



YSGOL GYMUNEDOL  
**PORTH**  
COMMUNITY SCHOOL

**Head teacher - Miss Yvonne Jones**  
**Chair of Governing Body - Mr David Brookes**

**All Through School (3-16)**  
**English Medium**

**Off Cemetery Road**  
**Porth**  
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*We are pleased to have established our link with Kingdom Nursery School in Mbale.  
The children share news, pictures and exciting events with each other through our work with Pont. By working together, we will develop our global friendships and enable our children to become, ethical, informed citizens of the future.*

I warmly welcome you to Porth Community School. I am delighted that you are considering our school for your child's education and I know that choosing the right school is vitally important for your family. I hope that this prospectus gives you some insight into school life and will provide the information you need to support you in making your decision.



Our mission statement 'Aspire together, Achieve Together' is fulfilled by us having the highest ambitions and expectations for our pupils' achievement, wellbeing and behaviour. We are committed to providing outstanding learning and teaching in a caring, safe, nurturing environment. We want your child to enjoy their learning and the wide range of extra-curricular opportunities available whilst being challenged and supported to reach their full potential.

I know every member of staff here at Porth Community School is committed to making sure each and every pupil is equipped with the knowledge, skills, confidence and motivation to have the very best life chances to thrive in our modern world. We pride ourselves on the positive, purposeful relationships between staff and pupils and the strength of the school's pastoral care. Our partnerships with parents and carers are also very important to us. We want to work closely with our families so that together we can support their child's education.

If after looking at this prospectus you have any questions, or if you wish to come and visit the school and see first-hand what we have to offer please do contact us. We will be delighted to show you and your child around. This will give you an opportunity to meet with staff and sample the working atmosphere of the school to help inform your decision. Visits can be arranged by contacting the school to make an appointment. Our Open Evening held early in the Autumn Term also provides further information and a flavour of the school. If you do decide to choose us for your child's education they will have the opportunity to take part in a full Transition Programme during Year 6. This will prepare them for their new school so that they feel part of our community from day one.

Yvonne Jones  
Headteacher

## Curriculum

Our pupils follow a curriculum which provides a wide range of opportunities, is relevant and meets their needs. The pupils follow the programmes of study for the statutory school curriculum for Wales.

Foundation Phase (3-6 years old)

Key Stage 2 (7-11 years old)

Key Stage 3 (11-14 years old)

Key stage 4 (14-16 years old)

We strive to provide high quality teaching, which is appropriately planned to match the different ways our pupils learn. This allows them to develop positive attitudes to their learning, to gain understanding and knowledge and to develop their skills. Our curriculum prepares our pupils for a rapidly changing society and economy. Lessons are active, enjoyable and strive to inspire pupils to achieve their best. Classes are mostly mixed ability with setting in some areas of the curriculum. The school works on a two-week timetable with five periods a day and tutor time. Pupils' progress is regularly reviewed and pupils are always placed where they will be most successful in their learning.

The academic and pastoral curriculum is delivered through the four Schools of Learning across the three phases, Y Goedwig, Nythbran Middle School and Nythbran Upper School. Each of the schools of Learning delivers a range of subjects. They also develop the pupils' skills in literacy, numeracy, digital competencies and Welsh as well as providing opportunities for Enrichment Activities. Each School of Learning is responsible for the pupils' learning, attainment and achievement.

## School of Communication

This includes English Language and Literature, the Literacy Strategy, Welsh, French, Spanish, ICT, Art and the Performing Arts. There is a strong focus on developing oracy skills, an essential skill for life. The School of Communication, through oracy, supports our pupils to develop their problem-solving and thinking skills. Good oracy provides the range of vocabulary required to support literacy skills and allows them to become successful, confident communicators who are highly employable.

## School of STEM

This includes Maths, Sciences and the Creative Design subjects, which include Product Design, Textiles and Food. STEM subjects encourage hands on exploration of subjects and develop pupils' problem solving, creativity and critical thinking skills. It is important that we give our pupils these opportunities so that they can be successful in an increasingly technical and innovation dependent world.

## **School of Life Skills and World Studies**

This includes the Welsh Bacallaureate, History, Geography, Religious Education, Personal and Social Education, Sport, World Studies and a wide range of Option subjects in Upper School. The School of Life Studies and World Skills builds skills in communication, writing and critical thinking. It encourages pupils to think creatively and ask questions. It supports our pupils to develop a global perspective by deepening their understanding and appreciation of other's cultures and other's points of view.

## **School of Wellbeing and Inclusion**

The wellbeing of the pupils in our care is of the greatest importance to us. We want our pupils to feel safe, happy and fully included in all aspects of school life. The School of Wellbeing and Inclusion provides this pastoral care and support for all the pupils in the school. They also work with pupils and their families to promote good attendance. The School of Wellbeing and Inclusion supports all pupils with special needs and disabilities by overseeing their specific needs as well as their learning, attainment and achievement.

## Y Goedwig Curriculum (Nursery to Year 6)

Our children experience a wide variety of learning opportunities in different surroundings. They benefit from bright open classrooms and access to high quality outdoor learning with a designated forest school and specialist sport facilities. Teaching is innovative to foster a love of learning through nurturing curiosity and potential. Play based learning activities develop our children's interests whilst recognising their level of maturity. Through their play, they practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, as well as in groups. They learn how to observe, listen, respond and develop not only as individuals but also as caring members of our community. They leave Y Goedwig with a solid foundation in their communication, literacy and numeracy skills ready to take the next steps.



The curriculum covers the six areas of learning experience delivered through theme based learning. The six areas include:

- Language, Literacy and Communication Skills
- Mathematics and Numeracy
- Science and Technology
- Humanities
- Health and Wellbeing
- Expressive Arts

Pupils in Year 5 and 6 begin the transition into a more specialised curriculum whilst still focussing on the essential skills of communication, literacy, numeracy and digital competence. Opportunities arise for pupils to take part in projects which encourage creativity, collaboration and skills for life.

As part of our citizenship curriculum, Year 6 pupils are offered the opportunity to apply for the role of prefect, allowing them to lead by example and demonstrate responsibility.

All pupils in Y Goedwig will have additional opportunity to develop leadership skills through the Senedd and Eco Committee.

## **Nythbran Middle School Curriculum (Years 7-8)**

Our pupils continue to follow the statutory curriculum. We still focus on the essential skills of communication, literacy and numeracy whilst beginning to transition into a more specialised curriculum. They will study Humanities in more depth and have access to specialist learning environments for Science, Creative Design and Sport. Performing Arts will encourage the pupils to develop self-confidence and communication skills. The curriculum will be meaningful and relevant and will provide the level of challenge, skill development and depth of knowledge required to prepare them for Upper School. We will encourage pupils' creativity and enthusiasm for learning whilst developing resilience, self-belief and a culture where they responsibility for their own learning.

## **Nythbran Upper School (Years 9-11)**

The pupils in Upper School study English, Maths, Science, Welsh, the Welsh Baccalaureate Skills Certificate, Religious Education and Personal and Social Education. These subjects are taken alongside a suite of other subjects chosen through the options process and include the Arts, Sciences, Creative Design, Humanities and Sport amongst others. This choice allows pupils to follow personalised pathways, giving them the support and challenge needed to develop into successful learners, who are confident in their abilities and prepared for transition to post-16 or work related training.







## Collective Worship and Religious Education

Religious education is provided, as a statutory requirement, for every pupil in the school. The teaching and practice of many religions are covered. Meetings for collective worship is held. Religious pupils may take this opportunity to pray. If any parent does not wish for their child to participate in Religious Education they should contact their child's Head of School to discuss an alternative provision.

## Sport

We see sport as an important part of the school curriculum and all pupils have regular timetabled Sport lessons, where the pupils are expected to wear the correct school kit. There are many benefits for pupils from playing sports. These include teaching pupils' life skills such as team work, communication and leadership. Sport also has a positive benefit on pupils' physical, social and mental wellbeing and progress in school. The school organises a number of events throughout the year to support the improvement of health and fitness for all learners.



As a school, we are fortunate in having a 4G pitch which allows us to provide an environment for safe contact sport. Additionally, we have our own indoor sports hall and dance/fitness studio and there are also two multi-use games areas. iPad and tablets are used to enhance sports lessons and further develop pupil skills in a variety of sports.



Extra-curricular activities are an essential part of the educational experience at Porth Community School. Pupils are encouraged to develop their individual interests and pursue their gifts and talents. The school has a very successful extra-curricular programme which offers a variety of different activities; such as; rugby, football, netball, dance and fitness training. The school fields a number of teams in every year group, where pupils have progressed with representative honours.



## Careers Education Guidance and Work Experience

Pupils are introduced to the World of Work in Key Stage 2. As they progress through the school the guidance and support available increases. This can include meeting employers, industry visits and enterprise days. All pupils aged 14-16 undertake work related education as part of the Welsh Baccalaureate Qualification. This consists of study modules, working with external providers and, for some, a period of work experience is arranged.



## Safeguarding, Wellbeing and Pastoral Care

We are fully committed to the safeguarding, pastoral care and wellbeing of all of our pupils. The Director of Wellbeing and Inclusion has responsibility for safeguarding and wellbeing of pupils. All pupils have an allocated tutor who they see daily. There is also a Wellbeing Manager allocated to Y Goedwig, Nythbran Middle School and Nythbran Upper School. Their role is specifically to support the wellbeing of the pupils and to work closely with their families.



The school has a moral responsibility to care for and protect all of its pupils. Where we have concerns we will discuss these where possible with parents/carers and with Social Services if necessary.

## Pupil Voice

At Porth Community School we listen carefully to the views of our pupils. The Pupil Council is made up of representatives from Y Goedwig, Nythbran Middle School and Nythbran Upper School. The members of this group are elected by the pupils and they represent their views on improving the school.

Pupils are also regularly asked their views on their experiences within the classroom. This involves giving feedback on everything from the difficulty of tasks set by teachers to how helpful pupils find the marking and feedback they are given. This forms part of how we evaluate ourselves and has a significant influence on school policy.



## Code of Conduct for our Pupils

We have high expectations for all pupils to have good behaviour at all times. There is a detailed policy on behaviour and discipline which supports the consistent approach of rewards and sanctions and uses restorative approaches. Successes are celebrated with pupils and parents through the use of an online programme called ClassCharts. Every time pupils receive a positive behaviour point a notification is sent to parents/carers. As a result, parents/carers are able to have some really important conversations about their child's positive attitude to learning and celebrate their achievements. Where there is a cause for concern, parents are informed at an early stage so that school and home can work together to improve the situation.



## **Learning Support**

Those pupils who have Additional Learning Needs (ALN) are supported by the School of Wellbeing and Inclusion. Where pupils are joining us in Year 7 there is close liaison with the primary school to make sure that the transition is smooth and the pupil's needs are fully met. The School's policy on ALN is to provide support and help for all pupils who need to overcome learning difficulties. The school is committed to the wellbeing and inclusion of all pupils and encourages all pupils to take an active part in school life. The school is committed to providing the widest possible curriculum choices with appropriate support where resources allow. This support can include smaller class sizes and the use of additional adults in the classroom or small group/one on one intervention. A copy of the School's SEN Policy is available upon request from the school.

Porth Community School is also home to four learner support classes for children with autistic spectrum disorder (ASD); pupils are placed in the classes by the local authority. The school actively promotes inclusion for all pupils and this is alongside wellbeing is a key part of the provision in Porth. The classes provide a safe and structured environment for the children enabling them to access some aspects of a mainstream curriculum and the opportunity to take part in school life. The inclusion may be social or academic and is determined by the needs of each pupil.

The Foundation Phase class is a nurturing environment for pupils to learn, play and grow together. There are opportunities to work on early communication skills and personal and social skills through a highly differentiated curriculum.

The three secondary classes build on the skills that the pupils have learned in primary school. There is an emphasis on skills rather than the subject based learning and pupils are encouraged to transfer their skills and to think independently where possible. Where appropriate pupils access a mainstream curriculum and the focus on much of their work is accreditation and qualifications.

There are plans to open a Key Stage 2 class in January 2020

### **Basic Skills Development**

The development of literacy and numeracy skills are crucial and we place a great emphasis on these. We have specialist teaching assistants who provide a range of interventions to support those pupils who are identified as needing support. These interventions are tailored to the individual pupils needs and may be in class, small groups or one on one.

### **Looked After Children**

The Director of Wellbeing and Inclusion is the designated member of staff with responsibility for promoting the educational achievement and welfare of Looked After Children. The school provides support through individual meetings and reviews with the pupils, carers and external agencies.

## **Pupils with Disabilities**

The school is aware of and takes account of the need to provide equal opportunities for the pupils in its care. The school makes every effort to include pupils with disabilities and engages the help of Local Authority Support Services to ensure access is provided.

## **More Able and Talented Pupils**

We are committed to ensuring that more able and talented pupils are suitably challenged at all times. Teaching staff provide opportunities for pupils to extend their learning and skills through a range of activities designed to stretch and inspire pupils to achieve their potential.

More able and talented pupils also have the opportunity to participate in extra-curricular and enrichment opportunities both within school and in conjunction with the Pre-16 Seren Hub. Pupils have recently had the opportunity to visit the National Museum of Wales for Leonardo Da Vinci Day activities, attend conferences and taster days at universities (including the University of South Wales and Reading University) and participate in the ISSET Mission Discover Space Camp programme, a one week residential at Kings College London, where pupils compete to design an experiment to be taken onto the International Space Station.

## **Homework (Independent Learning)**

We place great value on purposeful homework and we advise parents to encourage and support their children to develop this daily routine. Homework is an independent learning activity and it contributes greatly to the progress your child makes. The ability to work independently is a crucial part of the learning process and a key life skill.

Homework will be set relating closely to the current lesson content your child is studying. It will either practise skills they are learning or it will require them to learn and recall specific subject knowledge.

Pupils will have a planner in which their homework is recorded. Parents/Carers and pupils also have access to ClassCharts where all homework is recorded by members of staff, this includes any resources needed to complete the homework set. ClassCharts and the pupil planners will support pupils to meet deadlines and develop good habits for out-of-school learning. The planner and access to ClassCharts will also allow parent/carers to support their child by monitoring homework set.

As pupils progress through the school the demands of homework set will increase. The Learning Resource Centre will be available during lunch, break and after school for those pupils who wish to use it. Here they will have access to the Internet, a range of books for research and a member of staff for support.





## **Clubs and Activities**

There are numerous opportunities for pupils to take part in extracurricular activities. Extracurricular activities give pupils the chance to try different things and develop their skills in areas that interest them.

They also help with their social development allowing pupils to work with different age groups.

Activities offered cover all areas of the curriculum and include, Dance, Football, Revision Clubs, Music and ELSA, amongst many others.

## Charging and Remission



The school has a charging and remissions policy which, in accordance with Welsh Government Regulations requires a voluntary contribution towards the costs of certain extra-curricular activities. These include school excursions, trips etc. Each time an educational visit or sporting event is arranged, parents will be advised of the cost and invited to make a voluntary contribution to that value. If a large number of parents decide not to make a contribution, then

the school may decide not to go ahead with the visit or event. Copies of the full Charging and Remissions Policy are available from the school.

## Communication with Parents

We pride ourselves on good communication. The school website, the school App, Class Charts and texting are the main methods we use to share school news and events. Newsletters and letters may also be sent home. If you are unable to access the internet or receive text messages information can be made available in a different format.



## School Security

Every effort is made to ensure the Health and Safety of all pupils and staff at the school. The school's Health and Safety Officer monitors safety and security issues and regularly reports to the Governors. All visitors without exception are asked to report to reception. The premises are monitored throughout the day with staff also supervising the premises at both break and lunch times. No pupil is allowed off the site at either break or lunchtime. The site also has a CCTV system, is fully fenced and traffic on the site is speed limited.



## School Meals

There are two canteens in the school, one serving children from Nursery to Year 6 and the second for pupils aged Year 7 to Year 11. There is also provision within these canteens for eating packed lunches. Year 7-11 pupils also have access to an outdoor Food Cube and an outdoor eating area. All pupils will remain on site during lunchtime.

## School Transport

Free Transport is provided from Rhondda Cynon Taf for those pupils who are eligible.

Details on entitlement to free transport can be found at:

<https://www.rctcbc.gov.uk/EN/Resident/ParkingRoadsandTravel/Travel/SchoolandCollegeTransport/SchoolTransportFAQs.aspx>



## Equality

The Equality Act 2010 requires all schools to have equality objectives in place. People should not be put at a disadvantage by any of the following (also known as 'protected characteristics'): gender, race, faith or belief, sexual orientation, age, pregnancy and maternity, being married or in a civil partnership, being a disabled person or being transgender. Our strategic equality plan and Equality Policy set out the school's commitment to promoting and ensuring equality of opportunity to all pupils in lessons and school activities including extra-curricular opportunities.



## Complaints Procedure

It is hoped that most complaints and concerns will be resolved quickly and informally if parents feel able to voice them as soon as they arise. Our ideal is that no concern should ever become a formal complaint, as through open dialogue, a resolution should always be accomplished. With this in mind we would urge you to contact the school directly in the first instance to try and resolve any issues that arise around the curriculum or other concerns. However, if the complaint is not resolved at this point the Educational Authority has formulated procedures to deal with complaints against teachers in accordance with Section 409 of the Education Act 1996. These procedures can be found at:

<https://www.rctcbc.gov.uk/EN/Resident/SchoolsandLearning/Schoolcomplaints.aspx>





### The School Day - Y Goedwig

#### Nursery

<b>8.10 – 9.00</b>	<b>Breakfast Club</b>
<b>9.00 – 9.10</b>	<b>Registration</b>
<b>9.10 – 10.20</b>	<b>Session 1</b>
<b>10.20 – 10.35</b>	<b>Break</b>
<b>10.35 – 12.00</b>	<b>Session 2</b>

#### Reception – Year 2

<b>8.10 - 9.00</b>	<b>Breakfast Club</b>
<b>9.00 - 9.10</b>	<b>Registration</b>
<b>9.10 - 10.20</b>	<b>Session 1</b>
<b>10.20 - 10.35</b>	<b>Break</b>
<b>10.35 – 11.50</b>	<b>Session 2</b>
<b>11.50 - 12.50</b>	<b>Lunch</b>
<b>12.50 - 3.10</b>	<b>Session 3</b>

#### Year 3-4

<b>8.10 - 9.00</b>	<b>Breakfast Club</b>
<b>9.00 - 9.10</b>	<b>Registration</b>
<b>9.10 – 11.00</b>	<b>Session 1</b>
<b>11.00 – 11.15</b>	<b>Break</b>
<b>11.15 – 12.15</b>	<b>Session 2</b>
<b>12.15-1.00</b>	<b>Lunch</b>
<b>1.00 - 3.10</b>	<b>Session 3</b>

## Years 5 and 6

<b>8.10 - 8.40</b>	<b>Breakfast Club</b>
<b>8.40 - 8.50</b>	<b>Registration</b>
<b>8.50 - 11.00</b>	<b>Session 1</b>
<b>11.00 – 11.15</b>	<b>Break</b>
<b>11.15 – 12.15</b>	<b>Session 2</b>
<b>12.15 – 12.50</b>	<b>Lunch</b>
<b>12.50 – 2.50</b>	<b>Session 3</b>



## Nythbran

### Year 7 – 11

<b>8.00 - 8.40</b>	<b>Breakfast Club</b>
<b>8.40 - 9.00</b>	<b>Registration</b>
<b>9.00 – 10.00</b>	<b>Lesson 1</b>
<b>10.00 – 11.00</b>	<b>Lesson 2</b>
<b>11.00 – 11.15</b>	<b>Break</b>
<b>11.15 – 12.15</b>	<b>Lesson 3</b>
<b>12.15 – 12.50</b>	<b>Lunch</b>
<b>12.50 – 1.50</b>	<b>Lesson 4</b>
<b>1.50 – 2.50</b>	<b>Lesson 5</b>



**dates**  
to  
*Remember*

**Term Dates 2019/20**

<b>Term</b>	<b>From</b>	<b>To</b>
<b>Autumn 2019</b>	<b>Monday September 2nd 2019</b>	<b>Friday October 25<sup>th</sup> 2019</b>
<i>Half Term</i>	<i>Monday October 28th 2019</i>	<i>Friday November 1st 2019</i>
<b>Autumn 2019</b>	<b>Monday November 4th 2019</b>	<b>Friday December 20th 2019</b>
<i>Christmas Holidays</i>	<i>Monday December 23rd 2019</i>	<i>Friday January 3rd 2020</i>
<b>Spring 2020</b>	<b>Monday January 6th 2020</b>	<b>Friday February 21st 2020</b>
<i>Half Term</i>	<i>Monday February 17th 2020</i>	<i>Friday February 21st 2020</i>
<b>Spring 2020</b>	<b>Monday February 24<sup>th</sup> 2020</b>	<b>Friday April 3rd 2020</b>
<i>Easter Holidays</i>	<i>Monday April 6th 2020</i>	<i>Friday April 17th 2020</i>
<b>Summer 2020</b>	<b>Monday April 20<sup>th</sup> 2020</b>	<b>Friday May 22<sup>nd</sup> 2020</b>
<i>Half Term</i>	<i>Monday May 25<sup>th</sup> 2020</i>	<i>Friday May 29<sup>th</sup> 2020</i>
<b>Summer 2020</b>	<b>Monday June 3 2020</b>	<b>Monday July 22 2020</b>

**INSET DATES: 2<sup>nd</sup> and 3<sup>rd</sup> of September 2019, 24<sup>th</sup> of February 2020, 17<sup>th</sup> and 20<sup>th</sup> of July 2020**



**ADMISSION OPEN**

## **Admissions**

Porth Community School we take children from the age of three (Nursery) to sixteen years old. At the beginning of the Academic year there are 1140 places available in the school. Of these places 330 are allocated for children in the Primary Phase and 810 places for children in the Secondary Phase. The school is maintained by Rhondda Cynon Taff Education Authority and managed by the Governing Body. The Admissions Authority for the school is Rhondda Cynon Taf Council. The school has a designated catchment area and most parents choose to send their child(ren) to their 'local' schools in this catchment area. Parents, however, do have a right to state a preference for their child to attend any school within or outside of their local catchment area. The LA is responsible for pupil admissions to the school and parents and carers must apply directly to them. Further information and an online application pack can be found at [www.rctcbc.gov.uk](http://www.rctcbc.gov.uk).

In line with equal opportunities, academic ability, special needs and criteria other than those listed below are **not** taken into account.

If there are more applications than there are places available, the local authority will grant places according to the Welsh Assembly Government - approved priorities, detailed below:

Category 1: (Top priority): Children who are looked after by the local authority.

Category 2: Children who live within the catchment, with brothers or sisters (siblings) already in the school (**in** the year applied for).

Category 3: Children who live within the catchment, without siblings already in the school.

Category 4: Children who live outside the catchment, with siblings already in the school.

Category 5: Children who live outside the catchment, without siblings already in the school.

A map of the school's catchment area is available from the local Authority

Where several children within the same category are competing for a smaller number of places, the distance between the child's home and the school will be used as the deciding factor.

## **Attendance 2018/19**

Secondary Phase attendance 2018-19 – 90.8%

All absences – 9.2%

Unauthorised absences 4.7%

Primary attendance not yet validated. Please contact the school if you require further information.

## Performance Tables

### Foundation Phase

The following table shows the percentage of pupils attaining each outcome.

		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	0	0	0	0	0	0	0	0	2	12	78	7	85
	National	-	-	-	0.1	0.3	0.7	0.4	0.9	3.1	10.5	50.5	33.5	84.0
Language, Literacy, and Communication Skills in Welsh (LCW)	School	0	0	0	0	0	0	0	61	39	0	0	0	0
	National	-	-	-	-	0.1	0.1	0.3	0.7	2.2	10.6	52.9	33.2	86.1
Mathematical Development (MDT)	School	0	0	0	0	0	0	0	0	0	22	68	10	78
	National	-	-	-	0.1	0.3	0.5	0.3	0.6	2.2	9.5	52.6	33.9	86.6
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	0	0	0	0	2	2	71	24	95
	National	-	-	-	0.1	0.3	0.5	0.3	0.5	1.2	3.8	34.0	59.4	93.4

There were 41 pupils in the group.

Foundation Phase Outcome Indicator	School	78
	National	82.6

## Key Stage 2

Summary of National Curriculum Assessment results of pupils in the school (2019) and nationally (2018) at the end of Key Stage 2 as a percentage of those eligible for assessment.

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	6	6	56	31	0	88
	National	0.2	0.3	-	0.5	1.2	6.5	45.1	44.2	1.7	91.1
Oracy	School	0	0	0	0	6	6	53	34	0	88
	National	0.2	0.3	-	0.4	1.1	6.3	45.0	44.6	1.8	91.5
Reading	School	0	0	0	0	0	13	56	31	0	88
	National	0.2	0.3	-	0.5	1.2	7.0	43.0	45.6	2.0	90.6
Writing	School	0	0	0	0	6	19	47	28	0	75
	National	0.2	0.3	-	0.5	1.6	10.5	49.5	35.6	1.5	86.7

Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.5	1.7	7.9	49.3	39.0	1.3	89.7
Oracy	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.5	1.5	7.0	48.3	41.1	1.5	90.8
Reading	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.5	1.8	8.6	46.3	40.9	1.6	88.9
Writing	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.6	1.9	12.4	53.3	30.4	1.2	84.9

Mathematics	School	0	0	0	0	3	16	47	34	0	81
	National	0.2	0.3	-	0.4	1.1	5.9	44.0	45.6	2.2	91.8

Science	School	0	0	0	0	3	16	56	25	0	81
	National	0.2	0.3	-	0.4	1.0	5.7	45.6	46.1	0.4	92.1

Core Subject Indicator	School	75
	National	89.5

### Key Stage 3

Summary of National Curriculum Assessment results of pupils in the school (2019) and nationally (2018) at the end of Key Stage 3 as a percentage of those eligible for assessment.

		N	D	NCO 1,2,&3	1	2	3	4	5	6	7	>= 8	5+
English	School	4	0	0	1	1	2	3	54	24	11	0	88
	National	0.4	0.3	-	0.3	0.5	1.6	5.4	29.6	38.2	21.4	2.0	91.2
Oracy	School	4	0	0	1	1	2	3	54	24	11	0	88
	National	0.4	0.3	-	0.2	0.5	1.5	6.3	28.5	38.1	21.3	2.5	90.5
Reading	School	4	0	0	1	1	2	3	54	24	11	0	88
	National	0.4	0.3	-	0.3	0.6	1.6	6.7	29.5	37.2	21.0	2.2	89.8
Writing	School	4	0	0	1	1	3	2	54	24	11	0	88
	National	0.4	0.3	-	0.3	0.6	2.0	10.5	32.8	34.5	16.5	1.8	85.6

Cymraeg	School	0	0	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.1	0.1	0.6	5.0	30.0	41.3	19.6	2.9	93.8
Oracy	School	0	0	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.1	0.2	0.5	4.7	29.6	39.9	21.3	3.4	94.2
Reading	School	0	0	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.1	0.1	0.8	6.0	29.4	41.0	18.9	3.5	92.8
Writing	School	0	0	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.1	0.1	1.3	9.0	33.6	39.7	13.7	2.3	89.2

Mathematics	School	4	0	0	1	0	0	5	40	29	15	5	89
	National	0.3	0.3	-	0.2	0.4	1.4	5.5	25.3	33.6	27.4	5.3	91.6

Science	School	4	0	0	1	0	0	4	56	22	12	0	90
	National	0.4	0.3	-	0.3	0.3	0.8	3.9	26.6	39.0	26.6	1.4	93.7

Core Subject Indicator	School	85.51
	National	88.1

## Key Stage 4

The following table summarises the performance of pupils at the end of Key Stage 4 for the Academic Year ending July 2019.

**Number of pupils in Year 11 who were on roll in January 2019 : 156**

**Average points score per pupil:**

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	301	34	32	33	33
LA Area 2018/19	..	38	36	35	..
Wales 2018/19	..	39	37	37	..
School 17/18/19	..	34	34	35	..
School 16/17/18	..	..	..	..	..

**Number of boys in Year 11 who were on roll in January 2019 : 91**

**Average points score per boy:**

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	296	32	32	32	30
LA Area 2018/19	..	35	35	34	..
Wales 2018/19	..	36	36	35	..
School 17/18/19	..	32	34	35	..
School 16/17/18	..	..	..	..	..

**Number of girls in Year 11 who were on roll in January 2019 : 65**

**Average points score per girl:**

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	309	36	30	34	38
LA Area 2018/19	..	41	36	37	..
Wales 2018/19	..	42	38	38	..
School 17/18/19	..	37	34	36	..
School 16/17/18	..	..	..	..	..



## Post 16 Destinations

Pupils' routes at the end of the last academic year		
	End of Y11	
	N	%
Continuing in Full Time Education in:		
School	46	28.6%
FE College	81	50.3%
Higher Education		
Gap year then higher education		
Continuing in Part time Education (Less than 16 hours a week)		
Work Based Training - non employed status	2	1.2%
Work Based Training - Employment status	5	3.1%
Employed	1	0.6%
Known not to be in Education, Training or Employment		
Left the area		
Not known	26	16.1%
<b>Total in cohort</b>		
	<b>161</b>	.

## Home/School Agreement

### Parent/carer

#### I/we will:

- Make sure that my child achieves at least 96% attendance, is on time, in uniform and equipped to learn;
- Contact the school immediately if my child is absent;
- Support the school in setting the highest possible standards for my child;
- Support my child to aspire to achieve the best they can;
- Take an active and supportive interest in my child's learning by encouraging completion of homework;
- Raise any concerns that I have with the school;
- Attend meetings to discuss my child's progress or other wellbeing concerns;
- Support the school's policy for good behaviour, to help my child to achieve maturity, self-discipline and self-control;
- Encourage the positive use of leisure time to help my child's development in and out of school.

### School.

#### We will:

- Welcome you into the day to day life of the school;
- Challenge your child to aspire to achieve their best and become a confident life-long learner;
- Provide a stimulating creative curriculum which is inspirational, relevant and enjoyable;
- Provide a nurturing and inclusive environment;
- Provide a language-rich environment to support your child's learning;
- Care for your child's safety and happiness;
- Promote respect for all members of our community;
- Support your child to become a responsible member of the community, taking care of their surroundings and others around them;
- Set targets for your child's progress, inform you of their progress and involve you regularly at all times;
- Contact you if there are concerns regarding welfare, attendance, punctuality, uniform or behaviour and that we will celebrate with you and the wider community individual and collective successes;
- Keep you well informed about school activities through regular letters, emails and newsletters.

### Pupil

I will be **READY** to learn by:

- Arriving at school regularly, on time, in my uniform, with the correct equipment;
- Coming to school with a positive attitude towards learning;
- Aspiring to achieve the best I possibly can.

I will be **RESPECTFUL** by:

- Considering the feelings and property of other people both in school and in the wider community;
- Caring for the grounds, buildings, furniture and equipment provided by the school.

I will be **RESPONSIBLE**:

- For my own learning by taking the opportunities that the school has to offer to prepare myself for a fulfilling life as a valued member of society;
- For keeping to the school rules;
- For completing homework on time;
- By being a positive role model in our community and a good friend;
- By asking for help from adults in school if I feel unsafe, unhappy or I am underachieving.

Head of School Signature \_\_\_\_\_

Parent/Carer Signature \_\_\_\_\_

Pupil Signature \_\_\_\_\_