Jan 2019	212	191	159	171	157	25	24	939
Jan 2018	201	157	176	167	125	36	41	903
Jan 2017	158	181	166	132	139	58	51	885
Jan 2016	179	167	127	145	152	43	56	869

'My Local School' - Summary of information	School	LA	Wales
<b>MILFORD HAVEN SCHOOL</b>			
<b>Free School Meals - 3 year average (FSM Group) – 2019</b>	22.8%	15%	16.5%
<b>Attendance during 2019</b> Percentage of half day sessions attended by pupils of statutory school age during the academic year.	94.4%	93.8%	93.8%
<b>% Pupils at School Action (2019)</b> When a teacher identifies that a pupil has SEN they provide interventions that are additional to or different	21.6%	19.2%	14.1%

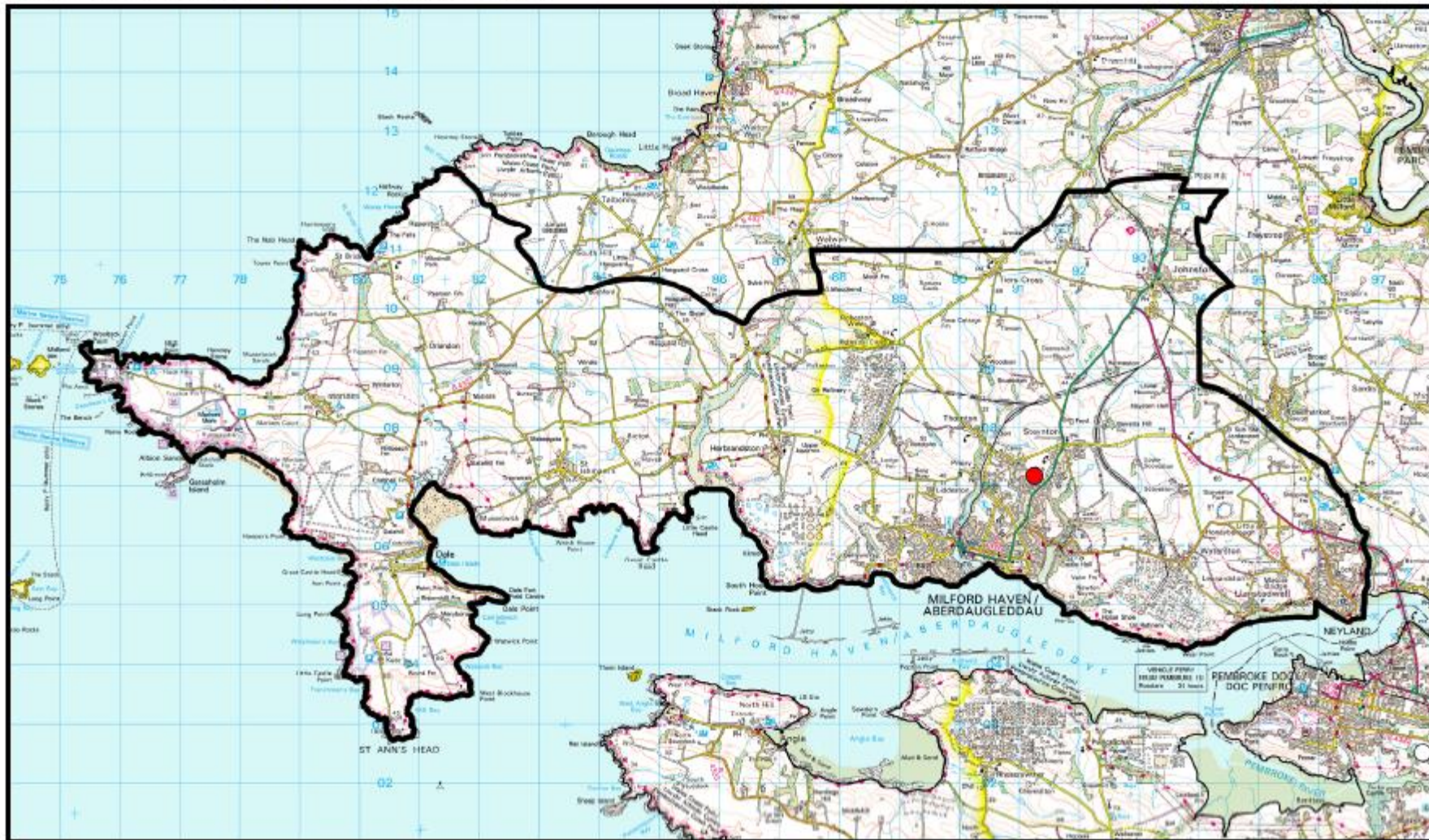
<b>'My Local School' - Summary of information</b>	<b>School</b>	<b>LA</b>	<b>Wales</b>
<b>MILFORD HAVEN SCHOOL</b>			
from those provided as part of the school's usual curriculum.			
<b>% Pupils at School Action + (2019)</b> When a teacher are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through School Action can be put in place.	7%	7.2%	8%
<b>% Statemented pupils (2019)</b> A child has SEN if s/he has learning difficulties which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different facilities from those that the school generally provides for children.	0.9%	1.3%	2.3%
<b>% Pupils where English is an Additional Language (EAL) (2019)</b>	0.9%	0.6%	2.9%
<b>% Pupils in the school recorded as having an ethnic background as anything other than "White-British" (2019)</b>	4.5%	5%	10.3%

# SCHOOL CATCHMENT AREA PLAN / CYNLLUN TALGYLCH YSGOL

(from September 2018 / o Medi 2018)

School Name / Enw'r Ysgol: Milford Haven School

School Number / Rhyf yr Ysgol: 4063



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### 3.6 School Capacity

Capacity is measured using the “Measuring the Capacity of Schools in Wales” formula; this excludes nursery accommodation and part time pupils. School capacities are reviewed annually and may change when a school changes the way it uses its accommodation and when building alterations take place. The current forecast in relation to pupil population compared to school capacity is shown below. The current capacity of Milford Haven School is 1194.

### 3.7 Pupil Forecasts

An exercise to forecast future pupil numbers is undertaken annually – this was last undertaken in April 2019. In the case of secondary schools, forecasts are constructed as follows:

- i. New Year 7 is based on the number of applications for secondary places as at the national offer date of the previous 1<sup>st</sup> March;
- ii. Subsequent years are based on a broad percentage of pupils transferring from various feeder primary schools;
- iii. Forecasts of pupils progressing into the sixth form in Year 12 and going forward to Year 13 are based on a rolling average over the last 4 years.

The figures shown below reflect the adjusted 2019 forecasts, i.e. to account for the difference between 2020 forecast and actual.

#### Pupil Forecasts 2021 - 2025

Whole School	Actual		Forecast					Capacity
	2019	2020	2021	2022	2023	2024	2025	2019
Milford Haven School	939	982	1068	1163	1218	1309	1307	1194

#### Occupancy 2020-2024

Whole School	Actual		Forecast				
	2019	2020	2021	2022	2023	2024	2025
Milford Haven School	78.6%	82.2%	89.4%	97.4%	102%	109.6%	109.5%

### 3.8 Sixth Form Forecasts

As outlined above, the forecasts for sixth form learners is based on rolling four year averages for progression from Year 11 to Year 12, and from Year 12 to Year 13.

Sixth Form	Actual		Forecast				
	2019	2020	2021	2022	2023	2024	2025
Year 12 (26% Avg.)	25	33	43	40	49	53	59
Year 13 (63% Avg.)	24	13	21	27	25	31	33
<b>Total</b>	<b>49</b>	<b>46</b>	<b>64</b>	<b>67</b>	<b>74</b>	<b>84</b>	<b>92</b>

However, in view of the continuing decline in the number of learners progressing to the sixth form, it is sensible to consider a forecasting methodology based on the current progression % rates. These result in the following forecasts for the sixth form:

Sixth Form	Actual		Forecast				
	2019	2020	2021	2022	2023	2024	2025
Year 12 (19%)	25	33	31	29	36	38	43
Year 13 (56%)	24	13	18	17	16	20	21
<b>Total</b>	<b>49</b>	<b>46</b>	<b>49</b>	<b>46</b>	<b>52</b>	<b>58</b>	<b>64</b>

### 3.9 Buildings / Accommodation

The following information has been extracted from the joint Chandler/EC Harries building surveys undertaken as part of preliminary work undertaken by Welsh Government and the WLGA in relation to the 21<sup>st</sup> Century Schools Programme. The condition and suitability gradings are reviewed annually and reflect all works undertaken on schools. It is worth noting that where schools have benefitted from significant improvements, it is conceivable that the overall condition grading of the school remains unchanged. The overall condition assessment would take such improvements into consideration, but is ultimately based on the surveyor's assessment of the building/s as a whole.

Milford Haven School was built in 1964 and was extended in 1988 following the amalgamation of Milford Haven Grammar School and Milford Haven Central School. The land and buildings are in the ownership of Pembrokeshire County Council.

The school is graded as "C" (Poor) for both condition and suitability. It is proposed to undertake significant improvements to the school premises as part of the Council's 21<sup>st</sup> Century Schools Programme.

### 3.10 Schools which may be affected by this proposal

It is considered that a number of schools in the area may be affected by this proposal. Whilst the proposal addresses sixth form provision only, it will have an impact on feeder primary schools and possibly other secondary schools in the area. Further details regarding these schools are included in **APPENDIX 1**.

School	Address
Milford Haven CP School	Priory Road, Milford Haven, SA73 2EE (Infant site) Prioryville, Milford Haven, SA73 2LQ (Junior site)
St Francis Catholic Primary School	Priory Road, Milford Haven, SA73 2EE
Gelliswick VC School	Gelliswick Road, Hakin, Milford Haven, SA73 3RS
Coastlands CP School	St Ishmael's, Haverfordwest, SA62 3SZ
Johnston CP School	Langford Road, Johnston, SA62 3PY
Neyland CP School	John Street, Neyland, SA73 1TH
Haverfordwest High VC School	Portfield, Haverfordwest, SA61 1EP
Ysgol Harri Tudur/Henry Tudor School	Bush, Pembroke, SA71 4RL

### 3.11 Strengths and Weaknesses of the current situation

School	Strengths	Weaknesses
Milford Haven School	<ul style="list-style-type: none"> <li>• The school plays a key part in the community.</li> <li>• Overall, pupil numbers are growing as a result of both general population growth in Milford Haven and as a consequence of catchment changes</li> <li>• Identified as needing capital investment as part of Band B 21C Schools Programme; this will address various condition, suitability and accessibility issues as well as providing a sufficiency of school places.</li> <li>• The school has demonstrated progress in the context of national categorisation having moved from the Red to Amber category in 2019.</li> <li>• Performance in the Welsh Baccalaureate is higher than similar schools and is a good feature of the work of the school.</li> <li>• Various learner outcomes are comparable, and in some cases exceed, LA, Family and Wales averages.</li> </ul>	<ul style="list-style-type: none"> <li>• Categorised in the “Amber” support category in January 2019.</li> <li>• The school was last inspected in November 2017 resulting in Estyn considering the school to be in need of significant improvement. Estyn’s monitoring of the school’s progress is ongoing.</li> <li>• Small sixth form – only 46 pupils as at January 2020. The number of pupils in the 6<sup>th</sup> form has fallen by 77% since 2010.</li> <li>• Only 19% of pupils transferred to the 6<sup>th</sup> form in 2019, from a cohort of 157. In 2012, this was 63%.</li> <li>• In 2018, only 67% of Year 12 stayed on to study in Year 13. The Pembrokeshire and Wales averages are 79% and 82% respectively. This figure dropped to 56% of Year 12 progressing to Year 13 in 2019.</li> <li>• The subject offer for learners is weak due to constraints of viable class sizes. In January 2010, a Year 12 learner had 22 subject options taught at the school. By January 2019, a Year 12 learner only had 9 subject options.</li> <li>• Sixth Form learner outcomes are poor. In 2019, only 38.2% of Year 12 learners ended the year with grades A to C. Similarly only 56.9% of Year 13 learners achieved grades of A* to C. Similarly only 56.9% of Year 13 learners achieved grades of A* to C excluding the Welsh Baccalaureate, including this qualification, this rises to 65.8%. These compare with Pembrokeshire averages of 53.8% and 73.7% respectively.</li> </ul>

## 4. Current School Standards

In relation to the school which is the subject of this proposal, Estyn judgements, the standards being achieved and the level of support required as part of the National Categorisation are shown as follows:

### 4.1 Estyn Inspection

The school was last inspected in November 2017, resulting in the judgements outlined below. As a result of the inspection, the school was considered to be in need of significant improvement with Estyn undertaking to monitor the school's progress. The summary of the core inspection report and recommendations are shown below and in **APPENDIX 2a**, and consultees may access the full report via the Estyn website at [www.estyn.gov.uk](http://www.estyn.gov.uk).

Inspection Area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Unsatisfactory and needs urgent improvement
Teaching and learning experiences	Unsatisfactory and needs urgent improvement
Care, support and guidance	Adequate and needs improvement
Leadership and management	Adequate and needs improvement

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

**Excellent** – *Very strong, sustained performance and practice*

**Good** – *Strong features, although minor aspects may require improvement*

**Adequate and needs improvement** – *Strengths outweigh weaknesses, but important aspects require improvement*

**Unsatisfactory and needs urgent improvement** – *Important weaknesses outweigh strengths*

Estyn undertook a monitoring visit to Milford Haven School in September 2019, the outcome of which was that the school was “*judged to have made insufficient progress in relation to the recommendations following the most recent core inspection*”. Consequently, Estyn will maintain its level of follow-up activity and will undertake a further monitoring visit during the first half of 2020. The report of this visit is available on the Estyn website and in **APPENDIX 2b**.

### 4.2 Current School Standards

Standards at the school remain variable. When compared with similar schools the capped nine points score is lower than similar schools. The gap between boys and girls in the capped nine points score is wider than similar schools and both boys and girls underperform when compared with similar peers. Pupils eligible for free school meals perform better than similar peers and Non free school meals pupils underperform when compared with similar pupils. Pupils' performance in non GCSE courses is significantly higher than similar school pupils.

The average point scores for literacy, numeracy and science are significantly lower than similar pupils. The number of pupils achieving 5 A\*/A grades is low when compared with

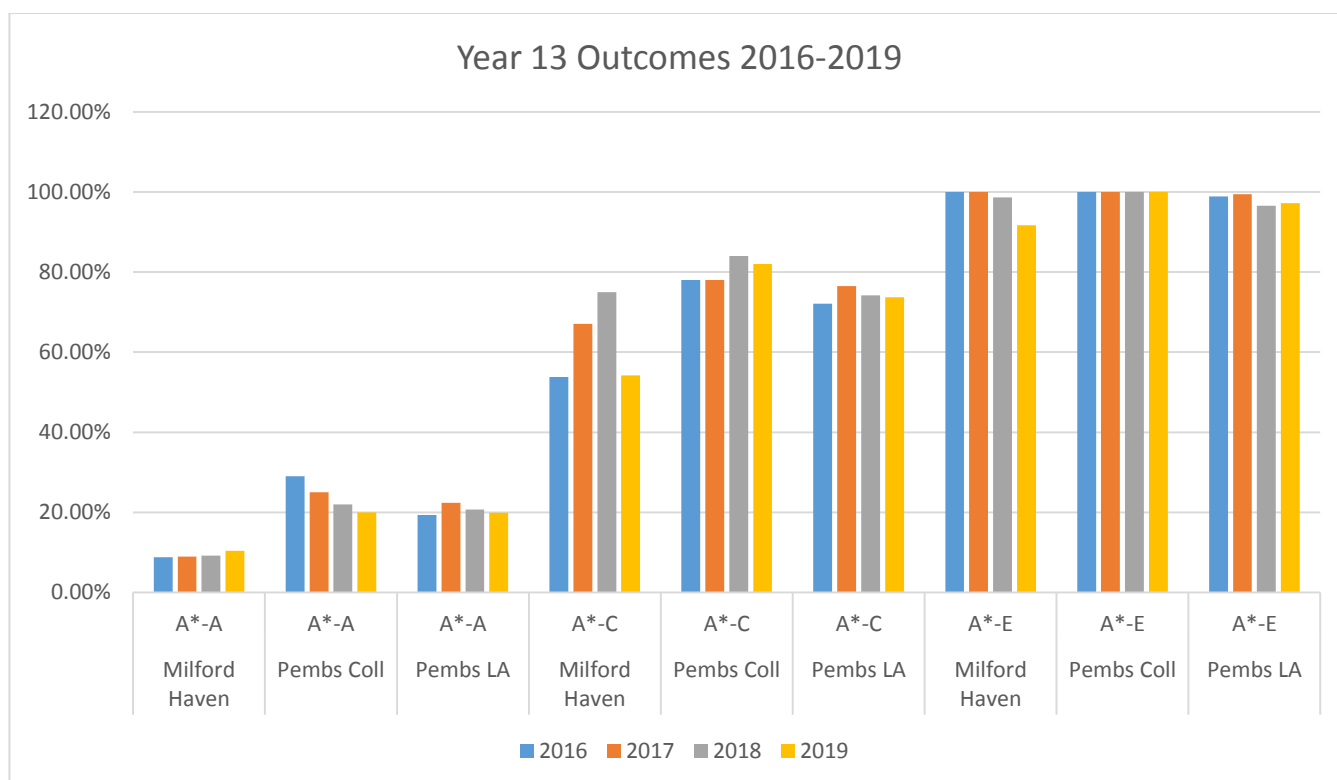


similar schools. Performance against other measures such as leaving without a qualification is too high.

### 4.3 Sixth Form outcomes

The size of the 6<sup>th</sup> Form cohort has a detrimental effect in percentage terms. The Average Wider Points Score is lower than in similar schools and the percentage of pupils achieving A\*/A is very low. Performance at the level 3 threshold is higher than similar schools. However this could be affected by the lower number of qualifications that learners take. Performance in the Welsh Baccalaureate is higher than similar schools and is good feature of the work of the school

Year 13 Outcomes		2016	2017	2018	2019
A*-A	Milford Haven School	8.8%	8.9%	9.2%	10.4%
	Pembrokeshire College	29%	25%	22%	20%
	Pembrokeshire LA	19.3%	22.4%	20.7%	19.9%
A*-C	Milford Haven School	53.8%	67.1%	75.0%	54.2%
	Pembrokeshire College	78%	78%	84%	82%
	Pembrokeshire LA	72.1%	76.5%	74.2%	73.7%
A*-E	Milford Haven School	100.0%	100.0%	98.7%	91.7%
	Pembrokeshire College	100%	100%	100%	100%
	Pembrokeshire LA	98.9%	99.5%	96.6%	97.2%



#### **4.4 Sixth form references - Estyn**

In relation to Estyn's comments regarding sixth form provision at the school, the report referred to above states:

*"In the sixth form, performance over time in the key indicators has been variable. Performance in the average wider points score has been below that of similar schools in two out of the last three years. Performance in the higher grades has also been below that of similar schools in two out of the last three years. Performance in the Welsh Baccalaureate Qualification at advanced level in 2017 is well above that of similar schools. Many sixth form pupils are positive about their learning and have ambitious aspirations for their future. Many engage well with peers and their teachers and articulate their ideas clearly and confidently when they discuss topical issues and current affairs. They generally demonstrate high standards in their work and have well-developed subject knowledge.*

*In the sixth form, the school works collaboratively with Pembrokeshire South Federation in order to provide a suitable range of curriculum choice.*

*In key stage 4 and in the sixth form, the development of skills through the Welsh Baccalaureate is a strong feature.*

*The school has valuable transition arrangements for pupils joining the school and for those moving into the sixth form.*

*The school provides pupils with appropriate advice and guidance at the end of key stage 3 and key stage 4 to help them make informed decisions about their future learning and career choices".*

#### **4.5 National School Categorisation**

The National School Categorisation System aims to provide a clear structure to review how well a school is performing. It takes into consideration how effectively a school is led and managed, the quality of learning and teaching, and the level of support and challenge it needs to do better. Following a process to determine outcome indicators and capacity to improve, each school is placed into one of four colour-coded support categories which trigger a tailored support package. Each category has been given a colour – green, yellow, amber or red. The categorisation colour shows the level of support a school needs (with schools in the green category needing the least support and those in the red category needing the most intensive support). Each school receives a tailored programme of support, challenge and intervention based on this category.

Milford Haven School is currently in the Amber category.

## 5. The Proposal

### 5.1 The Proposal

The Council's proposal is as follows:

*That the Director for Children and Schools be authorised to undertake statutory consultation on the proposal to make a regulated alteration to Milford Haven School in order to remove its sixth form provision.*

#### 5.1.1 The Case for Change – why is this change being proposed?

On 25<sup>th</sup> September 2019, the Chair of the Milford Haven School governing body sent a letter to the Leader of the Council outlining a decision to request that the Council begins statutory consultation on the closure of the school's sixth form. The letter is attached at **APPENDIX 3**.

The letter refers to an extraordinary meeting of the governing body held on 18<sup>th</sup> September 2019 with the basis of the governing body's request being the following factors:

- Declining pupil numbers since 2010,
- Reduced curriculum options,
- The provision not meeting the needs of learners.

The letter also refers to the belief that ascertaining the true appetite for maintaining a sixth form at the school can only be achieved through consultation and that opportunities for stronger links with Pembrokeshire College should be explored as part of that consultation.

Additional information in relation to the factors outlined above can be found in Sections 3 and 4 of this document.

#### 5.1.2 Advantages and Disadvantages of the Proposal

Removal of Sixth Form
Advantages
The proposal will enable the school to concentrate on the core business of provision for 11 to 16 year olds. This offers the opportunity to improve statutory provision, i.e. ks3 and ks4 and the resulting outcomes for learners. An 11-16 school has a clear focus on attainment at the end of ks 4; on the basis that raising standards at ks4 remains a current Estyn recommendation, this is particularly important.
Learners wishing to follow 'A' level courses will be able to do so at Campus 6 of Pembrokeshire College. This is a bespoke A Level centre which was opened in September 2017 and features science laboratories, modern classrooms, a self-study area, a sports hall and a coffee shop. The College's website describes the building as providing <i>"the latest technology and innovative teaching methods giving students a first-class learning experience"</i> .  In the 2019/20 academic year, there are 26 learners who were previously on roll at Milford Haven School, registered at Campus 6 undertaking AS Level courses.

### Removal of Sixth Form

Pembrokeshire College is able to offer a significantly greater breadth of subject choice than Milford Haven School. In September 2019, a Year 12 learner at the school could access 11 subject options. In comparison, 28 subjects were on offer at the college (including the Welsh Baccalaureate); this comparison is set out in the following tables.

Subject	School	College
Art – Fine Art		√
Biology	√	√
Business Studies		√
Chemistry		√
Computer Science		√
DT	√	
Drama and Theatre Studies		√
Economics		√
Electronics		√
English Language & Literature		√
English Literature	√	√
French		√
Further Mathematics		√
Geography		√
Government and Politics		√
History	√	√
IT	√	
Law		√
Mathematics	√	√
Media Studies		√
Music		√
Photography		√
Physical Education	√	√
Physics	√	√
Psychology		√
Religious Studies	√	√
Sociology	√	√
Spanish		√
Welsh (2 <sup>nd</sup> Language)		√
Welsh Baccalaureate	√	√

There are established links and collaboration with Pembrokeshire College following the removal of sixth forms from Ysgol Bro Gwaun and Ysgol Penrhyn Dewi. The Memorandum of Understanding that exists between the Council and Pembrokeshire College ensures that all post 16 providers in Pembrokeshire act in the best interests of learners, including the provision of relevant advice and guidance on appropriate post 16 pathways. One of the headteachers of the above schools has stated that the support received from Pembrokeshire College has been “*exceptional*” in this regard and that this collaboration starts as early as Year 9, i.e. when learners are required to make subject choices for GCSE.

Removal of Sixth Form
Disadvantages
<p>There is a perception that not having a sixth form will have a detrimental impact on aspiration for some learners. However, on the basis of the experience of previous Pembrokeshire schools which have lost their sixth forms, i.e. Ysgol Bro Gwaun and Ysgol Penrhyn Dewi, both headteachers report that they have experienced little or no effect on the aspiration of younger learners. In both cases, the headteachers report that the schools have raised the status of key stage 4 (year 11 learners in particular) within the school hierarchy and that these learners have filled the vacuum created by the loss of the sixth form. For example, both schools now have Head Boy/Girl and other senior prefects drawn from respective Year 11 cohorts and school drama or musical productions now draw from a younger group of pupils, thus raising their confidence and aspirations.</p>
<p>There is a perception that the removal of the sixth form will result in a loss of teaching staff and their expertise in certain curriculum areas. Once again, on the basis of the experience of Ysgol Bro Gwaun and Ysgol Penrhyn Dewi, there is no evidence of this. In both cases, the schools have been through significant staffing restructures, and have been able to recruit high calibre staff. Restructuring has enabled the most experienced practitioners to focus on raising standards in ks3 and ks4, both of which are authority priority areas.</p>
<p>There is a perception that not all learners will be prepared to travel outside Milford Haven for 6<sup>th</sup> form provision. However, a significant number of learners already travel outside the town; notably, in 2018, 50% of the Year 11 cohort of Milford Haven School entered Further Education provision at Pembrokeshire College, i.e. for A level and/or vocational courses. In relation to the experiences of Ysgol Bro Gwaun and Ysgol Penrhyn Dewi, both schools report that learners have always accepted that they have needed to travel beyond their immediate areas to access a wider choice of provision. Both schools report that it is pleasing to see learners opting for a range of courses and pathways which are more appropriate to them, rather than the limited range of options that were previously available at the schools. Furthermore, one of the headteachers has stated that <i>“the support/transition we have received from Pembrokeshire College for post 16 education has been exceptional...”</i>.</p>

### 5.1.3 Impact of the proposal

Milford Haven School
Standards and progress overall, of specific groups and in skills; wellbeing and attitudes to learning.
<p>The School will focus solely on the statutory delivery of the National Mission at ks3 and 4. The new curriculum will have more emphasis on equipping young people for life, building on their ability to learn new skills and apply their subject knowledge more positively and creatively. Teachers will have more freedom to teach in ways they feel will have the best outcomes for all learners. The school will have a clear focus on attainment at the end of these Key Stages. As a result it is reasonable to expect that the proposals outlined in this consultation document will raise standards and outcomes for learners in KS3 and 4.</p>

<p>The school will be able to target more effectively learners from vulnerable groups who, through disadvantages in their backgrounds, are not generally able to make as strong progress as others.</p> <p>Less able and vulnerable learners will benefit from impartial information, advice and guidance offered by the college enrolment process so that learners are well informed of education, training and career options so that they are able to make the right choices and so that they have the best possible chance of succeeding. This will also ensure a parity of esteem between A levels and Post-16 vocational courses.</p> <p>With the exception of Milford Haven School, it is unlikely that the proposal will impact on standards, wellbeing and attitudes to learning at any of the other schools likely to be affected by the proposal.</p>
<p><b>Quality of teaching, the breadth, balance and appropriateness of the curriculum, and the provision of skills.</b></p>
<p>The School will focus on building the necessary capacity for the delivery of the National Mission at ks3 and 4. There will be a common emphasis on the consistency of approach to pedagogy and teaching to meet its needs (both curricular and extra-curricular), with a seamless transition of skills provision and development across the key stages. This will support planning and confident delivery of pupil-led learning, and ensure all learners can fully engage with the revised curriculum through appropriate differentiation.</p> <p>The school will no longer have the challenge of timetabling Sixth Form provision for a small number of learners. This will enable greater flexibility in the allocation of subject teachers with no unintended consequences of timetable blocking in key stage 3 and 4.</p> <p>The re-allocation of staff from their ks5 teaching will facilitate an enrichment of curriculum offer at key stage 3 and 4.</p> <p>Learners at transition into their post-16 pathway will have a significantly broader A level choice at other delivery centres than that currently on offer in the School.</p> <p>With the exception of Milford Haven School, it is unlikely that the proposal will impact on the quality of teaching, the breadth, balance and appropriateness of the curriculum and the provision of skills at any of the other schools likely to be affected by the proposal.</p>
<p><b>Tracking, monitoring and the provision of learning support, personal development and safeguarding.</b></p>
<p>The school will be able to focus on a narrower range of age groups to better track and monitor progress of all learners congruent with the implementation of the National Mission.</p> <p>The school will be able to concentrate its provision of learner support functions to the statutory school cohort. This will allow a more effective targeting of support to meet learner needs, and should improve outcomes and wellbeing.</p> <p>With the exception of Milford Haven School, it is unlikely that the proposal will impact on tracking, monitoring and the provision of learning support, personal development and safeguarding at any of the other schools likely to be affected by the proposal.</p>
<p><b>Quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, professional learning, and use of resources.</b></p>
<p>The focus on ks3 and 4 statutory phase delivery will allow the school to potentially restructure in ways that have not been possible to date. There will be more flexibility to deploy resources to specific activities required in delivering the National Mission.</p>

<p>Funding allocated to key stages 3 and 4 will be targeted at the pupils and not used to subsidise provision outside these phases. The change programme in the school will be able to allocate resources to better support professional development to meet the needs of the National Mission and to strengthen the skills and roles of middle leaders.</p> <p>With the exception of Milford Haven School, it is unlikely that the proposal will impact on quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, professional learning and use of resources at any of the other schools likely to be affected by the proposal.</p>
<p><b>Likely impact of the proposals on the ability of the school to deliver the full curriculum.</b></p>
<p>The School will be able to focus solely on statutory delivery of the full curriculum requirements of the National Mission, developing new learning opportunities in formal, non-formal and informal settings.</p> <p>It is unlikely that the proposal will impact on the ability of other schools likely to be affected by the proposal to deliver the full curriculum.</p>
<p><b>The extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP) and how the proposal would expand or reduce Welsh language provision.</b></p>
<p>Milford Haven School is an English medium school and consequently, the proposal will not support the targets set out in the Council's Welsh in Education Strategic Plan; neither will it expand or reduce Welsh language provision. Welsh medium sixth form provision for children in the area is currently met at Ysgol y Preseli in Crymmych.</p>
<p><b>Whether the proposal will lead to an improvement in the educational or training achievements of persons who are above compulsory school age but below the age of 19 in the area</b></p>
<p>All learners at transition will be able to benefit from impartial information advice and guidance when they consider their post-16 pathway. The parity of esteem between general and vocational subject pathways will be achieved in this way. This will enable learners and their parents to better understand choices that meet individual needs and aspiration and enable them to make a sustainable choice of pathway that leads to successful completion of post-16 education or training. Learners that are on the right course will be better motivated to achieve and attain.</p>
<p><b>Whether the proposal will contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14-19 year old learners.</b></p>
<p>A wide range of A level subject choice compliant with the Learning &amp; Skills (Wales) Measure is available to post-16 learners at Pembrokeshire College in Haverfordwest. This menu is significantly greater than that currently offered by Milford Haven School. A full range of full-time Level 3 vocational courses that will enable learners to progress into employment or into Higher Education are available at Pembrokeshire College. A full range of Traineeship and Apprenticeship pathways are available through Work Based Learning providers that meet the demand of the local labour market.</p>

<b>Whether the proposal is likely to lead to increased participation in learning by pupils beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel.</b>
<p>The majority of learners that leave the school at the end of the statutory school phase already access post-16 education and training, with most progressing into provision at Pembrokeshire College in Haverfordwest or in Work Based Training providers outside of Milford Haven.</p> <p>Some learners in the current Sixth Form provision access two-day timetabled collaborative A levels in Haverfordwest. Under the proposals, learners will be able to access all of their A level provision with associated learner support functions and services at one centre.</p> <p>Learners currently accessing A Level provision at the College do so at a cost to Milford Haven School. This is currently approximately £800 per student subject which is the agreed Federation rate across the county.</p>
<b>The extent to which proposals contribute to the 14-19 agenda taking account of the views of local 14-19 networks and learning partnerships.</b>
<p>The spirit of the Learning &amp; Skills Wales Measure is to maximise the post 16 offer and to promote parity of esteem between vocational and general education post-16; the proposal would support both of these themes.</p>
<b>The effect of the proposal on 11-16 provision in schools.</b>
<p>The school will have greater flexibility in terms of timetabling 11-16 delivery by not having to align to A level teaching blocks. In addition, the re-allocation of teaching staff will enable curriculum enrichment at 11-16 to meet the demands of the National Mission.</p>
<b>How the proposals would affect the viability of institutions already providing good-quality post 16 provision, including school sixth forms, Further Education Institutions and private training organisations.</b>
<p>Currently there are small numbers in the school's Sixth Form; these learners will infill existing A level provision in Pembrokeshire College or other school sixth forms and will not have any detrimental impact. However, this is a matter for learner/parental preference.</p>
<b>How the proposals might affect the sustainability or enhancement of Welsh medium provision in the regional 14-19 network and wider area and promote access to availability of Welsh medium courses in post 16 education.</b>
<p>There will be no impact as there is no Welsh Medium post 16 provision offered at Milford Haven School.</p>
<b>The extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post 16 organisation.</b>
<p>Learners will be able to access a greater A level choice in one institution in Haverfordwest, accessing bespoke learner support services and functions in one location. These factors are likely to increase learner motivation, outcomes and progression.</p>
<b>How proposals might affect the discretionary transport provision a local authority may provide to learners above compulsory school age.</b>



Discretionary transport is currently provided to post 16 learners; in accordance with the Council's transport policy this is currently free of charge. The cost of this provision is borne by the Council and Pembrokeshire College.

## 5.2 Key School Information

<b>Location</b>	Milford Haven School, Steynton Road, Milford Haven, SA73 1AE
<b>Category</b>	Community School
<b>Admissions Arrangements</b>	Pembrokeshire County Council will continue to be the admissions authority for the school and therefore its admissions policy and oversubscription criteria will apply. The school will continue to admit pupils of both sexes and there will be no provision for selection by either aptitude or ability.
<b>Age Range</b>	11-16
<b>Capacity / Admission Number</b>	<p>The proposed capacity and Admission Number of the school will be as follows:  Capacity = 1261  Admission Number = 252</p> <p>It is likely that the capacity of the school following redevelopment will be approximately 1300.</p>
<b>Number of Nursery Places</b>	N/A
<b>Language Category</b>	English Medium
<b>Proposed accommodation</b>	<p>It is proposed that the school will be extensively redeveloped as part of Band B of the 21<sup>st</sup> Century Schools Programme and this will result in accommodation which will be of a good condition, be accessible and suitable for 21<sup>st</sup> century teaching and learning. The school will have a number of specialist areas, including a Learning Resource Centre for pupils with complex learning needs and autistic spectrum disorder.</p> <p>The extent and size of accommodation and general facilities, both internal and external, will be in accordance with Welsh Government guidelines</p>
<b>SEN Provision</b>	As part of the redevelopment of the school, a local authority led Learning Resource Centre will be established which will provide for pupils with complex learning needs and Autistic Spectrum Condition. The necessary statutory process for this has been completed, with Council approval having been received in December 2019.

<b>Governance</b>	The governing body of Milford Haven School will remain and will continue to be responsible for the school.
<b>School Transport</b>	Transport arrangements will be in accordance with the law and Council's policy. Discretionary transport is currently provided to post 16 learners; in accordance with the Council's transport policy this is currently free of charge. The cost of this provision is borne by the Council and Pembrokeshire College.

### 5.3 Pupil Projections

The forecast pupil numbers outlined below reflect the school's population if the proposal is implemented. The figures are based on the forecasting exercise undertaken in 2019, but adjusted to take into account the actual number of pupils on roll at the school in January 2020.

#### Pupil Forecasts 2021 - 2025

11-16 population	<b>Actual</b>		<b>Forecast</b>				
	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
Milford Haven School	890	936	1005	1100	1149	1227	1216

### 5.4 How will the proposed changes affect pupils?

The table below shows the proposed timescale for the changes in the school's provision and how it would affect all pupils currently on roll at Milford Haven School:

		<b>Academic year beginning:</b>					
		<b>Sept 2020</b>	<b>Sept 2021</b>	<b>Sept 2022</b>	<b>Sept 2023</b>	<b>Sept 2024</b>	<b>Sept 2025</b>
<b>Current 2019/20 Year groups</b>	<b>Yr 13</b>	Left school by Sep 2020					
	<b>Yr 12</b>	Yr 13 - current school					
	<b>Yr 11</b>	Yr 12 - current school *	Yr 13 - current school **				
	<b>Yr 10</b>	Yr 11 - current school	Yr 12 - Campus 6	Yr 13 - Campus 6			
	<b>Yr 9</b>	Yr 10 - current school	Yr 11 - current school	Yr 12 - Campus 6	Yr 13 - Campus 6		
	<b>Yr 8</b>	Yr 9 at current school	Yr 10 - current school	Yr 11 - current school	Yr 12 - Campus 6	Yr 13 - Campus 6	

	<b>Yr 7</b>	Yr 8 at current school	Yr 9 - current school	Yr 10 - current school	Yr 11 - current school	Yr 12 - Campus 6	Yr 13 - Campus 6
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The proposal is to allow pupils entering the sixth form in September 2020, i.e. those currently in Year 11, to continue until the end of their studies in June 2021. However, Milford Haven School will need to determine the viability of individual courses if there is insufficient demand. For example, if there is an insufficient number of learners entering Year 12 in September 2020, the governing body may decide to advise its learners to access alternative provision elsewhere. Following the implementation of the proposal, and to mirror other Pembrokeshire secondary schools where 6<sup>th</sup> form provision has been removed, learners wishing to continue to follow 'A' level courses can do so at Campus 6 in Pembrokeshire College.

## **5.5 Impact Assessments**

The following represent the Council's assessment of the impact of the proposal on the community, equalities, transport and staff.

### **5.5.1 Community Impact Assessment**

An assessment of community impact is attached at **APPENDIX 4**. However any additional impacts arising as a result of consultation will be reflected in an amended version which will be published as part of the Consultation Report.

### **5.5.2 Equalities Impact**

The proposal is unlikely to result in any negative impact on the protected characteristics identified in the Equality Act 2010. The full assessment is attached as **APPENDIX 5**.

### **5.5.3 Welsh Language Impact**

A Welsh Language Impact is attached at **APPENDIX 6**. The proposal will not impact on the Welsh language.

### **5.5.4 Transport Impact**

The Learner Travel (Wales) Measure 2008 places a duty on the Council to assess the travel needs of learners under the age of 19. In addition to those children who qualify for free transport provision due to meeting the eligibility for distance between home and school, the Council is under a legal obligation to assess the travel needs of learners who walk to school. In relation to the proposal included within this document, walking routes to schools are assessed to ensure that learners can reach their destination in safety. There are no changes proposed to the Council's Home to School Transport policy.

### **5.5.5 Staff Impact**

It is inevitable that various teaching and non-teaching staff will be affected by the proposal. The governing body has responsibility for setting staffing structures and the appointment and dismissal of staff.

In addition to their role as statutory consultees, meaningful consultation will take place with affected staff and recognised trade unions on the possible impact of the outcome of the statutory consultation. During this period, staff and trades unions will be given the opportunity to comment on the proposed changes and the governing body and LA representatives (which will include designated support from the Human Resource Department) will listen and take account of views expressed.

## 5.6 Finance

All schools are funded according to a formula which is largely pupil based and this is the funding which is delegated to school governing bodies for schools' revenue expenditure. In relation to Sixth form provision, this is funded directly from Welsh Government with the level of funding received based on the following:

- Learner numbers, including Year 11 and Year 12 retention, i.e. the number of learners transferring to the sixth form from Year 11, and the number staying on in the sixth form after Year 12;
- Welsh medium provision (not applicable to Milford Haven School);
- Deprivation;
- Sparsity.

In 2019/20, the Council received £2.7 million from Welsh Government for its sixth forms, of which Milford Haven School received £245,926, i.e. based on 49 learners as at the 2019 PLASC. Given the very low number of pupils attending the sixth form, it is likely that the school would need to subsidise this provision at the detriment of its statutory school aged learners.

### 5.6.1 Pupil costs

The current costs per pupil for Milford Haven School are as follows:

	2019/20		
	<b>Pupils Jan 2019</b>	<b>Cost per pupil (net of SEN)</b>	<b>Average cost per pupil (net of SEN) – all secondary schools</b>
	FTE	£	£
Milford Haven School	965	4081	4221

Note: Based on 2019/20 Education Budget Statement (Section 52 of the School Standards and Framework Act 1998)

The following table illustrates the costs per pupil if the proposal had been implemented for the 2019/20 financial year, i.e. Milford Haven School funded as a 11-16 school.

	2019/20		
	<b>Pupils Jan 2019</b>	<b>Cost per pupil (net of SEN)</b>	<b>Average cost per pupil (net of SEN) – all secondary schools</b>
	FTE	£	£
Milford Haven School	916	4030	4215

### 5.6.2 Revenue Savings

It is not anticipated that revenue savings will arise as a result of this proposal. As explained above, sixth form funding is provided directly by Welsh Government, not by the council. However, the school will be able to channel all its resources into key stages 3 and 4, i.e. its statutory school age pupils. In accordance with the Council's School Transport policy, discretionary transport will be provided to post 16 learners. It is estimated that the additional cost arising as a result of this proposal will be approximately £38k per annum.

### 5.6.3 Capital Investment

Capital investment is being sought from Band B of the Council's 21<sup>st</sup> Century Schools Programme. This will form part of the project to redevelop Milford Haven School. On the basis

of the most recent information available, the approved cost envelope for the project is £24.15million.

It is not envisaged that any capital receipts will be realised as part of this proposal.

#### 5.6.4 Title of land and buildings

Milford Haven School and the site on which it is located are in the ownership of Pembrokeshire County Council. No transfer or disposal of land or buildings is required as part of this proposal.

#### 5.7 Risks and Counter measures

	Risk	Counter Measure
1	Failure to obtain relevant statutory notice approvals and Education Statutory obligations by due dates.	<ul style="list-style-type: none"> <li>- Ensure that all options are considered in light of the School Organisation Code 2018 (the Code);</li> <li>- Ensure sufficient time is allocated to undertake process;</li> <li>- Undertake consultation with appropriate statutory consultees.</li> </ul>
2	Delays in reaching a decision on the future of the sixth form could prolong maintaining a very small sixth form, thereby continuing to be a drain on resources.	<ul style="list-style-type: none"> <li>- Ensure that the school organisation process is undertaken in accordance with the Code;</li> <li>- Maintain regular dialogue with the Headteacher of Milford Haven School to ensure that school planning aligns with the school organisation process;</li> </ul>
3	Failure to proceed with the appropriate process to remove the sixth form may result in Welsh Government not approving the business case for capital investment, or trigger a subsequent clawback of monies if there are insufficient numbers of learners in the sixth form.	<ul style="list-style-type: none"> <li>– Ensure that the school organisation process is undertaken in accordance with the Code;</li> <li>– Ensure that decision-makers have all available information in order to make informed decisions.</li> </ul>
4	Delays in reaching a decision on the future of the sixth form will affect the decision-making in relation to the 21C capital investment	<ul style="list-style-type: none"> <li>– Ensure that the school organisation process is undertaken in accordance with the Code;</li> <li>– Ensure that all information and milestones in relation to the school organisation process are shared with the Capital team at Welsh Government;</li> </ul>

## 6. Alternative Options Considered

Section 5 of this document outlines the Council's proposal, i.e. the preferred option. The only alternative option considered as part of developing this proposal is to maintain the status quo. It is considered that Milford Haven School's specific request to identify opportunities for greater collaboration with Pembrokeshire College, including the development of satellite provision, can only arise as a consequence of implementing the proposal and is therefore not included here.

Description	Comment
Maintain status quo	<p>The governing body of Milford Haven School has acknowledged that maintaining the status quo would be difficult particularly when the school can only provide reduced curriculum options to a significantly declining number of pupils.</p> <p>On the basis that there has been insufficient progress in relation to the recommendations following the inspection of the school in November 2017 (see <b>APPENDIX 2b</b>), including one to raise standards at key stage 4, it is unlikely that the needs of sixth form learners can be met fully and that every effort is made to improve outcomes for statutory aged learners.</p>

## 7. The Statutory Process

The statutory process followed in respect of the proposal included as part of this document will comply with the School Standards and Organisation (Wales) Act 2013 and specifically, the School Organisation Code (011/2018). The process and timetable will be as follows:

Date	Process	
5 February 2020	<b>Consultation Document Published</b>	
	<b>Consultation events with schools and wider community</b>	
	<b>Pupil consultation</b>	
20 March 2020	<b>Closing date for receipt of observations on the proposal</b>	
At least 2 weeks prior to publishing a Statutory Notice	<b>Publication of Consultation Report</b>  <b>- Consultation Report presented to Council</b> <i>Council to decide whether to approve publishing a statutory notice</i> <i>If approved – proceed to Statutory Notice</i> <i>If not approved – proposal ends</i>	
Within 26 weeks of the end of the consultation period	<b>Publish Statutory Notice</b> <i>If approved, the Statutory Notice will be published on the County Council and any other proposer's websites and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers and members of staff.</i>  <i>The SN will be published on a school day and will allow a period of 28 days for objections. 15 of these days (excluding the day of publication) must be school days.</i>	
28 days after date of Statutory Notice	<b>Closing date for receipt of objections to proposal</b>	
Within 35 days of the end of the Objection Period	<u><b>Where objections received</b></u>  Objection Report prepared and sent to the Welsh Ministers for consideration and determination	<u><b>Where no objections received</b></u>  Welsh Ministers notified of requirement for determination.
TBA	<b>Decision of Welsh Ministers published</b>	
September 2021	<b>Implementation of proposal</b>	

All reports listed above will be published on the County Council's website with parents/carers/guardians and staff members of the relevant schools advised of their availability. All consultees listed in Section 2 of this document will receive hard copies of the reports or be emailed a link to the relevant website.

## 8. Frequently Asked Questions

### **If this proposal goes ahead, when would it be implemented?**

If the proposal is implemented, sixth form provision would cease completely by September 2022. This timescale means that pupils currently in Year 10 of Milford Haven School would not be able to access sixth form provision at the school. In relation to current Year 11 pupils who would enter the sixth form in September 2020, the school will need to determine the viability of individual courses if there is insufficient demand.

Further details on timescales and the process to be followed can be found in Section 5 (Para. 5.4) and Section 7 of this document.

### **Have Milford Haven School A level results been compared with those of Pembrokeshire College?**

Yes – these are shown in Section 4 of this document. The analysis of outcomes over the last four years shows clearly that in relation to A\*-A and A\*-C grades, the College outperforms Milford Haven School significantly. In 2019, the gap in attainment stood at 27 percentage points for A\*-C grades.

### **Does this proposal spell the end of secondary school sixth form provision in Pembrokeshire? With the exception of Ysgol y Preseli, what future is there for Greenhill and Henry Tudor School?**

No – this is a proposal that centres on the provision in Milford Haven School only and has come about as a result of a request from the governing body of that school.

### **Is this proposal just about saving money?**

No. The proposal has come about because Milford Haven School has found it increasingly difficult to run a viable and effective sixth form whilst providing a wide range of A level courses for its learners. With only 46 learners across years 12 and 13, viability is a particular issue.

The removal of the sixth form will mean that the school is able to fully concentrate on provision at key stages 3 and 4, i.e. for learners up to the age of 16. In view of the current performance of the school in this area and the recommendations from Estyn, this is a very important point.



**Is the small sixth form having an impact on the progress of approving the redevelopment of the school site?**

Yes. The Council is required to prepare and submit detailed business cases to Welsh Government in order to obtain the required capital investment to redevelop the Milford Haven School site. However, submissions to date have resulted in a number of queries from Welsh Government on the viability of the sixth form. On the basis of the actual number of learners and our forecast of the estimated numbers in the sixth form during the next five to six years, we have been unable to provide assurance to Welsh Government that the numbers would increase sufficiently. As a result, the business case process is currently on hold.

**How is Sixth Form funding determined**

This is described in Paragraph 5.6 of this document. Sixth form funding comes directly from Welsh Government, the majority of which is based on the number of learners.

**What will younger pupils aspire to if the sixth form is removed?**

The information below has been kindly provided by Pembrokeshire College.

Mentoring and role-modelling is an important role played by sixth form pupils. For schools within the area which are already 3-16 or 11-16, this aspect of the school culture has been addressed in the following ways:

- Schools have redesigned their prefect and school council system to include younger pupils in positions of responsibility and this appears to be working well;
- All college students studying Welsh Baccalaureate Qualification (WBQ), which includes all A level learners and a number of other L3 BTEC qualifications, are given the opportunity to return to their base school to complete their Community Challenge hours. This initiative is unique in Wales and is regarded by the WJEC as sector-leading. The development has taken place in conjunction with Headteachers and Transition managers from both Ysgol Bro Gwaun and Ysgol Penrhyn Dewi and has also included a representative for KS5 from ERW and representatives from the College in A levels and in WBQ. This has been developed as a task and finish group which feeds into the A level Committee and was specifically set up to look at strengthening opportunities for links between the college and schools. Opportunities range from literacy/ numeracy mentoring, sports coaching, peer-mentoring;
- In 2019-2020, the college has identified and agreed with our 11-16/3-16 partner schools to develop a School Link Ambassadors programme. These ambassadors will be part of the transition programme between the college and the schools. Duties would include attending transition assemblies at the school to discuss the college experience, representing the school at open evenings as a point of contact for pupils from that school, attending Y11 parents' evenings or school

events to respond to parent/ pupil Q&A. We envisage that the role of school link ambassador would be high profile, competitively sought after by students from schools and have the twofold benefit of maintaining strong school links and also providing valuable experience and responsibility for students with respect to their own personal development;

- We can develop a bespoke transition programme in close collaboration with schools and be responsive to individual school needs. A transition programme can change according to cohort (e.g. more vocational, less A level etc) and includes ample opportunity for pupils in the school to become familiar with what is on offer, what they need as entry requirements and also the opportunity to speak with college learners and think about progression beyond post-16. 1:1 guidance in Y10 and Y11 helps guide with regard to aspirations and providing clear progression routes. The progression routes are critical in terms of providing aspirational goals.

### **The sixth form will be a loss to the community? How can this be alleviated?**

As outlined above, this could happen through the challenges offered through the WBQ and also through the development of a school link ambassador programme. This would ensure that college students are given the opportunity to maintain links with their school and for the school to benefit from these links. These are initiatives that have developed over the past two and a half years work with our current partner schools, and are initiatives that suit these schools specifically. The college would be happy to discuss alternative ideas to maintain community links in addition to those outlined above.

### **Our teachers know us well and provide us with support, will the college provide us with the same level of pastoral care?**

The information below has been kindly provided by Pembrokeshire College.

- The testimonials provided by current students in their first and second year of study should hopefully provide some detail from a student perspective regarding this. The college asked a range of students across all subject areas and who are attaining across the whole spectrum of grades, from those on the SEREN programme to those who are struggling to cope with the step-up to A level and who may be on adjusted study programmes for reasons of health or other extenuating circumstances.
- Students are often most concerned with how well and how soon their teachers get to know them and how this might affect their progress and their evidence shows how quickly this fear is laid to rest. On each subject, learners are spending up to 5 hours a week with each of their subject teachers which is a significant increase in the time that they would have spent per week with any one teacher across KS3 and KS4, in group sizes that average across AS at 17 pupils per group. The group size is also important in how quickly this barrier is removed. In addition, college teachers are happy to be in contact with students outside of their teaching hours via accepted college systems such as subject fora on Moodle or using college e-mail. Whilst this a valid fear, it is also important for school pupils to reflect that even within their own school careers across

KS3 and KS4, they are likely to have started a new school year with different teachers across different subjects and already have had the experience of getting to know a new teacher and that teacher getting to know them.

- It is in our interests to get to know our learners as quickly as possible so that we can offer them the best possible support as quickly as possible. Prior to coming to College, we visit our partner schools and they have the opportunity to visit us. In relation to Ysgol Bro Gwaun, the Curriculum Area manager has already visited Year 11 three times this academic year and there have been three opportunities for pupils to come to the College.
- In the first 6 weeks, we ask all subject teachers and pastoral support coaches to complete comments on the learner profile which very quickly builds up a picture of how a learner is doing and what support might be needed. This picture can then be shared with parents and learners at a 6 week progress meeting.
- All learner progress is reviewed at 6 weeks in order to ensure that everyone is progressing, settling in and attending. If there are any concerns, learners and parents are invited in to a meeting with the Curriculum Area Manager or the Head of Faculty, both of whom take overall responsibility for monitoring progress. Monitoring and supporting of this kind takes place throughout the year, including half-termly attendance clinics where students are invited to discuss poor or falling attendance, and three A level parents' evenings.
- All learners on A levels are assigned a pastoral support coach. Pastoral support is offered through weekly group tutorial and 1:1 sessions. The 1:1 sessions are bookable by the learner themselves. 1:1 sessions occur on a 3-week rotation unless there is a greater need and we can increase to weekly or even more frequently in times of crisis. The sessions are 20 minutes and cover academic and pastoral issues. The sessions are recorded on the learner profile. The pastoral programme incorporates IMPACT health and well-being strategy, mindfulness, PSHE and the A Level Mindset programme. Pastoral support coaches meet as a team on a weekly basis with the CAM and liaise closely with the CAM, HOF and the teaching team. This system is efficient and extremely supportive of learners. We have responded to learner need by increasing the amount of time available to them in 1:1 and we are able to make immediate referrals to wider support services within the college.
- If there are wider issues of support need, the system allows for all staff to refer and also for learners to self-refer to a range of support needs which are all provided in the college: Counsellor, Youth Worker, College Nurse, Safeguarding team, Learning Coach, Cynnydd Mentors, Enterprise Mentor, Employment Bureau, Student Financial Services.

- In the 2017 ESTYN inspection, care, support and guidance was highlighted as one of the many areas of excellence within the College. The system outlined above has further evolved since this judgement building on the excellent support that was already noted by the inspection team.
- The college is currently working with the Pembrokeshire Association of Secondary Headteachers (PASH) and the PCC Transition group on strategies that will also aid in how swiftly the right support can be put in place: i) Use of Edukey as a platform for informing of Additional Learning Need ii) A Transition to College Reference document which would be completed by the school and pupil prior to coming to college.

**We are expected to be uprooted to go to a different school or the College in a different town. Isn't this unfair?**

No not really. The majority of learners already choose to follow alternative pathways. On the basis of the last five years, the majority of learners chose to follow vocational courses at Pembrokeshire College. In 2019, of the 157 learners in the Year 11 cohort, only 30 (19% stayed on in the school sixth form. 26 learners chose to follow A level courses at Pembrokeshire College and 93 learners chose vocational options at the College.

## Details of affected schools

Name of School	Category	Lang. Category	Age Range	Nursery Pupils January 2020	Total NOR Jan 2020	Condition Grade	Suitability Grade
Milford Haven CP	Community	English Medium	3-11	110	734	B	B
St Francis Catholic Primary	Voluntary Aided			28	136	C	C
Gelliswick VC	Voluntary Controlled			80	553	A	A
Coastlands CP	Community			18	99	B	B
Johnston CP	Community			32	249	A	A
Neyland CP	Community			46	313	A	A
Haverfordwest High VC	Voluntary Controlled		11-19	N/A	1623	C	C
Ysgol Harri Tudur/Henry Tudor School	Community			N/A	1219	A	A

**Note:**

- Pupil numbers are as at January 2020 and include LRC pupils (LRC Unit applicable to Gelliswick CP, Johnston CP and Ysgol Harri Tudur/Henry Tudor School). However, these figures are un-verified.
- In relation to Condition and Suitability grades
  - A = Good
  - B = Satisfactory (condition) / Reasonable (suitability)
  - C = Poor

School	Capacity	Admission Number	Actual Number on roll (Net of Part Time and Unit Pupils)					Pupil Forecasts (Net of Part Time and Unit Pupils)				
			2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
The Meads Infants			344	355	336							
Milford Haven Juniors			361	358	369							
Milford Haven CP*	675	96				674	652	656	644	637	610	614
St Francis Cath. Prim	139	19	107	110	102	102	112	109	106	104	98	97
Hakin Comm. School			288	314								
Hubberston VC			135	142								
Gelliswick VC**	480	68			440	462	475	473	473	473	457	473
Coastlands CP	107	12	74	87	89	85	85	84	84	89	84	85
Johnston CP	210	30	179	203	210	210	201	206	206	209	206	210
Neyland CP	330	47	282	296	297	274	279	266	256	247	238	224
Sir Thomas Picton			1230	1229	1232							
Tasker Milward			670	595	582							
Haverfordwest High VC***	1863	321				1760	1623	1595	1551	1514	1469	1418
Ysgol Harri Tudur****	1343	233	1270	1244	1207	1166	1219	1227	1219	1222	1222	1204

\* Milford Haven CP – formerly The Meads Infants and Milford Haven Junior schools

\*\* Gelliswick VC – formerly Hakin Community and Hubberston VC schools

\*\*\* Haverfordwest High VC – formerly Sir Thomas Picton and Tasker Milward VC schools

\*\*\*\* Ysgol Harri Tudur – formerly known as Pembroke School

School	Date of most recent Estyn inspection	Estyn Judgements		Comments	National Categorisation Support Category 2019
		Current Performance	Prospects for Improvement		
Milford Haven CP	Former Meads – Apr 2014	Good	Good		Amber
	Former MH Junior – Mar 2017	Good	Good		
St Francis Catholic Primary	January 2015	Adequate	Adequate	Placed in Estyn Monitoring follow-up and visited by Estyn in June 2016. The school was subsequently removed from the list of schools requiring Estyn Monitoring.	Green
Gelliswick VC	January 2019	<b>Standards – Good</b> <b>Wellbeing and attitudes to learning – Good</b> <b>Teaching and learning experiences – Adequate and needs improvement</b> <b>Care, support and guidance – Good</b> <b>Leadership and management – Good</b>			Yellow
Coastlands CP	March 2017	Good	Adequate	Placed in Estyn Review follow-up and visited by Estyn in November 2018. Estyn judged that insufficient progress had been made in relation to the recommendations following the inspection and that the school is in need of significant improvement.	Yellow
Johnston CP	May 2017	Adequate	Adequate	Placed in Estyn Review follow-up and visited by Estyn in November 2018. The school was subsequently	Yellow

School	Date of most recent Estyn inspection	Estyn Judgements		Comments	National Categorisation Support Category 2019
		Current Performance	Prospects for Improvement		
				removed from the list of schools requiring Estyn review.	
Neyland CP	Sept. 2014	Adequate	Adequate	Placed in Estyn Monitoring follow-up and visited by Estyn in December 2015. The school was subsequently removed from the list of schools requiring Estyn Monitoring.	Amber
Haverfordwest High VC  (the school was inspected in December 2019, however Estyn's report is yet to be published)	Former STP – January 2015	Adequate	Adequate	Placed in Estyn monitoring follow-up and visited by Estyn in June 2016. Estyn judged that insufficient progress had been made in relation to the recommendations following the previous core inspection and that the school would be placed in special measures. The school was subsequently revisited in March 2018 and subsequently removed from the list of schools requiring special measures	Amber
	Former TM – March 2013	Adequate	Adequate	Placed in Estyn monitoring follow-up and visited by Estyn in June 2014. Estyn judged that insufficient progress had been made in relation to the recommendations following the previous core inspection and that the school would be placed in special measures.	
Ysgol Harri Tudur	November 2018	<b>Standards</b> – Unsatisfactory and needs urgent improvement		Placed in Estyn monitoring follow-up.	Amber



School	Date of most recent Estyn inspection	Estyn Judgements		Comments	National Categorisation Support Category 2019
		Current Performance	Prospects for Improvement		
		<b>Wellbeing and attitudes to learning</b> – Unsatisfactory and needs urgent improvement <b>Teaching and learning experiences</b> - Adequate and needs improvement <b>Care, support and guidance</b> – Unsatisfactory and needs urgent improvement <b>Leadership and management</b> – Adequate and needs improvement			

**Summary**

Milford Haven School has an inclusive and caring ethos. The majority of teachers establish good working relationships with pupils which foster learning well. The majority of pupils demonstrate positive attitudes to learning and make suitable progress in developing their knowledge and understanding. The poor behaviour and negative attitudes of a minority of pupils have a detrimental effect on school life as well as impacting on learning across all year groups. As a result, a minority of pupils make insufficient progress in developing their knowledge, understanding and skills.

During the last three years, leadership has impacted positively on improving performance in the majority of key performance indicators at key stage 4. On the whole, leaders have a sound broad understanding of many of the main strengths and weaknesses of the school's work. However, the school does not have a sufficiently co-ordinated approach to the progressive development of pupils' skills across the curriculum and teaching requires urgent improvement. Policies and procedures to manage behaviour are ineffective.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Adequate and needs improvement</b>
<b>Wellbeing and attitudes to learning</b>	<b>Unsatisfactory and needs urgent improvement</b>
<b>Teaching and learning experiences</b>	<b>Unsatisfactory and needs urgent improvement</b>
<b>Care, support and guidance</b>	<b>Adequate and needs improvement</b>
<b>Leadership and management</b>	<b>Adequate and needs improvement</b>

## **Recommendations**

- 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
- R2 Improve pupil behaviour and attitudes to learning
- R3 Improve the quality of teaching
- R4 Strengthen the planning for the development of pupils' skills
- R5 Improve the quality and impact of leadership, particularly through the strengthening of arrangements for self-evaluation and improvement planning
- R6 Address the deficit budget

## **What happens next**

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Report of visit – Milford Haven School  
September 2019

**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.



Mr David Simpson  
Leader of Pembrokeshire County Council  
County Hall  
Haverfordwest

25 September 2019

Dear Mr Simpson

**Re: Milford Haven School**

I am writing to you as the Chair of Governors of Milford Haven School following our extra ordinary meeting on 18 September, it is with deep regret and sadness that I writing to you to request that council request that the Director begin statutory consultations on the closure of our 6<sup>th</sup> Form.

The basis for our request is:-

- Declining numbers since 2010
- Reduced curriculum options
- Not meeting the needs of learners

However we believe that only through consultation will we be able to ascertain the appetite for a 6<sup>th</sup> Form at Milford Haven School or to identify solutions that many not have been explored.

As part of the consultation we would like the Director and Headteacher to identify opportunities where stronger links can be established with the College to provide opportunities to develop satellite provision for our students.

This decision by the governors has been one of the most difficult decisions we have ever undertaken but feel that having explored every avenue over a period of time the evidence for closure is overwhelming. We are also very concerned and mindful as to the impact the closure could have in a community where the school has suffered setbacks in the past and has now regaining the confidence back through the hard work of the Headteacher, staff and governors.

We understand that the consultation will be undertaken by the Director and her colleagues but we will provide any support they feel appropriate.

Yours sincerely

Pat James Chair of Governors Milford Haven School

# COMMUNITY IMPACT and WELL-BEING GOALS ASSESSMENT

Impact Area	+/-
<p><b>Information on the proportion of pupils from the catchment area that attend the school</b></p> <p>On the basis of the 2019 annual school census, 1297 pupils live within the catchment area of Milford Haven School. Of these, 916 pupils (71%) attend their catchment school. The remaining 29% of pupils attend other schools as follows:</p> <p>Greenhill School 2 Ysgol Harri Tudur 13 Ysgol y Preseli 19 Haverfordwest High VC 332 Ysgol Caer Elen 4 Ysgol Penrhyn Dewi 11</p>	No change
<p><b>Information on the proportion of pupils from outside the catchment area that attend the school</b></p> <p>On the basis of the 2019 annual school census, 939 pupils attend the school. In addition to the 916 pupils who live in the school's catchment area, pupils attend from the following areas as follows:</p> <p>Haverfordwest High VC 17 Ysgol Harri Tudur 5 Ysgol y Preseli 1</p>	No change
<p><b>Information about any other facilities the school accommodates, e.g. youth club, playgroup</b> <b>Information about any other facilities or services the school provides, e.g. after school clubs, community library</b></p> <p>The following community groups utilise the school's facilities occasionally:</p> <ul style="list-style-type: none"> <li>• Tritons Cycle Club</li> <li>• Neyland Football Club.</li> </ul> <p>The school makes itself available for community use, however the take-up appears to be limited at present.</p>	No change
<p><b>If accommodation, facilities or services are provided by a school, where they would be provided in the event of closure</b></p> <p>There is no proposal to close the school.</p>	No change

Impact Area	+/-
<p><b>Whether other facilities available in the immediate local or wider community will or could be enhanced in the event of a school closure (e.g. improvements to village halls, playgrounds, provision of holiday play schemes)</b></p> <p>There is no proposal to close the school.</p>	No change
<p><b>Information about the facilities and services provided at any alternative school</b></p> <p>There is no proposal to close the school. At present, alternative English medium sixth form provision is available in secondary schools in Haverfordwest, Pembroke and Tenby, with Welsh medium provision available at Ysgol y Preseli in Crymych. The facilities at Ysgol Harri Tudur are new, the school having benefitted from a new build last year. Plans are underway to provide a new build for Haverfordwest High VC School. The facilities provided at both of these schools are/will be to 21<sup>st</sup> century schools specifications with all the necessary facilities expected of a secondary school with sixth form provision.</p> <p>Alternatively, Pembrokeshire College has a new A level centre (Campus 6) which was built and completed recently.</p>	No change
<p><b>Information about the distance and travelling time involved in attending an alternative school of the same language category</b></p> <p>The nearest alternative English medium schools are Haverfordwest High VC School which is 7.3 miles (16 minutes away) and Henry Tudor School which is 6.6 miles (13 minutes away).</p> <p>Pembrokeshire College, which has a recently build A level centre, is 5.7 miles from Milford Haven School; the travelling time is approximately 14 minutes by car.</p>	Negative
<p><b>How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils (and particularly any less advantaged pupils) will be helped to participate in after school activities)</b></p> <p>In relation to alternative schools or further education provision, parents' and pupils' engagement are normally facilitated by attending those establishments for open days, or other specific information sharing events. This is no different to what is currently available.</p>	No change
<p><b>Impact on health and wellbeing, e.g. if pupils would be less able to walk or cycle to school</b></p> <p>On the basis that the proposal is to remove sixth form provision and that the nearest alternatives are in Haverfordwest and Pembroke, it is reasonable to assume that pupils would be less able to walk or cycle to school. However, it is common for a number of sixth form learners to travel to school by car as this</p>	Negative

Impact Area	+/-
affords the flexibility of attending lessons during the school day. It is likely that such learners would continue to use their own car to access alternative provision.	
<b>Information about any wider implications the changes would have on public transport provisions</b>  The proposal is unlikely to have any wider implications on public transport provision.	No Change
<b>Information on wider community safety issues</b>  Pembrokeshire has a low crime rate compared with other areas of Wales. The localities with the highest rates of crime and anti-social behaviour are town centres. However, it is considered that there are no wider community safety issues arising specifically as a result of this proposal.	No change
<b>Whether closure would encourage families with school-age children to leave the community or discourage young families from moving to the community</b>  There is no proposal to close the school.	No change
<b>What impact closure might have on other services provided locally, for instance if the school is the only remaining public building in a community</b>  There is no proposal to close the school.	No change
<b>Whether, or not, the school is a real hub of community life, used for other purposes –such as public meetings, local events, fetes, surgeries, and other get togethers –which would either cease or be diminished by being required to move elsewhere</b>  Milford Haven School prides itself in being a community focussed school. The school hosts a number of community related events and provides its facilities for a number of local groups and organisation. It should be noted that the proposal will not affect this. The following represents examples of community related activities/events held at the school:  FACE – Family and Community Engagement First Aid Learning Pembrokeshire - Welsh for Adults Leisure Services – Thornton Hall Sports Hall	No change
<b>Whether or not the loss of the school, and potential families, will have a detrimental effect on the wider economy of the community</b>  There is no proposal to close the school.	No change
<b>The overall effect of closure on the local community (including the loss of school based facilities which are used by the local community</b>  There is no proposal to close the school.	No change

How does the proposal fit with Well-being goals for Pembrokeshire/Wales	
<b>Prosperous</b>	The proposal to remove the sixth form of Milford Haven School is unlikely to have a direct impact on this goal. However, the planned capital investment at the school will put the Council in a better position to address capacity and building quality issues for the future.
<b>Resilient</b>	The proposal will make a contribution to this aim as, if the capital investment takes place and existing buildings are replaced, then it is likely that the new buildings will be more energy efficient. It is also reasonable to assume that this will result in lower Co2 emissions.
<b>Healthier</b>	The proposal has the potential to contribute to better educational attainment levels and this will tend to promote improved health.
<b>Equal</b>	See Appendix 4
<b>Cohesive communities</b>	Both the school and wider community are key consultees to this proposal.
<b>Vibrant culture &amp; thriving Welsh language</b>	It is not proposed to change the language category of the existing provision. The proposal is unlikely therefore to have an impact on this goal.
<b>Globally responsible</b>	Although not directly attributable to the proposal, it will lead to being able to access capital funding which could reduce Co2 emissions and tackle the use of energy-inefficient temporary classrooms.

Appraising sustainability of the proposal	
<b>Long term</b> How the proposal balances the short term with safeguarding the ability to meet long term needs	The proposal explicitly considers the long term by ensuring that learners have an increased number of options when choosing post 16 pathways; this applies to both  The proposal supports the broader Council aims of increasing attainment and skills levels which is vital to meeting long-term challenges.
<b>Prevention</b> How the proposal may prevent problems occurring or getting worse	The proposal seeks to address a long standing decline in sixth form learner numbers at Milford Haven School. The removal of the sixth form will ensure that the school is able to concentrate all its efforts on core education provision for 11-16 year olds, i.e. statutory provision.
<b>Integration</b> Considering how the proposal fits with the objectives of other public bodies	The proposal is consistent with the principles of the Memorandum of Understanding between the Council, its secondary schools and Pembrokeshire College. The primary purpose is that post 16 provision should be learner-focused and that learners are not restricted to taking a limited choice of A levels, i.e. the case in Milford Haven School.
<b>Collaboration</b>	Collaboration with other organisations, notably schools' governing bodies, is key to ensuring that the proposal is

How the proposal fits with working with other organisations or other part of the Council.	implemented and, ultimately, successful. In this proposal, the governing body of Milford Haven School has expressed a desire to work closer with Pembrokeshire College in the collaborative delivery of post 16 provision.
<b>Involvement</b> How people have been involved and how have we ensured that those people reflect the diversity of Pembrokeshire.	A wide stakeholder involvement is an inherent part of the statutory school organisation process in Pembrokeshire.

# APPENDIX 5

## Equality Impact Assessment – Autumn 2019

Protected Characteristics	Current Schools	Proposal	Impact
<b>Age</b>	Milford Haven School provides secondary school provision up to the age of 19	This proposal will result in a change to the age range of the school to 11-16. In common with the majority of 16 year olds in the Milford Haven area, many will choose other pathways including following A Level or further education courses at Pembrokeshire College.	No change
<b>Disability</b>	<ul style="list-style-type: none"> <li>Young disabled people are more likely to live in Pembrokeshire's main towns</li> <li>The school's Access Plan indicates significant issues in relation to improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services in schools</li> </ul>	<p>All accommodation benefiting from capital investment from the 21C Programme will have full accessibility. Buildings will also have better IT and network facilities which makes it easier to support pupils with additional needs through IT.</p> <p>Pupils choosing to follow A level or vocational courses at Pembrokeshire College will benefit from modern and accessible 21st century facilities which have recently built.</p>	Positive
<b>Race</b>	<ul style="list-style-type: none"> <li>5% of Milford Haven School's pupils are described as "Minority Ethnic", i.e. where the ethnic background is described as anything other than "White-British".</li> <li>No discrimination against race in the Admissions Policy</li> </ul>	The proposal is unlikely to have any great effect on the race of pupils attending the school. Similarly, there will be no change to the Council's Admissions Policy.	No change
<b>Religion &amp; Belief</b>	Milford Haven is a Community School	The proposal to remove 6 <sup>th</sup> form provision will not affect the way in which the school addresses religion and belief issues. The school will remain as a Community School.	No change
<b>Sex</b>	Milford Haven is a mixed sex secondary school	The school will continue to be a mixed sex school.	No change
<b>Marriage or civil partnership</b>	The school meets with the requirements to comply with the Equality Act 2010 within the school's Strategic Plan		No change
<b>Pregnancy &amp; maternity</b>			No change

Protected Characteristics	Current Schools	Proposal	Impact
Sexual Orientation			No change
Gender reassignment			No change



## WELSH LANGUAGE IMPACT ASSESSMENT – SPRING 2020

This assessment has been undertaken in accordance with the guidelines outlined in Annex C of the School Organisation Code.

Information on the language category of the school	Milford Haven School is designated as an English Medium School.								
Information on the language category of any alternative school	<p>The following schools have been included on the basis that they are alternative secondary schools with sixth forms. Due to their location, they may not be practical alternatives for any learner wishing to transfer to another school.</p> <table border="1"> <tr> <td>Haverfordwest High VC</td><td>English Medium</td></tr> <tr> <td>Ysgol Harri Tudur</td><td>English Medium</td></tr> <tr> <td>Greenhill School</td><td>English Medium</td></tr> <tr> <td>Ysgol y Preseli</td><td>Bilingual AB (2A)</td></tr> </table>	Haverfordwest High VC	English Medium	Ysgol Harri Tudur	English Medium	Greenhill School	English Medium	Ysgol y Preseli	Bilingual AB (2A)
Haverfordwest High VC	English Medium								
Ysgol Harri Tudur	English Medium								
Greenhill School	English Medium								
Ysgol y Preseli	Bilingual AB (2A)								
Information about standards in the Welsh language in the school and any alternative school.	<p>Milford Haven School is an English medium school. However, all students learn Welsh and the school is fully committed to implementing the Welsh Government policy for the promotion of the Welsh language and culture. Incidental use of Welsh occurs in all lessons and around the school and signage is bilingual. In addition, key annual Cymraeg events are intrinsic parts of the school's curriculum and include the Cluster Welsh Concert, Eisteddfod, Shwmae Day and a variety of trips to support Welsh sports teams and increased opportunities outside school to use the Welsh language.</p> <p>In 2019, 50% of all pupils entered achieved a level 2 qualification in Welsh, with 93.4% gaining a level 1 or better from 136 students entered. All students now learn Welsh as a second language in accordance with the statutory requirements and have the opportunity to</p>								

	<p>gain formal qualifications in Welsh at the end of Key Stage 4.</p> <p>In KS3 level 5+ outcomes in Welsh 2nd language were at 94% (the highest in 6 years).</p>
Information about after school activities which provide additional opportunities to use Welsh in the school and any alternative school (e.g. the Urdd, Mentrau Iaith clubs)	<p>Milford Haven School is also a part of the Urdd's 'Cymraeg Bob Dydd' project and receive £500 to use on guest speakers. Pupils can access discounted courses in the Urdd's Glan-llyn centre. "Clwb Cwtsh", classes were held Wednesdays for 8 weeks. There is no charge for the sessions and anybody who has contact with young children is welcome to come along. This could include grandparents, carers, aunties/ uncles etc. Childcare is also available for those who have childcare issues for pre-school age children. Classes are informal and based around vocabulary that attendees will use in the home with children. There is also an emphasis on learning through songs.</p>
Information about whether the school provides facilities for members of the community to learn Welsh, or undertake activities through the medium of Welsh, and where any alternative facilities could be provided.	<p>The school hosts Welsh for Adults classes as part of Learning Pembrokeshire's Adult and Community Learning Programme.</p>
Whether it might be appropriate to provide additional after school facilities at any alternative school to further secure standards in the Welsh language.	<p>All alternative schools (listed above) have an appropriate range of after school facilities for their learners. However, only Ysgol y Preseli provides such facilities through the medium of Welsh.</p> <p>It should be noted that the proposal is to remove sixth form provision. Provision for statutory age learners will continue at the school. Consequently, it is unlikely that learners will transfer to an alternative school for Welsh medium provision.</p>
How parents' and pupils' engagement with any alternative school and any specific language enhancement it offers could be supported (e.g. how pupils will be helped to participate in activities provided by the Urdd, Mentrau Iaith.	
Observations provided by the local authority's Welsh medium education forum.	<p>The Fforwm Cymraeg has not provided an observation to this proposal.</p>

<p>Information on how the proposal fits with the authority's Welsh in Education Strategic Plan and any future actions that will be needed in consequence of the change to continue to comply with the scheme or meet targets in the scheme.</p>	<p>Milford Haven School does not feature in the current Welsh in Education Strategic Plan and it is considered that the proposal will not impact upon the provisions included within it. Primary and Secondary school learners residing in the Milford Haven area can currently access Welsh medium provision at Ysgol Caer Elen or Ysgol y Preseli in the case of sixth form provision.</p>
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## Regulated Alteration to Milford Haven School – Removal of Sixth Form Provision



1) Please indicate which of the following reflects your views on the proposal:

<i>To make a regulated alteration to Milford Haven School in order to remove its sixth form provision</i>	Please tick one
I do not feel strongly one way or the other	
I support the proposal	
I do not support the proposal	

2) Please provide any alternatives you have to the proposal.

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3) Please provide any suggestion you have on opportunities to develop stronger links with Pembrokeshire College, including the possibility of developing satellite provision.

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4) Please provide any other comments on the proposal.

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## About you:

**4). Please tell us what your interest is in the consultation?** *(Please tick all that apply)*

<input type="checkbox"/>	Pre-school Parent
<input type="checkbox"/>	Staff
<input type="checkbox"/>	Parent
<input type="checkbox"/>	Governor
<input type="checkbox"/>	Local resident
<input type="checkbox"/>	Other _____

<input type="checkbox"/>	Milford Haven School
<input type="checkbox"/>	Milford Haven CP School
<input type="checkbox"/>	St Francis Catholic School
<input type="checkbox"/>	Gelliswick VC School
<input type="checkbox"/>	Coastlands CP School
<input type="checkbox"/>	Johnston CP School
<input type="checkbox"/>	Neyland CP School
<input type="checkbox"/>	Other _____

**5). Are you?** (please tick only one)

<input type="checkbox"/>	Aged 16 or under
<input type="checkbox"/>	Aged 17 – 24
<input type="checkbox"/>	Aged 25 – 64

<input type="checkbox"/>	Aged 65 or over
<input type="checkbox"/>	Prefer not to say

**6). In which language do you prefer to communicate?** (please tick only one)

<input type="checkbox"/>	English	<input type="checkbox"/>	Welsh	<input type="checkbox"/>	Prefer not to say
<input type="checkbox"/>	Other (please specify) _____				

**7). Are your day to day activities limited by an illness or condition that has lasted, or is expected to last, for 12 months or more?** (please tick only one)

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
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**8). Do you provide care for someone (aged 19 or under) whose day to day activities are limited by an illness or condition that has lasted, or is expected to last, for 12 Months or more?** (please tick only one)

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
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**9). What is your religion?** (please tick only one)

<input type="checkbox"/>	No religion
<input type="checkbox"/>	Christian (all denominations)
<input type="checkbox"/>	Buddhist
<input type="checkbox"/>	Hindu
<input type="checkbox"/>	Jewish
<input type="checkbox"/>	Muslim

<input type="checkbox"/>	Sikh
<input type="checkbox"/>	Prefer not to say
<input type="checkbox"/>	Other, please specify

**Please tick the box if you wish to be informed of the publication of the Consultation Report.** ☐

**You are asked to provide email and postal address details ONLY if you wish to receive a copy of the Consultation Report. Other information you are asked to provide is for the purposes of Equalities Monitoring and will be used for statistical purposes only.**

**Print Name..... Email .....**

**Address.....**  
.....

**We will make any comments that you make publically available as part of the Consultation Report, unless you ask us not to.**

**Please tick this box if do not wish for your comments to be made publicly available.**  
☐

All information will be handled in accordance with the Data Protection Act 2018.

**Please return to: Chief Education Officer, Pembrokeshire County Council, County Hall, Haverfordwest, SA61 1TP no later than 5pm on 20 March 2020.**

**Thank you for your time**