A report on
Milford Haven Junior School
Prioryville
Milford Haven
SA73 2LQ

Date of inspection: November 2010

by
Glyn Scott

for

Estyn, Her Majesty’s Inspectorate for Education and Training in Wales
During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<table>
<thead>
<tr>
<th>Judgement</th>
<th>What the judgement means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Many strengths, including significant examples of sector-leading practice</td>
</tr>
<tr>
<td>Good</td>
<td>Many strengths and no important areas requiring significant improvement</td>
</tr>
<tr>
<td>Adequate</td>
<td>Strengths outweigh areas for improvement</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Important areas for improvement outweigh strengths</td>
</tr>
</tbody>
</table>

The report was produced in accordance with Section 28 of the Education Act 2005.

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Milford Haven Junior School is a community school located in the centre of the town of Milford Haven. There are at present 288 full time pupils between the ages of seven and eleven. The school serves pupils from the town of Milford Haven and the surrounding rural areas. The school has one feeder infant school and the majority of pupils come from the immediate area although there is a wide and varied catchment.

At present 28.3% of pupils are entitled to free school meals. Currently there are no first language Welsh speaking pupils in the school.

At present 40% of the pupils are on the additional learning needs register (ALN) with 11% on school action plus. One child holds a statement of special educational needs.

At present there are 13 classes, 12 of mixed ability. The school has received the Basic Skills Quality Mark for the fourth time, is part of the healthy schools initiative and has also received the Becta Award for skills in ICT.

The school was last inspected in 2004. The present headteacher was appointed in November 2005.

The 2010-2011 individual school budget per pupil for Milford Haven Junior School is £3495 which compares with a maximum of £5769 and a minimum of £2995 for primary schools in Pembrokeshire. The school has the 34th highest budget per pupil out of the 65 primary schools in Pembrokeshire.
Summary

<table>
<thead>
<tr>
<th>The school’s current performance</th>
<th>Good</th>
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<tbody>
<tr>
<td>The school’s prospects for improvement</td>
<td>Good</td>
</tr>
</tbody>
</table>

Current performance

The school is good because:

- Nearly all pupils make good progress.
- The wellbeing and pastoral care of all pupils is a strength of the school. All staff and pupils work together in a safe and caring environment.
- Teaching provides stimulating learning experiences.
- The provision for pupils with additional needs is excellent.
- Through the effectiveness of behaviour management strategies good behaviour is a significant feature of the school.
- Leadership at all levels is efficient and effective.

Prospects for improvement

The prospects for improvement are good because:

- Self-evaluation processes are well embedded and have resulted in continuous improvement.
**Recommendations**

In order to improve further, Milford Haven Junior School needs to:

R1   Build on existing good practice of the planning and teaching of key skills.
R2   Develop a whole school reading record that monitors standards in reading.
R3   Embed the schools assessment for and of learning procedures.

**What happens next?**

The school will produce an action plan that shows how it will address the recommendations.
Main findings

Key Question 1: How good are outcomes?  Good

Standards: Good

Throughout the school, most children make very good progress regardless of ability. All children access the whole curriculum. Most children achieve good results in their knowledge, skills and understanding. During their day-to-day schooling they apply the skills acquired well. Nearly all pupils show a good degree of value added. Learners with additional needs perform well in relation to their peers and nearly all children can be said to have made good improvements in their time at the school.

Achievement over the last three years has shown an upward trend. In 2010 national attainment figures show pupils performing equally as good as the majority of pupils both nationally and locally. When compared with pupils in similar schools pupils perform slightly above in English (81%) and science (90%) and equal to their peers in mathematics (81%). There is no significant difference between the performance of boys and girls and pupils with additional learning needs achieve their agreed learning goals.

Pupils with ALN are making appropriate or better progress according to their ability. They have a great deal of input into their own IEP's and in classroom observations ALN pupils perform confidently alongside their peers. More able and talented pupils are also recognised and provided with additional support in master classes run jointly with the Milford Haven High School.

Pupils' key and basic skills are good. Communication is of a good standard. Pupils are articulate and can communicate effectively in a variety of visual, oral and written activities. Reading standards are good. Pupils use phonic skills to build and deconstruct unfamiliar words. They can accurately observe punctuation and discuss text showing good contextual and grammatical understanding. The numeracy and ICT skills are also good.

All pupils use Welsh enthusiastically and confidently responding well to incidental and instructional Welsh. Most speak and read well using clear enunciation and good accents. Their writing skills progress well. However pupils do not consistently transfer these skills to other areas of the curriculum.

Wellbeing: Excellent

Pupils' wellbeing is excellent. Pupils have a very good understanding of what it is to be healthy and discuss with confidence how to exercise and eat healthily. All pupils feel safe and valued and feel that they have a voice. Pupils, through the outstanding work done by the School's Council, feel confident to talk to each other and the staff when they feel concerned or unsure.

Pupils’ attendance is 92% and although at present below similar schools and schools within the local authority, trends are upwards.
Pupils' behaviour is exceptional in all areas of the school. They are polite, friendly and courteous and through playground buddies and school buddies ensure that nearly all pupils feel able to enjoy school in a safe and friendly atmosphere. There have been no exclusions from the school in recent years and the pupils’ excellent behaviour contributes to the school's warm and caring ethos.

Pupils have good attitudes to learning and take pride in their achievements. They feel secure in their environment and are confident in making decisions about school and their learning. There are a good range of entrepreneurial learning experiences for children which prepare the pupils well for the involvement in their community.

Pupils value the responsibility given to them within the school and appreciate how they can effectively contribute to making decisions about the life of the school.

**Key Question 2: How good is provision?**

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
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<tr>
<td><strong>Learning experiences:</strong></td>
<td></td>
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<tr>
<td></td>
<td>Good</td>
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</table>

A wide range of stimulating opportunities are provided to meet the needs of all learners, during the school day and in after school activities. The curriculum is broad, balanced and meets the needs of nearly all pupils. Projects such as World War Two cater well for the needs of both those with additional learning needs and those who are more able and talented.

The curriculum is accessible to all pupils and this is a strong feature of the school. The development of key skills planning throughout the school has had a positive impact on the achievement of all groups of pupils. All staff plan comprehensive cross-curricular skill activities for each term. Topics and themes are used well.

The specialist Welsh teacher has good subject knowledge and through her enthusiasm creates a learning environment where pupils feel confident to use their Welsh. LSAs make good use of their Welsh skills. The use of incidental Welsh by teachers is good in a number of classes. Pupils who attend breakfast club are encouraged to use Welsh.

There are many opportunities for pupils to learn about their locality, the history and the arts and culture of Wales.

The school successfully promotes pupils’ awareness of sustainable development and global citizenship. The school has achieved the bronze Sustainable Schools award as a result of successfully promoting schemes such as recycling, energy conservation, and the school garden. Pupils understand the need to care for the environment and the diverse world they live in.

The school has a positive ethos and all pupils and staff are valued for their contribution. The curriculum is accessible to all pupils and this is a strong feature of the school. There is good partnership with parents. The curriculum celebrates diversity and challenges stereotypes.
Teaching:  Good

Teachers have a very good understanding and knowledge of all curricular areas and the skills-based curriculum. Lesson planning is good and learning objectives and activities are clearly explained to pupils.

Through careful variation of task and good questioning teachers show high expectations of all pupils. Generally they use innovative engagement strategies and exciting activities that stimulate and enthuse all pupils in their learning.

All teachers are good language role models. They successfully create a welcoming learning ethos.

Learning Support Assistants have expertise in many curriculum areas and very effective use is made of them to contribute to the learning experience of pupils.

In a minority of lessons where teaching is adequate the pace is slow and activities are over directed.

Marking is positive and shows pupils how well they are doing and how to meet targets in their future learning. Self and peer assessment is developing and by the end of the key stage pupils begin to set their own success criteria.

The school makes very good use of teacher assessments and standardised tests to track pupils’ progress and target individuals and groups of pupils for additional support. This has resulted in improved standards in, for example, mathematics. Systems for moderating teachers’ judgements are very well developed at year group, whole school and at the family of schools’ level, ensuring that judgements are secure.

Reports to parents are clear and informative. Pupils are encouraged to make an oral contribution to reports during parents’ evenings and parents have an opportunity to make a written comment. Parents and carers generally feel very well informed about their children’s achievements and progress.

Care, support and guidance:  Excellent

There is excellent provision for pupils’ health and wellbeing. The school promotes effectively the benefits of healthy living, including the importance of healthy eating and regular exercise. The school effectively promotes pupils’ spiritual, moral, social and cultural development, health and wellbeing. Pupils are fully involved and make good progress in these areas.

There are exceptionally good links with support services. Consequently this provides excellent support and guidance for vulnerable pupils; this improves behaviour, attitude, social skills and confidence. Pupils also benefit from access to the school website which provides effective support and communication links to help them to improve their own learning.
The school has an appropriate policy and has procedures for safeguarding pupils. All staff are appropriately trained in safeguarding methods and meet the requirements for working with children.

There is excellent provision for pupils with ALN and the more able and talented. The highly effective and experienced additional learning coordinator (ALNco) works with equally dedicated teachers and well trained LSAs provide support for all pupils in mainstream who need additional support. Independent educational plans (IEP’s) are detailed and effective in supporting learning. The more able and talented are recognised and master classes are jointly provided for them termly in the nearby secondary school. There are very strong links with local support agencies such as educational psychologists, speech and social therapists and with the behaviour support staff.

Since the previous inspection good behaviour and behaviour management is a particular strength of the school.

**Learning environment: Good**

The school ensures equal opportunity for all pupils. The curriculum is fully accessible, regardless of gender, race or religion and the school meets its statutory duties in relation to race and disability discrimination. Many pupils respond positively when asked if they were treated fairly and with respect.

Support staff are appropriately deployed and add valuable support to pupils and teachers. The quality of support by learning support assistants is exceptional.

The school has a positive ethos and all pupils and staff are valued for their contribution. There is good partnership with parents. The curriculum celebrates diversity and challenges stereotypes.

The physical environment is bright and stimulating with learning resources matched to learning needs.

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<th>Key Question 3: How good are leadership and management?</th>
<th>Good</th>
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**Leadership: Good**

The headteacher and all staff have clear aims and objectives that support and guide the strong positive whole school ethos. Pupils thrive in a caring and supportive ethos that is created by staff, pupils, governors and parents in a strong school community.

The senior management team meet regularly to review the curriculum audits to identify areas for improvement. All staff have input into the management of policy throughout the school. They have a clear understanding of their roles and responsibilities and there is a strong team-based approach to learning and teaching. Priorities are focused and set taking full account of the needs of all learners.

A number of staff are involved in local and national initiatives for learning. There are a number of national and local initiatives run. Nationally, the school has been awarded the Basic Skills Quality Mark, the healthy schools initiative and Becta Award for skills in ICT. The school are involved in a sector leading national pilot project for
developing learners with additional learning needs. (Statementing or Something Better) (SSB).

The governing body acts very much as a critical friend to the school. There is a good balance of experienced and new governors who have formed effective partnerships with staff. There are appropriate sub-committees to focus on aspects of school management. Governors are regularly involved in all aspects of school life and strategic planning. They fully support the school in setting challenging and realistic targets.

**Improving quality: Good**

Self-evaluation procedures are well developed. The school analyses a wide range of evidence and listens to the views of parents, governors, staff and pupils. Areas to develop are identified and also those good quality experiences which are to be maintained. Self-review has guided the development of the school well and has resulted in, for example, improved classroom practice, which has contributed in the raising of standards and the enhancement of the outside environment.

The school development plan (SDP) is a comprehensive document that has clear reference to who is responsible for monitoring priorities that are linked to the school’s self-evaluation. These are appropriately costed and success criteria and time scales are also clearly stated. School priorities are led by initial curriculum reviews and audits discussed with all staff and presented for finalising by the head, senior management and governors to bring about school improvement.

Staff share knowledge, expertise and ideas in a well-established learning community, at year group level and at whole school level. Staff have many opportunities to share good practice and reflect on their own practice through attending and presenting staff training. Professional links with the family of schools and other schools and partners are a particular strength. All initiatives have a positive impact on learning and teaching.

**Partnership working: Good**

The school has an extensive range of partnerships with parents, the local community and especially its local family of schools. Parents and carers are especially appreciative of the school’s efforts in both educational and care support for their children. Transition arrangements between the infant school and the high school are excellent. The school itself is a happy community and this extends to the involvement of the family of schools. There are strong links with the local theatre, music, community and sporting groups. Visitors from the community regularly contribute and the pupils make visits to places of interest.

**Resource management: Good**

The management of learning and teaching resources is good. The school is staffed appropriately to teach all aspects of the curriculum. The deployment of staff is effective. Teachers and SEN support staff are well trained and managed by the ALNco who is piloting Welsh Assembly Government initiatives and whose knowledge base is extensive.
Induction arrangements for new pupils and transition arrangements to secondary school are very good and well coordinated with neighbouring schools.

The professional development needs of the staff are met through performance management systems and meeting the identified needs of the school. All staff receive appropriate guidance and planning preparation and assessment time is appropriate.

Budgeting arrangements are systematic and well monitored. There is a clear spending plan for accommodation.

The school gives good value for money, as outcomes for pupils are good.
Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The vast majority of parents who answered the questionnaire were very satisfied with the education provided for their children. Most feel the school is very approachable and the teachers helpful, supportive and hard working. Most are pleased with the progress their children make and feel well informed of that progress. Most parents feel the school provides a safe and caring environment for their children and prepares them well for their next phase of learning. Parents are very impressed with the additional activities, especially in music, that the school offers.

Responses to learner questionnaires

Nearly all pupils state that they feel safe and secure and feel that they are making good progress and doing well at school. They understand the value of homework and appreciate the school’s support. A minority of pupils indicated their concerns about the behaviour of others in the playground, through questionnaires. However, representative pupils said in discussion that they feel safe, secure and happy and that occasional misbehaviour is dealt with promptly and fairly.
Appendix 2

The inspection team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Mr. Glyn Scott</td>
<td>Reporting Inspector</td>
</tr>
<tr>
<td>Mrs. Ann Williams</td>
<td>Team Inspector</td>
</tr>
<tr>
<td>Mrs. Catherine Jenkins</td>
<td>Lay Inspector</td>
</tr>
<tr>
<td>Miss Joy Dando</td>
<td>Peer Inspector</td>
</tr>
<tr>
<td>Mr. Lyn Rees</td>
<td>School Nominee</td>
</tr>
</tbody>
</table>

Contractor:

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Copies of the report

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term ‘Reception’ (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
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Secondary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
</tbody>
</table>

The four key stages cover the following year groups:

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
</tr>
<tr>
<td>Key stage 3</td>
<td>Year 7 to Year 9</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>Year 10 and Year 11</td>
</tr>
</tbody>
</table>