

# **Lliswerry High School**

## ***Ysgol Uwchradd Llysweri***



## **‘Efforts to High Things’**

### ***‘Ardua ad Alta’***

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Welcome to Lliswerry High School. 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.

Please consider these statements:

*As a parent,*

*I want my child to enjoy school, be safe 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 expect my child to be taught well and challenged to achieve their academic potential*

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

*I want my child to develop into a valued and valuable member of society*

*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?

Of course not! We also want all of the above for your child.

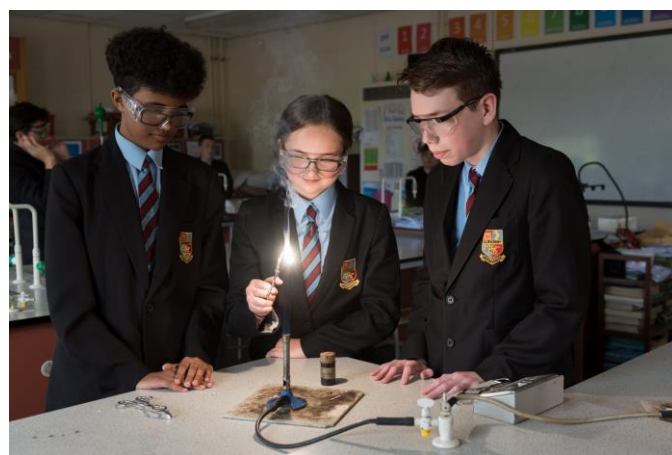
Our Open Evening each year is a very important event when visitors are able to speak to some of our current learners about what it is like to study and develop at Lliswerry High School, to speak to staff and also to see first-hand what we can offer. The feedback from our visitors is extremely important 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 social, moral and academic progress is our concern and as a staff we work hard to make sure every learner achieves their potential at Lliswerry High School from the day they start with us. We are focused and determined to provide the best education and support for our thriving school community.

We continually strive for improvement and whilst in 2010 only half of our learners gained qualifications to allow them access to the Sixth Form, we now have almost 80% eligible to gain access. As a result, we are enjoying a growing Sixth Form with learners leaving in year 13 to study at universities all over the UK.

These improvements have been brought about through the focused use of data at all stages of a learners' education, to ensure that they achieve their very best possible examination results. This is combined with a lot of hard work by learners and staff and 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 can be proud and that lead them to stay on in our Sixth Form, enrol on courses at college or to secure worthwhile employment.



Our school motto "Efforts to High Things" and our 'Triangle of Positivity' (focusing upon the development of ambition, belief, determination and resilience) sum up what we work towards each day alongside our subject specific learning, in addition the following are also key in our transition to secondary school and our daily work:

## **Year 7 Launch Curriculum**

In line with the changes outlined by the Welsh Government, Lliswerry High School has developed a transformational Launch Curriculum. The aim of the new curriculum is to provide authentic learning experiences that provide learners with the skills to be learners for life.

In March 2014, the Welsh Government published a review of the curriculum and assessment arrangements in schools in Wales. The reason for the review was to ensure

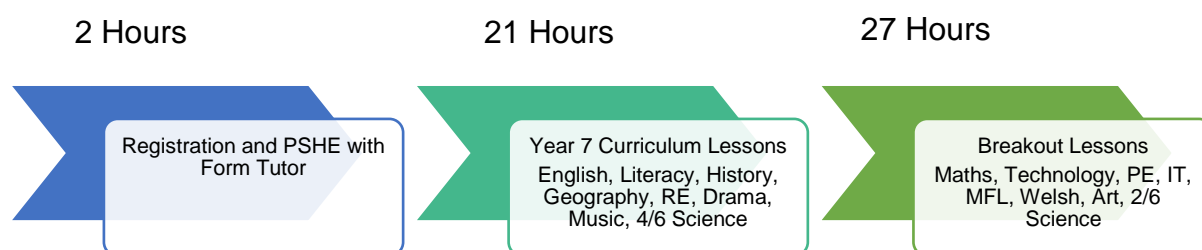
young people have the best possible education that prepares them for the future. Since then, we have been working hard to redesign our curriculum to ensure this happens in line with the recommendations published. This resulted in the launch of our new Year 7 curriculum from September 2019.

The Launch Curriculum involves Year 7 learners being taught across areas of learning by one teacher for approximately 20 hours per timetable cycle. Within this block, the following areas of learning will be covered: English, literacy, history, geography, RE, drama, music and classroom based science. Although these subjects will be explicitly taught and assessed in the Launch Curriculum, the nature of the cross-curriculum project learning will mean that other subject skills may also be covered in consultation with Leaders of Learning. The design of the curriculum will follow a more thematic approach, assessing individual subject skills through project based learning.

Alongside specific literacy lessons, this exciting cross-curricular approach allows for the embedding of the cross-curricular skills outlined by the Welsh Government: literacy, numeracy and digital competences. This will build on our work here at Lliswerry of embedding the key skills outlined in the Literacy and Numeracy, and Digital Competence frameworks.

This new curriculum brings together the expertise of both primary and secondary trained teachers, with two primary trained teachers part of the team. Alongside these teachers, two existing and experienced secondary trained teachers from the English department are part of the team. This expertise allows for extensive opportunities to exploit cross-curricular links and allow for a more holistic approach to the pastoral care by teaching staff. The structure of the launch curriculum also builds on our already successful transition programme and will be the bridge between primary and secondary school. This style of teaching will act as a stepping stone in the learners' first year at Lliswerry; having a block of lessons taught by one teacher helping the learners to settle into their new environment. This new curriculum models pastoral care and teaching on a familiar system to learners from their primary school experience, but bring the specialism and facilities of high school to enhance the learning experience.

The Launch Curriculum at Lliswerry High is a ground-breaking and sector-leading approach to the forthcoming changes to the curriculum in Wales. It is an exciting opportunity to allow our learners to begin their journey of learning for life.



- **Transition from Primary** –We work very closely with our primary colleagues to provide a supportive and effective transition programme from primary to secondary school. This entails weekly visits for PE lessons from cluster primary learners along



with scheduled day long visits focusing upon a variety of subject areas. We also ensure that key staff in primary and secondary school share teaching methods and understand how learning is most effective. The sharing of information and good practice between schools within our cluster is excellent and fully supports our successful transition activities.

- **Learning and Academic Achievement** – We support and encourage every individual learner to do their best in every lesson. This, along with challenge, supports learners' preparation 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, flexible 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, support 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 wide range of activities including various academic, drama, sporting and musical opportunities and a thriving Duke of Edinburgh Award scheme. These take place a lunch times and after school. Our facilities in PE, Music, Drama and Dance offer learners fantastic learning and social experiences and are 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 me or Mr Coughlin, Head of Key Stage 3, who will also be happy to help you.



**Mr N Davies**  
**Headteacher**

## SCHOOL VISION

Our vision for Lliswerry High School is to become the best school in Wales:

All learners make progress appropriate to their ability in **every** lesson, demonstrate mutual respect and positive behaviour for learning.

We are an inclusive learning community where ambition, belief, determination and resilience underpin the shared common purpose of preparing our learners for a successful future.

We strive to ensure that all of our learners develop into:

- ambitious, capable learners who are ready to learn throughout their lives
- enterprising, creative contributors who are ready to play a full part in life and work
- ethical, informed citizens who are ready to be citizens of Wales and the world
- healthy, confident individuals who are ready to lead fulfilling lives as valued members of society

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

- 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, creatively or in sports

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 focused upon our absolute commitment to support all learners to leave Lliswerry High School with qualifications that will serve them well in life, personal development that ensures they contribute purposefully to society and with a positive direction and attitude for their adult life.

## SENIOR STAFF

Mr Neil Davies BEd NPQH	Headteacher
Ms Julia Fitzgerald BA/MEd/NPQH	Deputy Headteacher
Mr Stephen Thomas BSc	Assistant Headteacher
Mrs Louise Evans BSc	Assistant Headteacher
Mrs Allison Harries MA	Associate Assistant Headteacher
Mrs Jemima Bartley BA	Associate 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 2019)

Mr N Davies	Headteacher
Mrs J Ashford	Non-teaching
Mrs D James	Teacher
Mrs D Horvathova	Teacher
Mrs J Giles	Community
Mrs E Ford	Community
Mr C Tutte	Community
Mrs C Marshall-Reddy	Community
Mr K Yates	LA
Mr Z Evans	LA
Cllr K Critchley	LA
Cllr R Jeavons	LA
Mrs R Reynolds	LA
Mrs A Smith	Parent
Mrs V Jago	Parent
Mrs E Stanley	Parent
Mr S Richardson	Parent
Mrs L Vaux	Parent
Mr M Sadler	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 2019 - 2020

### **Autumn Term:**

Monday 2 September 2019

### **Half Term Holiday:**

Monday 28 October – Friday 1 November 2019

### **End of Term:**

Friday 20 December 2019

### **Spring Term:**

Monday 6 January 2020

### **Half Term Holiday:**

Monday 17 – Friday 21 February 2020

### **End of Term:**

Friday 3<sup>rd</sup> April 2020

### **Summer Term:**

Monday 20 April 2020

### **Half Term Holiday:**

Monday 25 May – Friday 29 May 2020

### **End of Term:**

Monday 20 July 2020

# 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 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 school 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 into our isolation room 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 tie  
Plain black v-neck long sleeved jumper  
Plain black or white ankle socks or thick plain black tights  
Completely Black footwear (no boots)  
School Blazer



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

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

Plain black v-neck long sleeved jumper

Completely Black footwear (no boots)

School Blazer



### **Boys - Years 12 - 13**

Black trousers (not skin tight and/or jeans)

White shirt

School tie

Plain black v-neck long sleeved jumper

Completely black footwear (no boots)

School Blazer



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

### **PE kit for years 7-10**

#### **Girls**

Compulsory items

Liswerry Polo shirt

Liswerry Skort or shorts or leggings

Liswerry Socks

Optional

Hoodie

#### **Boys**

Compulsory items

Liswerry T-shirt

Liswerry Shorts

Liswerry Socks

Optional

Rugby jersey

Hoodie



## PE kit for year 11

### Girls

White Polo neck T-Shirt  
Maroon skirt



### Boys

Black Stanno training top  
Burgundy Rugby top  
Black Stanno Shorts  
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, scrunchies 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 gives detailed comments on learner's progress and achievements as well as offering supportive 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 biometrics account this can be topped up in school or online using Parent Pay.

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 account in the usual fashion. Their account 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 by contacting the school main office.

## **OUR EXPECTATIONS OF LEARNERS**

### **The Reward System**

In consultation with the School Council the school has introduced the Class charts system to reward learners. Positive points can be collected in a number of ways such as excellent effort, participating in extra- curricular activities or achieving good attendance.

Positive points can be “spent” in the Reward store on a variety of different items such as Amazon vouchers. The use of positive points is proving very popular in motivating learners to achieve in school.

As well as collecting weekly positive points 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 of 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.

The Headteacher also regularly awards learners with a Headteacher's Award for work that is deemed to be of special commendation and positive points are awarded as well for this achievement.

The achievements of year 11 learners are recognised in the Founders' Day celebrations which are held in the summer term of each year. A range of awards are presented to those who have distinguished themselves in the classroom, in sport and through service to the school and the community.

Learners who receive no negative behaviour points in a half term are awarded a Positive Attitude Shield. Initially a bronze shield is awarded, which is followed by silver and gold for subsequent half terms without any negative points.

### **Behaviour for Learning**

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.

Lliswerry 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**

The school's attendance has improved over the last few years and was 93.0% in 2018-19. Good attendance at school is directly linked to good performance. Parents have a legal duty to ensure that their children attend school regularly and are punctual. 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 such absences will result in the absence protocols being invoked. In the case of unplanned absences, parents are asked to telephone the school on the first day of the absence. It is not acceptable 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 Lliswerry High School. Registration commences at 8.35. It is important that all learners should be in school by 8.30 and they are punctual for all lessons throughout the day.

Learner's punctuality is constantly being monitored and if a learner is regularly late then they can receive a lunchtime or 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 they 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 and 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 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 place 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, Leaders of Learning and other senior staff. Praise and encouragement is 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 into mixed ability classes. During Year 7 approximately 40% of lesson-time is allocated to the "Launch Curriculum". During these lessons the focus is on developing literacy skills while teaching the following subjects: English, history, geography, RE, science and drama. For each Year 7 class the Launch Curriculum is delivered by a single member of staff. The remaining subjects such as maths, French, Welsh and music are taught in form groups by specialist subject teachers.

Throughout Key Stage 3, learners are taught the majority of the subjects within their mixed ability form groups. The exceptions are Design Technology and Physical Education where learners are taught in smaller groups in order for them to meet the needs of these subject areas. In Year 8 and 9 learners are set by ability in Mathematics and English.

New to English learners receive Language Acquisition lessons to support their progress and integration into mainstream lessons.

### **Key Stage 4**

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 subjects 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 (full course).

During the Spring Term learners in Year 9 are asked to choose two optional subjects from a wide range of subjects. Also, Year 10 pupils are asked to choose their third and final optional subject to study in Year 11. Two of the three optional subjects will be taught as one year courses.

### **Welsh Baccalaureate Qualification (WBQ)**

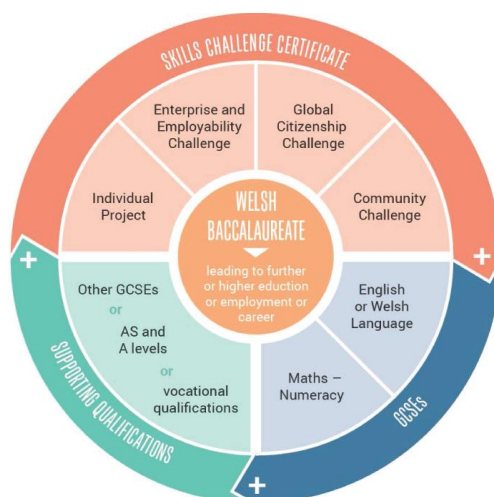
All learners at Key Stage 4 will study for the Welsh Baccalaureate Qualification (WBQ) at National or Foundation level. Learners work to complete the Skills Challenge Certificate



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 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.



## Key Stage 5

At Key Stage 5 the school is a member of the Newport East Collaboration and works closely with its partner school St. Julian's. This partnership offers learners from both schools to study a wide range of courses at AS/A2 or BTEC level. In addition, the school offers some level 2 courses for those learners who do not have the qualifications to start AS level. A football collaboration with Newport County Academy also provides a learning pathway for those who wish to combine academic study with sporting interests.

At AS/A2 level it is the expectation that learners will study three subjects. In addition, learners study for the Welsh Baccalaureate Qualification over the course of the two years.

## Literacy and Numeracy Skills

Literacy and numeracy skills are an essential part in the learning journey of all young people. At Lliswerry High School, we guide our learners to ensure that they can confidently apply and transfer these skills to all aspects of their lives.

The National Literacy and Numeracy Framework (LNF) is a planning tool which provides a clear outline of the standards and skills our learners need to achieve in order to secure success. The Framework is a statutory part of the curriculum and our learners are afforded opportunities to develop and utilise these key skills across a range of appropriate contexts and subject areas.

As the curriculum develops and grows along with our learners, we seek to challenge their learning and facilitate opportunities to instil autonomy, determination and ambition thus enabling high standards in their skill progression.

## **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 lessons 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. We are developing the strands of the 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 aim 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.

There are five 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 four 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. 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 and Social Education**

PSE is an important aspect of school life and all learners follow a structured tutorial programme throughout Years 7 to 9 and PSE days for years 10 and 11. These programmes involve 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 PSE days 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**

Assemblies are held every week 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. Our assemblies and tutor times also focus on a relevant thought for learners to reflect upon in terms of their own personal perspective. 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 P White.

### **Safeguarding**

Liswerry 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 Safeguarding Person for the school is Mrs L Evans (Assistant Headteacher), with Mr S Thomas (Assistant Headteacher) and Mr P White (ALNCo) the Deputy Designated Safeguarding Person. 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 Mrs L Evans (Assistant Headteacher).



# EXAMINATION RESULTS FOR THE ACADEMIC YEAR 2018 - 2019

## SUMMARY OF GCSE RESULTS

Number of Year 11 learners on the school roll in January 2019: 121

Average points score per learner:

	Capped 9 Measure (interim)	Literacy Measure	Numeracy Measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	300	34	31	27	33
LA Area 2018/19	346	38	37	36	35
Wales 2018/19	354	39	37	37	36
School 17/18/19	n/a	35	33	27	33

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

Number of all learners aged 17 who were on roll in January 2019: 48

	Percentage entering a volume equivalent to 2 'A' levels who achieved the Level 3 threshold	Average wider points score
School 2018/19	93	703
LA Area 2018/19	98	741
Wales 2018/19	98	734
School 17/18/19	95	648
School 16/17/18	95	691

# SUMMARY OF THE NATIONAL CURRICULUM ASSESSMENT RESULTS OF LEARNERS IN THE SCHOOL (2019) AND NATIONALLY AT THE END OF KEY STAGE 3 2019

## Percentage of pupils achieving level 5+

	School Data						Comparative Data					
	2019			2018			2019 Newport			2019 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
English	81	80	82	84	79	91	92	89	95	90	86	94
Mathematics	81	83	79	79	76	83	92	90	93	90	88	92
Science	88	86	90	83	77	89	95	93	97	92	90	95
CSI	76	78	75	73	66	81	89	86	92	86	82	90
Reading, Writing and Mathematics	71	67	75	70	60	81	85	80	90	82	77	88

## Percentage of pupils achieving level 6+

	School Data						Comparative Data					
	2019			2018			2019 Newport			2019 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
English	40	30	49	44	37	52	68	60	76	61	52	70
Mathematics	45	44	46	45	42	48	67	65	70	66	63	69
Science	38	36	40	46	37	56	71	65	76	66	60	72
English, Mathematics and Science *	26	19	33	29	24	35	57	51	63			
Reading, Writing and Mathematics	26	17	33	23	16	31	51	43	59			

\* Achieving level 6 or higher in each of English, mathematics and science

## Percentage of pupils achieving Level 5+

	School Data						Comparative Data					
	2019			2018			2019 Newport			2019 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Art	90	94	88	88	79	98	93	90	96	92	88	96
Design & Technology	93	92	94	94	89	100	95	92	97	92	89	96
Geography	86	83	89	84	81	87	92	88	96	91	88	95
History	79	73	83	84	79	91	92	89	94	91	88	94
ICT	96	98	94	96	95	96	95	94	96	93	91	96
Modern Foreign Languages	78	75	81	80	73	89	83	78	87	85	80	90
Music	96	98	94	91	90	91	90	86	93	92	89	95
PE	93	91	94	96	94	98	96	94	97	93	92	94
Welsh (2nd language)	85	84	86	78	71	85	88	83	93	83	78	89

## Percentage of pupils achieving Level 6+

	School Data						Comparative Data					
	2019			2018			2019 Newport			2019 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Art	24	14	33	42	35	48	62	47	77	62	47	77
Design & Technology	58	38	76	53	37	72	66	54	78	63	53	74
Geography	47	50	44	42	32	54	63	58	68	64	56	71
History	38	33	42	44	35	54	63	56	70	64	55	72
ICT	70	69	71	58	48	69	72	67	77	69	63	75
Modern Foreign Languages	42	34	49	39	27	52	59	51	66	56	46	66
Music	71	67	74	48	37	61	60	51	68	58	50	67
PE	39	45	33	38	34	43	66	62	70	59	60	60
Welsh (2nd language)	47	41	53	38	29	48	53	42	62	50	40	60

## ATTENDANCE INFORMATION

	<b>Spring Term 2019</b>		<b>Summer Term 2019</b>		<b>Autumn Term 2019</b>	
Year Group	% 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	2.1	4.8	4.4	3.9	2.1
8	5.7	3.0	4.6	6.3	4.9	3.1
9	5.8	2.4	5.2	5.7	4.8	3.1
10	4.9	3.2	4.7	4.5	4.3	3.7
11	6.6	0.8	24.3	0.5	4.1	3.3

# DESTINATIONS OF LEARNERS – ACADEMIC YEAR 2018 - 19



PLASC Destinations Report 2019 by LEA for xls.rdf

Llswerry High School DRAFT AS OF 2.12.19	Year 11			
	Female Benyw	Male Gwryw	Totals Cyfansy miau	%
Continuing in full-time education - Same School Parhau mewn addysg amser llawn - Yr un ysgol	29	32	61	48.80%
Continuing in full-time education - School Parhau mewn addysg amser llawn - Ysgol	1	0	1	0.80%
Continuing in full-time education - College Parhau mewn addysg amser llawn - Coleg	24	16	40	32.00%
Continuing in full-time education - HE Parhau mewn addysg amser llawn - AU	0	0	0	0.00%
Continuing in Part time Education Parhau mewn addysg ran-amser	0	0	0	0.00%
Entering employment outside WBYP Dechrau cyflogaeth tu allan i Hyfforddiant Seilledig ar Waith i Bobl Ifanc	4	3	7	5.60%
Entering WBYP (employed status) Dechrau Hyfforddiant Seilledig ar Waith i Bobl Ifanc (statws cyflogedig)	1	0	1	0.80%
Entering WBYP - (without employed status) Dechrau Hyfforddiant Seilledig ar Waith i Bobl Ifanc (heb statws cyflogedig)	3	1	4	3.20%
Able to Enter Emp, Ed or WBYP (Unemployed) Yn gallu cael mynediad at Gyflogaeth, Addysg neu WBYP (di-waith)	0	0	0	0.00%
Unable OR NOT READY to enter Emp, Ed or WBYP (e.g. due to illness, custodial sentence) Methu NEU DDIM YN BAROD i gael mynediad at Gyflogaeth, Addysg neu WBYP (e.e. salwch, dedfryd o gaethiwd)	1	0	1	0.80%
Known to have left the area Yn hysbys iddynt adael yr ardal	4	1	5	4.00%
Not responding to follow-up and therefore unknown Dim ymateb i'r arolwg, felly'n anhysbys	3	2	5	4.00%
<b>Total number of 2019 statutory school leavers Cyfanswm y gadawyr ysgol statudol yn 2019</b>	<b>70</b>	<b>55</b>	<b>125</b>	

Year 12			
Female Benyw	Male Gwryw	Totals Cyfansy miau	%
15	29	44	61.111%
4	6	10	13.889%
2	5	7	9.722%
0	0	0	0.00%
0	0	0	0.00%
1	2	3	4.167%
0	0	0	0.00%
0	1	1	1.389%
1	1	2	2.778%
0	0	0	0.00%
0	0	0	0.00%
1	4	5	6.944%
<b>24</b>	<b>48</b>	<b>72</b>	

Year 13			
Female Benyw	Male Gwryw	Totals Cyfansy miau	%
3	1	4	7.547%
0	0	0	0.00%
4	2	6	11.321%
12	13	25	47.17%
0	1	1	1.887%
7	7	14	26.415%
0	1	1	1.887%
0	0	0	0.00%
0	1	1	1.887%
0	1	1	1.887%
0	0	0	0.00%
0	0	0	0.00%
<b>26</b>	<b>27</b>	<b>53</b>	

## 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>2019/20 Target</b>
<b>Key Stage 3 (% of learners achieving)</b>	
English (Level 5 +)	78 (80)
Mathematics (Level 5 +)	78 (80)
Science (Level 5 +)	82 (85)
Core Subject Indicator*	69 (80)

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

### **Key Stage 4 – Key performance indicators and local school targets**

#### Key performance indicators

Capped 9	310 (300)
Literacy measure	35 (34)
Numeracy measure	32 (31)
Science measure	30 (27)
Welsh Baccalaureate	33 (33)
Skills Challenge Certificate measure	

#### Local Targets

Whole school capped 9	310
eFSM capped 9	270
Lowest third capped 9	175
Roma learners capped 9	185
Double Science	improved residual
Maths (Numeracy)	improved residual

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

	<u>2019/20 Target</u>
% Attendance	93.1