

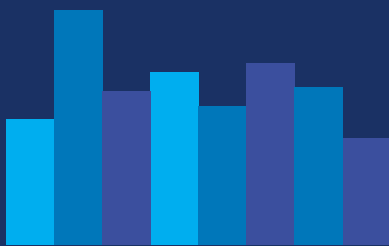


# LLISWERRY HIGH SCHOOL

Ysgol Uwchradd Llysweri



Learning for Life / Dysgu am oes



[www.lliswerryhigh.org](http://www.lliswerryhigh.org)



# WELCOME TO LLISWERRY HIGH SCHOOL

On behalf of the whole team of learners, staff and governors, i welcome you to Lliswerry High school. Choosing the right school for your son or daughter is an important decision. i hope the information we share with you in our prospectus will help you make that decision by understanding our aims and expectations.

Our school motto is “**Learning for Life**” and this underpins all we do as a school community. Our aim is for our learners to look back on their school days knowing

- they did their best in all they undertook
- they took advantage of the opportunities on offer at school
- they made a positive contribution to the school community
- they are proud of their achievements, academically, in sports or in music or drama

Our learners leave us with good qualifications and skills to start their adult life, as confident young people who understand that working hard helps you to succeed and knowing how to care for others and the environment.

We have high expectations of all our learners and we are committed to supporting each one of them as individuals to achieve their personal best. a visit to the school to see our facilities and talk to our learners and staff will help you to see for yourself what we value.

We look forward to welcoming you to our school and to working with you as parents or carers as we nurture your child.

**Mr Neil Davies / Headteacher (Prifathro)**



“my son thoroughly enjoys his time at Lliswerry.”

Parent of year 10 Learner



“My favourite activity is going on the iPads, they help us learn and remember things.”

Key stage 3 Learner





# TEACHING & LEARNING

At Lliswerry High school, we ensure each learner can achieve their full potential by providing an engaging curriculum and a consistent, secure environment in which learners grow into independent thinkers who are equipped for learning for life.

We strive to meet the individual needs of each learner through ensuring that teaching is stimulating, relevant and challenging. Teachers employ a variety of teaching methods and we have developed the use of new technologies to support teaching and learning, engage learners and develop digital competence.

Schemes of learning include differentiation in order to challenge and support learners of all abilities and aptitudes, including the most able, those with additional learning needs and English as an additional language. We also place a great emphasis on developing literacy and numeracy skills.



“The school is developing a culture of reflection and collaboration.”

ESTYN



“In nearly all lessons there are effective working relationships between staff and pupils. Teachers have secure subject knowledge.”

ESTYN



# WELLBEING

We value every learner at Lliswerry High school and we welcome good links with families and the community.

**Our aims include:**

- providing a learning environment in which learners are happy
- providing pastoral care and guidance
- creating a supportive network to allow learners to thrive and succeed
- ensuring learners leave us with good qualifications for life
- supporting learners to become well informed young adults who are ready to contribute to society as global citizens

We believe that learner voice is key to developing our school and also to developing young people.

We believe that the best way to support our learners is by listening to them, working with families and striving to be open and fair.

We respect all learners and their families.



“My child always enjoys coming to school. We feel very satisfied with the progress he has made.”

PARENT OF YEAR 9 LEARNER



“My daughter is doing exceptionally well in all her work and i am very pleased with the help and support she receives.”

PARENT OF YEAR 11 LEARNER





“Excellent support given  
after school / Half Term /  
Easter for GCSE revision”

PARENT OF YEAR 11 LEARNER





“The Sixth Form is an important, integral part of the school. My daughter is making good progress and preparing for further education and her future career”

PARENT OF YEAR 12 LEARNER.



# SIXTH FORM

The sixth form is well established, delivers successful courses and supports the wellbeing of learners effectively. Experienced staff provide bespoke advice and guidance at this critical transition time.

Our sixth form curriculum is carefully planned to meet the needs of our learners and is delivered by experienced staff. Courses can be chosen from a wide range of subjects to ensure learners are able to study the courses that are right for them and will lead them to their chosen career path or university course. We have collaborated with St Julian's High school for a number of years now and learners based in both schools access courses at the other.

In addition to subject choices, all sixth form learners study the Welsh Bacalaureate which offers them a course that enables them to develop independence and learn about a wide range of topics. In addition, the Community Challenge requires learners to undertake work within their community which helps to develop their leadership skills.

The modern sixth form facilities have recently been established to provide a study area with computers, work spaces and a social area with kitchen.

Our aim is for our Sixth Form learners to leave school well qualified, confident and ready to face the world and the challenges ahead.



“95% of year 13 say they have good relationships with school staff.”

“96% of year 12 say the curriculum is appropriate for their skills and ambitions”





## FACILITIES

Over recent years much has been invested in improving our facilities to provide a modern learning environment. All classrooms have interactive whiteboards and learners have easy access to computers and iPads to enhance their learning experience. We also have an AppleMac suite for media and photography.

Science laboratories, technology rooms and art rooms provide the resources to enable learners to engage in practical activities which are very popular. Technicians in each area support the resourcing of these subjects.

Our youngest learners have their own social area, the year 7 quad, with seating and table tennis tables for the more active. Our sixth form have their own study area with computers and also a social area with kitchen facilities.

Our sports lessons enjoy use of our large fields, a spacious gym and also the Gol pitches each day. The changing rooms have all been totally refurbished to provide a modern environment.

Music is delivered in a bespoke keyboard room or our exciting Jampod facility where groups can play keyboard, drums, guitar or sing. Drama has a learning space in which to be creative under stage lights and the dance studio offers learners a large area in which to perform on a sprung floor.

We remain committed to providing our school community with modern learning resources and environment.



"I am very pleased with the school overall."

PARENT OF YEAR 9 LEARNER



“100% of year 11 parents feel the staff expect children to work hard and do their best.”











# ENRICHMENT ACTIVITIES

We believe that school life is more than lessons. Lliswerry High school offers an exciting breadth of enrichment activities to engage our learners and widen their horizons.

These include many sporting opportunities such as football and netball and our much enjoyed ski trip for pupils in year 9 and older. Offering opportunities for our learners to enjoy sporting fixtures and keeping fit and healthy is important to us; we benefit from the facilities at school and also those at the Gol Centre on our site.

Our annual school production creates a real excitement and learners from year 7 through to year 13 are involved in the cast, lighting or backstage crew. In addition, skills and talents are shared at the eisteddfod in March and in the summer showcase in July.

Each year we see groups of learners prepare for their Duke of Edinburgh awards at bronze, silver and gold levels. We have an experienced D of E team who support learners achieve their goals and have a lot of fun.

Thinking of others is another enrichment activity at Lliswerry High School; we support a school in Zambia and the local food banks in Newport through our Harvest assemblies. We also raise funds for other charities throughout the year by various methods often suggested through school Council.

Learner voice informs us and helps us to provide opportunities to meet the needs of our learners. We value what we are told and take actions based on the feedback. School Council and Year Councils are well established and offer another enrichment avenue for learners.



“100% of year 11 parents say they feel comfortable about approaching the school with questions, suggestions or a problem.”

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# CLUSTER

The Lliswerry Cluster works very closely together to ensure learners are supported in the transition between primary and secondary school. We have a common aim to ensure all learners join our year 7 confident and well prepared for the move to Lliswerry High School.

The Lliswerry Cluster schools are: Lliswerry Primary school, Maindee Primary school, St Andrew's Primary, Somerton Primary and Lliswerry High school. We also welcome a number of learners from outside our cluster schools.

We work as a team of five schools to deliver an effective transition plan with activities, taking account of learner voice. These activities include many fun experiences such as the annual school production and the Christmas Concert. Learners also experience academic lessons, visits to hear speakers, see drama shows and use our facilities. The "moving up" day allows the year 6 learners to really experience their new school, meet their form tutor, fellow classmates and other key staff who are ready to help them make the move.

We have developed bridging units in English, maths, Personal social education and ICT. These help the teachers at Lliswerry High school link the initial work in year 7 with that carried out by the primary schools at the end of year 6. As a result, the learners start with familiar work which they extend in the first few weeks.

Most importantly, the cluster transition plan aims to ensure all learners are familiar with Lliswerry High school and our staff and that all leave their primary school looking forward to the exciting challenges at their new school.

"I am very pleased with how my daughter has settled into school. She is very happy and doing very well. I am very pleased with the comments from my daughter's teachers."

Parent of year 7 Learner









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# Llswerry High School

*Ysgol Uwchradd Llsweri*



**‘Learning for Life’**  
***‘Dysgu am Oes’***

Nash Road, Newport  
NP19 4RP

Telephone	01633 277867
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## CONTENTS/CYNNWYS

	Page		Page
<b>Welcome to our Prospectus</b>	2	<b>The Wider Curriculum</b>	20
Mission Statement	5	Information & Communications Technology	20
School Vision	5	Physical Education	20
Senior Staff	6	Gol Centre & Newport County Football Academy	21
Governors	6	Personal, Social & Health Education	21
School Day Times	7	Sex & Relationships Education	21
School Terms 2017-18	7	Religious Education	21
<b>School Uniform</b>	8	Assemblies	21
<b>Communications with Parents</b>	12	Careers & Work Related Education	22
Parents' Evenings & Reports to Parents	12	<b>Support for Learners</b>	23
Home School Agreement	12	Additional Learning Needs	23
School Meals	12	Safeguarding	23
Admissions Arrangements	13	Looked After Children	24
<b>Our Expectations of Learners</b>	14	<b>Policies</b>	25
The Reward System	14	School Security and Health & Safety	25
Behaviour and Discipline	14	Charging Policy	25
Learner Attendance	15	Equal Opportunity	25
Punctuality	15	Polisi'r Iaith Gymraeg (Welsh Language Policy)	26
Lunchtime	15	Inspection of Schemes of Work and Other Documents	26
<b>Teaching and Assessment</b>	16	Complaints Procedure	26
Assessment & Feedback	16	School Policies	27
Academic Monitoring	16	<b>Exam Results 2015-16</b>	28
Homework	16	GCSE & Entry Level Results	28
<b>Curriculum</b>	17	A Level & AS Level Results	28
Key Stage 3	17	Key Stage 3 Results	29
Key Stage 4	17	Attendance Information	30
Sixth Form	18	Destinations of Learners	30
Literacy & Numeracy Skills	19	School Performance Targets	31

# Welcome to our School



## Learning for Life

I hope you find our prospectus both informative and helpful as you make the important decision about the choice of Secondary School for your child.

Consider these statements:

***As a parent,***

***I want my child to enjoy school and to do well***

***I want the school to share my hopes for my child and to treat them as an individual***

***I want the school to recognise my child's talents and interests***

***I ask that my child is taught well and challenged to achieve their academic potential***

***I ask that the school and we at home work together to support my child***

***I hope that my child will develop to be a responsible, caring and polite young adult***

***I hope the school will expect the same high standards of behaviour that I have at home***

***Is that too much for a parent to ask?***

**NO!**

**We want all the above for your child**

There is no better time to choose Lliswerry High than now after the improvement in our examination results over the last few years.

Our Open Evening each year is a very important event when visitors are able to hear from some of our current learners what it is like at Lliswerry High, to speak to staff and also to see first-hand what we can offer. The feedback from our visitors is extremely important to us and is overwhelmingly positive. Our learners who help out at such events really enjoy supporting their school and talking openly to visitors.

### **Academic Progress**

Every child's academic progress is our concern and as a staff we work hard to make sure every learner achieves their potential at Lliswerry High from the day they start with us.

We are proud that our Level 2 threshold including English and Mathematics has seen sustained improvement in the last 5 years. In addition our learners have achieved new school records for the last 4 years.

We are an improving school and we remain focused and determined to provide the best education and support for our thriving school community.

Our results have improved significantly over the last 5 years and whilst in 2010 half of our learners gained qualifications to allow them access to the Sixth Form, we now have almost 80% gaining access. As a result, we are enjoying our largest ever Sixth Form with learners leaving in year 13 to study at university all over the UK.

These improvements have been brought about through the focused use of data to ensure each learner achieves their very best possible examination results and a lot of hard work by learners and staff with the invaluable support from families. We support individuals and provide focused revision sessions and revision materials to allow our learners to achieve results of which they are proud and that lead them to stay on in our Sixth Form, enrol on courses at college or secure employment.



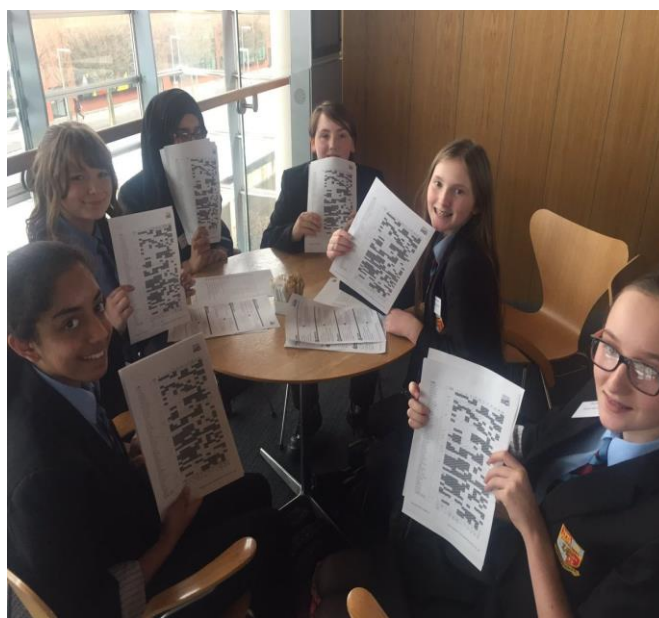
Our school motto "Learning for Life" sums up what we work towards each day but in addition the following are also key to our daily work:

- **Transition from Primary** – We work very closely with our primary colleagues to provide a supportive transition from primary to secondary school with a variety of activities on offer to ensure a smooth and happy transition, building upon the good work in the primary schools. We ensure key staff in primary and secondary school share teaching methods and understand how learning is most effective.



- **Learning and Academic Achievement** – We support and encourage every individual learner to do their best in every lesson and our aim is to prepare them for their examinations and also for the world of work and adulthood.
- **Learning through the Curriculum** – We have developed our curriculum significantly in recent years to offer a modern and innovative curriculum covering the national curriculum in the early years and then a large number of options at Key Stage 4 and in the Sixth Form.
- **The Whole Child** – We are proud of our pastoral care systems and work hard to meet the needs of individuals, working with you at home and where necessary with outside support agencies to make sure our learners receive the best advice and guidance. We place great value on the support from tutors who will deliver tutorial work throughout the year covering all aspects of Personal Social Health Education along with skills for life.
- **Extra-Curricular Activities** – We offer a package of activities including various drama, sporting and musical opportunities and a thriving Duke of Edinburgh Award scheme. Our new facilities in PE, Music, Drama and Dance offer learners fantastic learning experiences and is a real strength of the school.

Should you have any questions that remain unanswered, or if you are unable to attend the Open Evening and would like to visit the school, please feel free to contact Mr Coughlin, Head of Key Stage 3 or Mr Thomas, Assistant Headteacher, who will be happy to help you.



**Mr Neil Davies**  
**Headteacher**

## **MISSION STATEMENT**

At Lliswerry High School, our mission is to promote 'Learning for Life'. We aim to ensure that learners achieve their full potential and develop into active and responsible citizens, able to take full advantage of the opportunities open to them in a diverse and ever changing world.

## **SCHOOL VISION**

Our vision for Lliswerry is that:

Our school motto is 'Learning for Life' and this underpins all we do as a school community.

Our vision for Lliswerry High School is that

- all learners are valued and have a contribution to make to their school
- all learners make appropriate progress as individuals and develop into responsible citizens
- our curriculum meets the needs of all learners and that learning is engaging and inspirational
- the wellbeing of all learners is vital

Our aim is for our learners to look back on their school days knowing

- they did their best in all they undertook
- they took advantage of the opportunities on offer at school
- they made a positive contribution to the school community
- they are proud of their achievements, academically, in sports or in music or drama

We have high expectations of all our learners and we are committed to supporting each one of them as individuals to achieve their personal best.

Our inclusive ethos is strengthened by our commitment to support learners from all backgrounds to leave Lliswerry High School with qualifications and a positive direction for their adult life.



## SENIOR STAFF

Mr Neil Davies BEd NPQH	Headteacher
Mr Phil Grimes MEng NPQH	Deputy Headteacher
Mr Stephen Thomas BSc	Assistant Headteacher
Ms Julia Fitzgerald BA NPQH	Assistant Headteacher
Mr Andrew Coughlin BA	Head of Key Stage 3
Mr Simon Marshall BA	Head of Key Stage 4
Ms Sarah Lewis MA	Director of Post 16 Studies

## GOVERNORS (as of 1<sup>st</sup> September 2017)

Mrs J Ashford	Non-teaching
Mr A Bootle	Teacher
Cllr K Critchley	LA
Mrs E Ford	Parent
Mrs J Giles	Community
Mrs N Godsall	LA
Cllr R Jeavons	LA
Mr D Maunder	Teacher
Mr N Davies	Headteacher
Mr R Prosser	Community
Mrs R Reynolds	LA
Mr S Richardson	Parent
Mrs V Jago	Parent
Mrs A Smith	Parent
Mrs E Stanley	Parent
Mrs P Williams	Parent

## SCHOOL TIMES

8.35am – 8.45am	Registration
8.45am – 9.00am	Assembly
9.00am – 10.00am	Period 1
10.00am – 11.00am	Period 2
11.00am – 11.20am	BREAK
11.20am – 12.20pm	Period 3
12.20pm – 1.20pm	Period 4
1.20pm – 2.00pm	LUNCH
2.00pm – 3.00pm	Period 5
3.00pm	End of School Day

The school operates a fifty period timetable spread over two weeks, with five periods in each day.

## SCHOOL TERMS 2018 - 2019

### **Autumn Term:**

Monday 3 September 2018

### **Half Term Holiday:**

Monday 29 October – Friday 2 November 2018

### **End of Term:**

Friday 21 December 2018

### **Spring Term:**

Monday 7 January 2019

### **Half Term Holiday:**

Monday 25 – Friday 1 March 2019

### **End of Term:**

Friday 12 April 2019

### **Summer Term:**

Monday 29 April 2019

### **Half Term Holiday:**

Monday 27 May – Friday 31 May 2019

### **End of Term:**

Monday 22 July 2019



# SCHOOL UNIFORM

**“Uniform can help to develop the right mind set amongst learners, installing pride and supporting positive behaviour and discipline”**

We expect our learners to be smart and easily recognisable as Lliswerry High School learners. No aspect of a learner’s appearance should draw attention to him/herself. To avoid inequalities of dress and to maintain very high standards of appearance, the school has produced the following guidelines (we strongly advise parents to purchase at least two sets of uniform to ensure that learners are dressed correctly for school):

## **Identification**

All clothing should be marked with the learner’s name.

## **School Blazers**

All learners are required to wear a black school blazer.

Learners may wear a black v-neck sweater or cardigan underneath the blazer but will be expected to wear the blazer at all times, unless given permission by staff to remove it.

## **School Tie**

All learners are required to wear the style velcro tie.

## **Girls Skirts**

These must be of a woven fabric and not knitted. Skirts should be black, no longer than knee length and no shorter than 7cm above the knee. Decorative features such as sequins, buckles, belts, decorative zips, studs are not acceptable.

## **Girls Trousers**

Must be of a traditional classic cut style and capable of holding a crease and made of woven and not knitted fabric. Leggings, tracksuit bottoms, ski pants, jeans, skinny jeans/trousers, corduroy, denim, combats, flares, or excessively long trousers are also **not** acceptable as trousers.

## **Boys Trousers**

Tailored style and capable of holding a crease and made of woven and not knitted fabric. Ski pants, tracksuit bottoms, corduroy, denim, flares, combats, or excessively long trousers are unacceptable. There should be no decorative features as outlined in the section on girls’ trousers. Trousers must not resemble jeans.

## **Footwear**

**Black** shoes or **black** trainers must be worn. Shoes should have a heel no higher than 2 inches to avoid the risk of accidents on the stairs of school. Laces must be black. Boots, walking shoes, flip-flop sandals, canvas and sling back shoes are unacceptable and must not be worn to school. Shoes must be safe for the school environment. If the school

deems footwear to be unsuitable and presents a health and safety hazard a parent may be asked to collect the learner. The learner may not be allowed back into school until the learner has acceptable footwear which is deemed suitable for the school environment. Heels should be low, toes enclosed and footwear not liable to slip off. **Boots are not acceptable.**

If a learner is sent to school not wearing **totally black footwear** they will require a note from parents explaining why and will be given 24 hours to rectify the situation. If a learner is sent to school the following day with inappropriate footwear ( not totally black) he / she will be given the option of wearing our black plimsoll shoes which have been hygienically sprayed or be put in isolation and will not follow their normal timetable but set work until the situation is rectified.

### **Girls - Years 7 to 11**

Black skirt of an appropriate length for the work-place (i.e. not more than 7cm above the knee)  
or Black trousers (not skin tight and/or jeans or leggings)  
Blue blouse  
School velcro tie  
Plain black v-neck long sleeved jumper Or cardigan  
Plain black or white ankle socks or thick plain black tights  
Completely Black footwear (no boots)  
Black Blazer

### **Boys - Years 7 to 11**

Black trousers (not skin tight and/or jeans)  
Blue shirt  
School velcro tie  
Plain black v-neck long sleeved jumper  
Completely black footwear (no boots)  
Black Blazer





### Girls - Years 12 - 13

Black skirt of an appropriate length for the work-place (i.e. not more than 7cm above the knee) or Black trousers (not skin tight and/or jeans or leggings)  
White blouse  
School velcro tie  
Plain black v-neck long sleeved jumper Or cardigan  
Completely Black footwear (no boots)  
Black Blazer



### Boys - Years 12 - 13

Black trousers (not skin tight and/or jeans)  
White shirt  
School velcro tie  
Plain black v-neck long sleeved jumper  
Completely black footwear (no boots)  
Black Blazer



***For all years - No logo other than the school logo is permitted on blazers, blouses or jumpers.***

### P E EQUIPMENT

#### Girls

White Polo neck T-Shirt  
Maroon skirt (with school logo)



#### Boys

Black Stanno training top (with school logo)  
Burgundy Rugby top (with school logo)  
Black Stanno Shorts (with school logo)  
Black socks



## JEWELLERY

### Approved

- Simple plain rings
- One necklace worn undershirt or blouse
- 1 pair of ear studs

### Not Approved

- Large rings
- Dangling earrings
- Nose studs or other forms of body piercing
- Excessive amounts of jewellery

- If learners do wear jewellery which is not approved, they will be asked to remove it and it may also be confiscated and returned at the end of the school day.
- All jewellery must be removed for lessons where it would be a hazard, such as PE and Design Technology.
- Learners are responsible for any jewellery which they bring to school. Jewellery must be unobtrusive and not detract from the school uniform. Facial and body piercings of any kind are **not permitted** as they may place the learner at risk of serious injury. If a learner is sent to school with piercings they will be asked to remove them. Failure to do so will result in the learner being isolated from their normal timetabled lessons until such piercings are removed.
- **The school does not accept responsibility for any confiscated, lost or stolen items.**
- Discreet make-up is permitted. Girls will be asked to remove make up if it is deemed to be excessive. **This includes brightly coloured nail varnish. False nails and eyelashes are not permitted.**
- On Health and Safety grounds learners must not wear nail varnish.
- Discreet hair ties are permitted. Blue or black headbands, scrunches or grips may be worn. These should be plain and not have any decorative features such as flowers.
- Any head dress worn for religious reasons should be of a plain black material.
- Extreme hairstyles are also not permitted. Hair should be of a normal hair colour i.e. not an unnatural hair colour such as blue. Learners are expected to keep their hair in a suitable style for school. If hair is dyed it must be restricted to those found in natural hair colours. Extreme hairstyles and colours are considered unacceptable.
- Boots are **not** allowed to be worn in school.
- Shirts and ties should be worn appropriately. If a school tie is damaged or modified in any shape or form, it will need to be replaced within a reasonable period of time, i.e. **no more than one week.**

The school's decision on "discreet" for make-up, clothing, shoes and hair is final. If parents are concerned about whether a particular item/style is suitable they should contact the Head of Year for advice BEFORE buying or sending the child to school.

We ask all parents and carers to support the school uniform policy and we believe that parents and carers have a duty to send their children to school correctly dressed and ready for their daily schoolwork.



# **COMMUNICATIONS WITH PARENTS**

## **Newsletters**

The school writes a termly newsletter to the school community. The newsletter provides details of all aspects of school life, including news of recent events and important information for parents/carers.

## **Parents' Evenings and Reports to Parents**

Early in Year 7, a Parents' Evening is held with Form Tutors to allow parents to discuss how their child is settling in and to identify their strengths and weaknesses and any support necessary.

In addition parents of all year groups are invited to meet those staff who teach their children. These evenings, the dates of which are published in the school calendar and newsletters, are considered to be very important occasions. Parents are also encouraged to contact Heads of Year or Heads of Key Stage whenever they feel that they need information, advice or guidance.

The progress of each learner is recorded in a written report to parents once in the school year. This report includes detailed comments on each subject with subject specific advice on how to improve. A summary of termly assessment grades is also sent to parents to enable the tracking of learner progress in each subject.

## **Home School Agreement**

The success of learners in Lliswerry High School is dependent upon a partnership between the school, its learners and their parents. With this in mind, a home school agreement has been compiled after consultation with learners, parents, staff and governors. It sets out the responsibilities of each of these partners, together with what they can expect of each other. We hope that all parents will feel able to accept the terms of this agreement. A copy of the agreement is given to all parents when their children join the school.

## **School Meals**

School meals are provided by Chartwells and are available in the form of a cafeteria service and learners may choose from a large variety of items. The school employs a 'cashless' system where all items that are purchased from the canteen are paid for with a lunch card. Upon joining the school, learners are issued with a lunch card that is unique to the learner. The cards may be 'topped-up' with additional money by either using the coin machines in school or via the internet.

Free school meals are available for eligible learners. Application Forms can be obtained from the school or the Civic Centre. Learners in receipt of free school meals use their lunch card in the usual fashion. Their lunch card is automatically 'topped-up' with credit each day. This allows all learners to obtain their meals in the same way.

## ADMISSIONS ARRANGEMENTS

The school operates under the Newport Local Authority's policy on admissions. It is suggested that parents wishing to obtain details of this policy should contact the Chief Education Officer, Newport City Council, Civic Centre, Newport, NP20 4UR

### Visits to the School

Learners in their final year of primary school (Year 6) attend the school to sample lessons in a variety of subjects, along with a tour of the school. An open evening, to which parents and learners are invited, is held in the Autumn Term and there is also a meeting for the parents of new intake learners in July. Parents are welcome to visit the school at any other time and should make arrangements with Mrs P Brimble (Pastoral Support Officer) or Mr Thomas (Assistant Headteacher) or the appropriate Head of Key Stage.

### **ADMISSIONS INFORMATION - YEAR 7 - SEPTEMBER 2017**

Number of places available (standard number)	-	212
Number of:		
• catchment places offered	-	105
• out of catchment places offered	-	18
Total admitted to Year 7	-	123

# OUR EXPECTATIONS OF LEARNERS

## The Reward System

In consultation with the School Council the school uses system of merits to reward learners. Merits can be collected in a number of ways such as producing excellent classwork/homework, participating in extra-curricular activities or achieving good attendance.

Merits can be “cashed in”, in the form of High Street vouchers that can be spent in most High Street shops. The use of merits is proving very popular in motivating learners to achieve in school.

As well as collecting weekly merits for good attendance, we also reward and celebrate good attendance with a raffle prize to each year group at the end of each month. To qualify to be entered into the raffle learners have to have obtained 93% - 100% attendance during the month. The number of raffle tickets an individual can obtain ranges from 5 if they have achieved 100% attendance down to 1 ticket if they have achieved 93% attendance.

Heads of Year also celebrate the “Learner of the Month”. This award is given to one boy and one girl from each Form and merits are given for those nominated.

The Headteacher also regularly awards learners with a Headteacher’s Award for work that is deemed to be of special commendation. This commendation is worth ten merits.

The achievements of learners are recognised in the Founders' Day celebrations which are held in the summer term of each year. A range of awards is presented to those who have distinguished themselves in the classroom, in sport and through service to the school and the community.

## Behaviour and Discipline

As a school we are committed to ensuring that all our learners are provided with every opportunity to develop academically, personally and socially to fulfil their potential. Vital to this process is the creation and maintenance of an ordered and safe environment in which learners are made aware of the high standards of behaviour and discipline which are expected of them.

The school's Behaviour for Learning Policy aims to ensure that learners are:

- able to develop a sense of right and wrong
- supported and encouraged in the development of self-discipline
- able to develop a respect for authority
- aware of the need for and the importance of honesty and respect/care for the property and possessions of others
- aware of the need and importance of understanding and respecting the beliefs and opinions of others, including those whose religion and culture may be different to their own
- aware of the equal opportunities and race equalities policies of the school which requires them to refrain from all forms of racist, sexist, homophobic, disablist and ageist behaviour.



- aware of the right of each teacher to teach and each individual learner to learn and develop without interference or disruption from the actions of other learners.

Llisserry High has adopted a positive behaviour management system. This involves a system of rules for classroom behaviour, together with rewards for following them and consequences when they are broken.

Where behaviour is unacceptable, counselling procedures and normal school sanctions, such as reprimands, detention and withdrawal of privileges, are employed. Whenever necessary, parents are involved and, in extreme cases, learners are excluded from school.

### **Learner Attendance**

Our attendance has improved over the last few years and was 92.5% in 2016-17. Good attendance at school is directly linked to good performance in examinations. Parents have a legal duty to ensure that their children attend school regularly and punctually. When they know that their children are likely to be absent from school they should inform, in writing, either the Form Tutor, or the Head of Year. Visits to the dentist or doctor during school hours are discouraged unless they are **absolutely vital**. The school does not authorise holidays in term time and absence will be recorded as unauthorised. In the case of unplanned absences, parents are asked to telephone the school on the first day of the absence. It is totally unacceptable for learners to take the day off for birthdays or the last day of each term.

On returning to school following an absence, learners must bring a note from home to explain the absence. Attendance regulations require that any unexplained or unauthorised absences are counted as truancy. Where absence has not been explained to the satisfaction of the school then parents could be contacted by the School Attendance Officer or the Educational Welfare Officer.

### **Punctuality**

Good timekeeping is valued at Llisserry High School. Registration commences at 8.35 in the morning. The afternoon session starts at 2pm. It is important that all learners should be in school just before these times and they are punctual for all lessons throughout the day.

If a learner is more than 5 minutes late for a lesson then the number of minutes late is recorded and once a learner has accumulated 30 minutes the learner is given an after school detention.

In addition if a learner is late for the morning or afternoon sessions then this is recorded. If a learner is late for 2 or more sessions within a week then the learner is given an after school detention.

### **Lunchtime**

All learners in years 7 to 11 are not permitted to leave the school premises at any time during the school day. Year 12 and 13 learners are permitted to leave the site at lunchtimes.

## **TEACHING AND ASSESSMENT**

At Lliswerry High School, we ensure each learner can achieve their full potential by providing an engaging curriculum and a consistent, secure environment in which learners grow into independent thinkers who are equipped for learning for life. We strive to meet the individual needs of each learner through ensuring that teaching is stimulating, relevant and challenging. Teachers employ a variety of teaching methods and we have developed the use of new technologies to support teaching and learning, engage learners and develop digital competence. Schemes of learning include differentiation in order to challenge and support learners of all abilities and aptitudes, including the most able, those with additional learning needs and English as an additional language. We also place a great emphasis on developing literacy and numeracy skills.

### **Assessment & Feedback**

Learners receive regular feedback about their learning including self and peer assessment as well as verbal feedback from teachers. Learners are also provided with written teacher feedback of their work that gives them information about what they have done well and how to improve. Learners are also assessed by tests and by examinations. Not all work is written; in many subjects attention is given to practical, oral and aural skills. Continuous assessment is encouraged throughout, but formal examinations are also set at least once a year.

### **Academic Monitoring**

We lay great importance on ensuring that learners achieve their full academic potential. Therefore, in addition to the regular assessment and monitoring of learners' work undertaken by subject teachers, the overall performance of learners is monitored by form tutors, Heads of Year, Heads of Key Stage and other senior staff. Praise and encouragement are given to those making sound progress and displaying good effort, while cases of under-achievement are counselled and supported.

### **Homework**

Homework is set when appropriate and the amount of time spent on homework will depend on the age of the learner. As learners get older and start to prepare for external examinations, the amount of homework increases. Parents are asked to help us by ensuring that learners devote sufficient time to their homework and by monitoring its completion. At Key Stage 4, learners are encouraged to be more independent.

A homework club is held in the school Learning Zone every day after school hours for the benefit of those learners who prefer to do some of their homework in school or who wish to use the research and computer facilities of the library, including access to the internet.

# CURRICULUM

The organisation of the curriculum at each level, together with its content and the approach to teaching, complies with the requirements of the National Curriculum as currently applicable.

## Key Stage 3

At Key Stage 3 all learners study the core subjects of English, Mathematics and Science along with the non-core subjects of Art, Design and Technology, Drama, Geography, History, Information Technology, Music, Personal, Social and Health Education, Physical Education, Religious Education, French and Welsh.

On entry into Year 7, learners are placed within three broad ability bands. The band into which learners are placed is based on their attainment during the last year at Primary School, particularly their Teacher Assessments. Within each band learners are placed into teaching groups with learners of similar ability. By reducing the range of ability in teaching groups in this way the teaching approach and the pace at which the work is covered may be adapted more readily to meet the needs of learners.

During Key Stage 3 learners are taught the majority of the subjects within their form groups. The exceptions are Design Technology and Physical Education where learners are taught in smaller groups in order for learners to meet the needs of these subject areas. In addition during Years 8 and 9 setting takes place in Mathematics and on occasions in Science.

New to English learners receive Language Acquisition lessons to support their progress.

## Key Stage 4

During Key Stage 4, learners follow a range of courses with accreditation in a nationally recognised qualification such as GCSE or BTEC. The lessons the learners follow are a mixture of a compulsory curriculum and a choice from a range of subject options. The compulsory curriculum consists of English Language, English Literature, Mathematics – Numeracy, Mathematics - Methods, Science – Core, Welsh Baccalaureate, Physical Education, Religious Education and Welsh.

During the Spring Term learners in Year 9 are asked to choose two optional subjects from a range of subjects:

Art & Design	Electronics	Media Studies
Business Studies	French	Music
Child Development	Geography	Photography
Dance	Graphics	Public Services*
DT - Food	Health & Social Care	Science (triple)
DT – Resistant Materials	History	Spanish
DT – Textiles	ICT*	Sports Studies*
Drama	Life Skills (Entry Level)	Welsh (full course)

\* BTEC Qualification

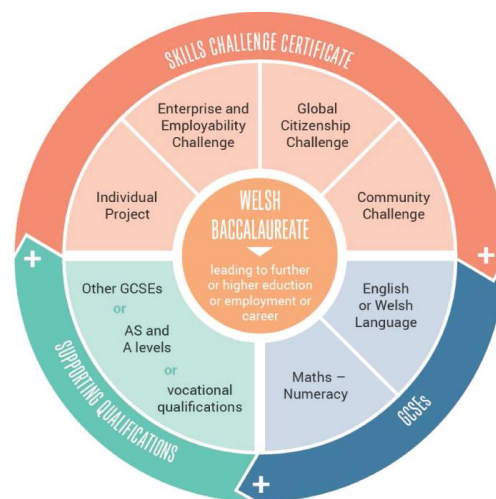


## Welsh Baccalaureate Qualification (WBQ)

All learners at Key Stage 4 will study for the Welsh Baccalaureate Qualification (WBQ) at National or Foundation level. Learners work to complete the Skills Challenge Certificate which involves 3 challenges; Community, Global Citizenship and Enterprise and Employment, plus an Individual Project. To pass the WBQ learners will also need to have gained 5 other passes (GCSE or BTEC) at Level 2 including Mathematics and English.

At Key Stage 5 all learners will study for the Welsh Baccalaureate Qualification (WBQ) at either Post 16 National (Level 2) or Advanced (Level 3). The structure is identical to Key Stage 4 model, with 3 challenges and an individual project at the appropriate level. To pass the WBQ learners need supporting qualification at Level 2 for Post 16 and Level 3 for Advanced.

The diagram below shows the structure of the WBQ at all levels.



## Sixth Form

In the Sixth Form the school is a member of the Newport East Collaboration which offers a wide range of courses at AS/A2 level which may be studied in any of the collaborating schools. In addition the school offers some level 2 courses for those learners who do not have the qualifications to start AS level.

At AS/A2 level it is the expectation that learners will study four AS levels in Year 12 and usually three subjects in Year 13. In addition learners study for the Welsh Baccalaureate Qualification over the course of the two years. The level 3 courses currently on offer are:

Applied Science  
Business Studies  
Electronics  
French  
History  
Mathematics  
Music  
Physics  
Sociology  
Welsh

Art and Design  
Chemistry  
English Literature  
Geography  
ICT  
Media Studies  
Performing Arts (BTEC)  
Psychology  
Spanish

Biology  
Design & Technology  
Engineering (BTEC)  
Health & Social Care (BTEC)  
ICT (BTEC)  
Media Studies (BTEC)  
Photography  
Religious Studies  
Sport Studies (BTEC)

## **Literacy and Numeracy Skills**

Literacy and numeracy skills are absolutely essential in order for young people to reach their potential whether they are planning to enter further or higher education or the employment market. The National Literacy and Numeracy Framework (LNF) is a planning tool that provides the standards we should be striving for our learners to achieve. The Framework is a statutory part of the curriculum and references to it can be found in all subject areas.

We use the expectations in the Framework to set work which improves each learner's literacy and numeracy skills. The Framework makes raising standards in these essential skills a priority, but it is delivered in a cross-curricular manner to embed the skills taught in English and Mathematics lessons.

We also use the Framework to assess learner progress in these skills. By comparing a learner's work against the expectations set out in the Framework, we are able to set targets and support them in improving their literacy and numeracy skills.

## **THE WIDER CURRICULUM**

Secondary Schools in Wales must, by law, teach the 'basic curriculum' to their learners, in addition to the National Curriculum. The basic curriculum consists of religious education, sex education, personal social and health education and work related education. Schools must also provide careers education and guidance. These are taught via the tutorial programme and through individual subject lessons.

### **Information and Communications Technology**

The school has a large number of computers and is continually updating and adding to its provision. In addition to seven ICT teaching rooms and a central ICT resources room, computers are located in the school's Learning Zone and in many classrooms. All learners in Years 7-9 have timetabled courses of study on how to use a range of computer software including word processing, desk top publishing, spreadsheets and databases. They also have the opportunity to develop their skills further in this area by using software and equipment, such as interactive whiteboards, to support and develop their work in other subjects. We are developing the strands of the newly published Digital Competency Framework to ensure our curriculum prepares learners for the digital world.

### **Physical Education**

We provide an extensive range of sporting opportunities, both within and outside lessons, and aims to encourage all learners to take up the opportunities available to them. The main team games played are Rugby, Soccer, Basketball and Netball with a range of other activities being available through the year. The aims of the school place great emphasis on the physical, personal and social development of learners, with the intention of providing skills and interests which will extend into adult life. Sport plays an important part in this process.

The school has adopted many of the recommendations of 'Young People and Sport in Wales' (published by the Welsh Government and the Sports Council for Wales) and is therefore committed to competition and the recognition and celebration of success.

In addition in recent years the school has had the greatest uptake in 5x60 sports activities than any other school with the Local Authority.

There are six specialist teachers of Physical Education, who are assisted by several other members of the school's staff. Wherever possible the school uses the experience and expertise of external sports development officers, coaches and sixth form sports leaders to develop further the skills of the learners.

The school is able to offer a range of sporting facilities. Outdoor areas include five rugby and football pitches, together with netball courts, athletics track in the summer as well as rounders and baseball pitches. Indoors, there is a large multi-purpose sports' hall. A new dance studio is used for aerobic and dance lessons. The close proximity of Newport International Sports Village is of great benefit.



## **Gôl Centre and Newport County Football Academy**

During school hours the school has full access to the all-weather, 3G, Gôl Soccer Centre which comprises of 7 self-contained 5-a-side soccer pitches. This on-site facility is used by the PE team during lessons and is available to learners during lunchtimes and after school until 4.30pm.

Newport County's Under 18 Football Academy is based at the school. The Football Academy learners use the school facilities to do their daily training and their competitive home matches are held on the school fields.

## **Personal, Social and Health Education**

PSHE is an important aspect of school life and all learners follow a structured tutorial programme throughout Years 7 to 13. This programme involves activities and learning experiences designed to help them to gain the personal skills and knowledge that are essential for adult life in an increasingly complex world. An important element within the tutorial programme is the provision of Health Education.

## **Sex and Relationships Education**

This is provided through the National Curriculum Science courses, the tutorial programme and separate timetabled lessons in Years 10 and 11. At all times, lessons dealing with sensitive issues are introduced with a strong sense of values and all resources are viewed by senior staff to ensure that they are appropriate. Parents wishing to know further details of the school's policy regarding Sex and Relationships Education, which has been approved by the Governing Body, should contact the Headteacher. They may also withdraw their children from all parts of the programme, except that provided through National Curriculum Science courses. However, before making such a decision, they are asked to discuss their reasons with the Headteacher.

## **Religious Education**

Religious Education lessons are part of the core curriculum for each year group. The courses, which follow the recommendations of the Local Authority Agreed Syllabus, involve the study of the ideas, beliefs and lifestyles of people committed to a faith. They draw upon Christianity and other world religions for exemplar material.

Parents may ask for their son or daughter to be excused from Religious Education lessons. However, we would ask that they first contact the Headteacher to discuss their reasons and what arrangements can be made for alternative work to be provided.

## **Assemblies**

Collective acts of worship are held and, whilst being broadly Christian in format, the content and organisation are such that they have proven to be acceptable to learners of all faiths. The action of bringing the learners together on a regular basis is an important factor in the ethos of a single, caring and tolerant community. The school has a Theme for the Week with a Thought of the Day linked to the weekly theme.

Parents requiring more information about the nature of assemblies as acts of worship are invited to contact the Headteacher. They may also withdraw their children from such worship. However, again we ask that they contact the Headteacher in order for a suitable alternative arrangement to be made.

## **Careers and Work Related Education**

At all stages of their education, learners have access to careers education and guidance. From Year 10 onwards, learners complete an on-line survey and appropriate individual support and guidance is arranged with the staff of Careers Wales, who also contribute to the process when learners choose subject options in Year 9.

In Years 10 and 11, computer programs, including those provided by Careers Wales Online are available to help learners to research their career choices. Job application, writing of personal CVs and interview processes are also practised.

Throughout Key Stage 4 and 5, the school provides a programme of activities and opportunities to prepare learners for the world of work and further education. This includes talks given 'Business Ambassadors' along with visits to local businesses and universities. The programme helps learners to build bridges to the world outside school and to develop their personal and social skills.

# **SUPPORT FOR LEARNERS**

## **Additional Learning Needs**

The school's policy on Additional Learning Needs is to provide support and help for all learners who need to overcome educational difficulties, however they are caused. These difficulties embrace many aspects including difficulties accessing the curriculum (for example with literacy and numeracy), physical, social, psychological, emotional and behavioural difficulties. Special arrangements for meeting the needs of such learners include making class sizes smaller whenever resources allow, providing support teaching in some subjects and extra literacy and numeracy sessions, some with specialist teachers.

Self-esteem is considered vital and grows in an atmosphere of mutual respect. Effort as well as academic achievement is valued and rewarded. Learners with additional needs are assessed prior to entry, in conjunction with their primary schools and parents, for the necessary arrangements to be made for successful transfer.

For those learners who have a statement of Special Educational Need then an Individual Development Plan and Action Plan is written and achievable targets are set. These targets are shared with teaching staff who plan lessons taking into account the needs of all individuals within the classroom. Statements are reviewed annually and where appropriate new achievable targets are set.

Learners with statements of Additional Learning Needs are fully included in school life and the curriculum. All learners are encouraged to take an active part in school life, to experience the widest possible curriculum opportunities and supported to feel safe and secure within the school community.

The school's Additional Learning Needs Co-ordinator (ALNCO) is Mr S Thomas.

## **Safeguarding**

Llswerry High School has the protection and wellbeing of all learners in the school as its priority. The school has a detailed Child Protection Policy (which can be viewed on the school website) an outline of which is provided below. The Headteacher has overall responsibility for child protection matters. The designated Child Protection Officer for the school is Mr S Thomas (Assistant Headteacher), with Mr P Grimes (Deputy Headteacher) the Deputy Child Protection Officer. These members of the Leadership Team act as a source of advice and support regarding child protection matters for all other school staff.

All staff must act according to this policy where there are concerns about or suspicions of child abuse. If we have a concern about a child, we will, in general, seek to discuss this with the family and, where possible, seek their agreement to making a referral to Social Services. However, this should only be done where such a discussion and agreement will not place a child at risk of significant harm. That advice will be provided by the local Social Services department in consultation, where appropriate, with the police. This is in line with the All Wales Child Protection Procedures 2008.



## **Looked After Children**

Children and young people become “Looked After” either if they have been taken into care by the Local Authority, or have been accommodated by the Local Authority (a voluntary care arrangement). Most Looked After Children live with foster parents but a smaller number may be in children’s residential units, living with a relative or even be placed at home with their birth parents. In the event of a “looked after” child attending the school, we would ensure that:

- The child takes as full a part as possible in all school activities
- Carers and social workers of these learners are kept fully informed of their child’s progress and attainment
- The child is involved, where practicable, in decisions affecting their future provision

The designated teacher for Looked-After Children is Mr S Thomas (Assistant Headteacher).

# POLICIES

## School Security & Health and Safety

At all approaches to the school there are signs instructing visitors to report to the reception area where their presence on site is recorded. Every effort is made to ensure that visitors are accompanied by staff as they move around the building. Unaccompanied visitors are issued with identity badges.

To assist with controlling access to the building, there are CCTV cameras in operation, together with an electronic entry system which has been fitted to all entrances.

As part of the school's policy on health and safety, all staff have a responsibility to monitor continually health and safety issues in their areas and in the activities carried out by them. In addition, the school has a Health and Safety Officer. He is responsible for ensuring that regular risk assessments are carried out on all of the school's activities. Equipment is regularly checked for faults.

## Charging Policy

In accordance with statutory requirements, all materials which learners need for their lessons are provided by the school with a few exceptions.

In some subjects, such as Technology, the materials for the lessons are particularly expensive and we ask parents, on a voluntary basis, to purchase the finished product so that we may recoup some of the costs. In lessons involving food, this means that learners are asked to bring in the ingredients which they will need to make a particular item. Parents who find difficulty in making these voluntary contributions are invited to discuss the matter in the utmost confidence with the Headteacher.

While the school is not allowed to charge for trips and visits, other than for board and lodging expenses, again we ask parents to make voluntary contributions. Indeed, unless the cost of such activities can be met in this way, many would be unlikely to take place.

The school's Governing Body has agreed that charges may also be made upon parents when:

- (a) a learner fails to sit a prescribed public examination without good reason,
- (b) peripatetic music lesson tuition,
- (b) school property or equipment is damaged as a result of a learner's unreasonable behaviour.

## Equal Opportunity

The school recognises and welcomes the breadth and diversity of tradition, belief and culture that exists both within and beyond its community. It is committed to providing equal opportunities to all of its learners and staff irrespective of race, religion, age, gender, sexual orientation, ability, disability or social class. It also seeks to comply with and promote the policies and guidelines of the LA and relevant national legislation relating to the issue, including the Race Relations Act.

In the organisation of the curriculum, great care is taken to try to ensure that we translate

into practice our belief that every learner has an equal entitlement. Care is taken in the selection of lesson materials for all subjects. The school's equal opportunities, race equality and multi-cultural education policies reflect the fact that we live in a multi-ethnic society and each learner has different personal experiences. We strive to meet the requirements of the Disability Discrimination Act in all of the school's policies and procedures.

Copies of the policies on these issues, which have been approved by Governors, are available on request.

### **Polisi'r Iaith Gymraeg (Welsh Language Policy)**

Since the school opened, learners have studied Welsh as part of their curriculum. Under the National Curriculum, Welsh is compulsory for all learners in Key Stages 3 and 4 with learners at Key Stage 4 sitting a GCSE in Welsh. Welsh AS and A2 qualifications may be studied in years 12 and 13.

All other subjects are taught through the medium of English, however Cwricwlwm Cymreig is incorporated into each subject to raise awareness of the geographical and cultural diversity of Wales. All staff are encouraged to use incidental Welsh during lessons and provide, where possible, learners with opportunities to use Welsh.

The corridors within each departmental area feature aspects of the subject through the medium of Welsh in order to stimulate interest and discussion of the subject.

### **Inspection of Schemes of Learning and Other Documents**

Parents are able to inspect, by prior arrangement, a range of documents including National Curriculum Orders and the schemes of work prepared and followed by the teaching staff. In addition, the Governors have agreed other policies which are listed in this prospectus.

Parents wishing to view any of these documents are asked, in the first instance, to contact the school to make an appointment so that we can be certain that the appropriate member of staff is available to meet them.

Copies of documents can be provided on request, but a charge will have to be made to cover the cost of copying them.

### **Complaints Procedure**

Any parent wishing to lodge a complaint about the organisation and/or content of the curriculum (under section 409 of the Education Act 1996) is asked to adopt the following procedure which also operates for all other types of complaints:

- (a) Notify the appropriate Head of Key Stage or Headteacher of the complaint. It will then be investigated and a response made. We seek to make an initial response within twenty-four hours of receiving a complaint.
- (b) If you are not satisfied with the response, then notify, in writing, the Chairman of the Governing Body. The Governors will investigate your complaint and respond to it.
- (c) If you are not satisfied with the Governors' response, then notify, in writing, the Chief Education Officer. Again, your complaint will be investigated and you will be notified of the outcome.



## School Policies

- Additional Learning Needs Policy
- Anti-Bullying Policy
- Assessment & Feedback Policy
- Attendance Policy
- Behaviour and Discipline Policy
- The Care and Control and the Use of Restrictive Intervention to Restrain Learners
- Careers Education and Guidance Policy
- Charging (Damages) Policy
- Child Protection Policy
- Complaints Policy
- Curriculum Policy
- Department Self-Review Policy
- Disposal of Assets Policy
- Examination Policy
- Exam Appeals Policy
- Exams – Controlled Tasks Policy
- Fire Evacuation Policy
- Health and Safety Policy
- Healthy Eating Policy
- Home-School Agreement
- ICT Policy
- Key Skills Across the Curriculum Policy
- Key Stage 2/3 Transition – Plan/Policy
- Leave of Absence Policy
- LAC Policy
- Letting Policy
- Literacy Across the Curriculum Policy
- More Able and Talented Policy
- Numeracy Policy
- Performance Management Policy (Teachers)
- Physical Restraint Policy
- Prevention of Alcohol and Drug Misuse Policy
- PSHE Policy
- Recruitment and Appointment Procedures
- School Reviews Policy
- School Uniform Policy
- Sex and Relationships Education Policy
- Staff Continuing Professional Development Policy
- Strategic Equality Plan
- Welsh Language Education Policy
- Work Related Education Policy
- Young Carers Policy

Copies of the above policies are available upon request.

# EXAMINATION RESULTS FOR THE ACADEMIC YEAR 2015 - 2016

## SUMMARY OF GCSE AND ENTRY LEVEL RESULTS

Number of all learners aged 15 on the school roll in January 2016: 177

Percentage of learners aged 15 who:

	Achieved the Level 1 Threshold	Achieved the Level 2 Threshold	Achieved the Level 2 Threshold inc Maths & English	Entered at least one qualification	Core Subjects Indicator
School 2015/16	95	77	54	100	52
LA Area 2015/16	93	75	57	99	50
Wales 2015/16	95	84	60	99	58
School 14/15/16	91	78	45	100	43
School 13/14/15	88	72	37	100	35

	Average capped wider points score per pupil	Average wider points score per learner
School 2015/16	342	525
LA Area 2015/16	328	472
Wales 2015/16	345	529
School 14/15/16	330	514
School 13/14/15	310	487

## SUMMARY REPORT OF GCE A AND A/S LEVEL RESULTS

Number of all learners aged 17 who were on roll in January 2016: 55

	Percentage entering a volume equivalent to 2 'A' levels who achieved the Level 3 threshold	Average wider points score
School 2015/16	94	824
LA Area 2015/16	98	876
Wales 2015/16	98	823
School 14/15/16	92	758
School 13/14/15	92	767

**SUMMARY OF THE NATIONAL CURRICULUM ASSESSMENT  
RESULTS OF LEARNERS IN THE SCHOOL (2017) AND  
NATIONALLY AT THE END OF KEY STAGE 3 2017**

<b>Subject</b>	<b>Percentage of learners achieving at least a level 5</b>		
	<b>School</b>	<b>LA</b>	<b>Wales</b>
Core Subject Indicator	75	85	87
English	82	89	91
Mathematics	81	91	91
Science	82	93	94
Art	91	93	93
Design and Technology	93	95	93
Geography	78	92	92
History	78	91	92
Information Technology	95	95	94
Modern Foreign Language	80	87	87
Music	91	93	93
Physical Education	93	96	93
Welsh as Second Language	83	83	84

## ATTENDANCE INFORMATION ACADEMIC YEAR 2016 - 17

(as supplied to the Welsh Government)

Year Group	Autumn Term 2016		Spring Term 2017		Summer Term 2017	
	% of sessions missed because of absences		% of sessions missed because of absences		% of sessions missed because of absences	
	Authorised	Unauthorised	Authorised	Unauthorised	Authorised	Unauthorised
7	4.3	1.6	4.3	2.1	4.8	4.4
8	5.3	1.9	5.7	3.0	4.6	6.3
9	5.1	3.0	5.8	2.4	5.2	5.7
10	5.6	2.9	4.9	3.2	4.7	4.5
11	4.6	2.0	6.6	0.8	24.3	0.5

## DESTINATIONS OF LEARNERS – ACADEMIC YEAR 2015 - 16

Number of Learners Data as supplied by Careers Wales Gwent

	Year 11	Year 13
<b>Learners who stayed in school:</b>		
- continuing full-time education	85	8
- continuing full-time education – another school	3	0
<b>Learners who left school:</b>		
- continuing full-time education in college of Further Education	45	11
- continuing full-time education in college of Higher Education	0	20
- entering work-based training (non-employed)	11	5
- entering work-based training(employed)	0	3
- entering employment outside work-based training	3	1
- unemployed	5	2
- other	12	2
<hr/>		
<b>Total Leavers:</b>	<b>164</b>	<b>52</b>

As at date of printing, figures for 2016-2017 were not available.



## SCHOOL PERFORMANCE TARGETS

In accordance with Welsh Government and EAS requirements, the school had the following targets for 2016-17. The figures in brackets indicate the targets for the previous academic year:

	<b>2016/17 Target</b>
<b>Key Stage 3 (% of learners achieving)</b>	
English (Level 5 +)	82 (89)
Mathematics (Level 5 +)	82 (89)
Science (Level 5 +)	83 (90)
Core Subject Indicator*	77 (84)

\* Achieving Level 5 or better in English, Mathematics and Science

### **Key Stage 4 (% of learners achieving)**

GCSE 5 A*-G / Level 1 Threshold	95 (132)
GCSE 5 A*-C / Level 2 Threshold	70 (97)
GCSE 5A*-C / Level 2 including English and Maths	55 (77)
Leaving with no qualifications	0 (0)

### **Learner Attendance % (Years 7 – 11 only)**

	<u>2016/17 Target</u>
% Attendance	92.5