



YSGOL UWCHRADD TYWYN

HANDBOOK

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Ysgol Uwchradd Tywyn
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Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru



Schools Curriculum Award
2000

education **extra**

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Ffordd yr Orsaf/Station Road, Tywyn, Gwynedd, LL36 9EU
01654 710256



Pennaeth/Head Teacher: Mrs Helen Lewis

September 2018

Dear Parent / Guardian

On behalf of all the staff of Ysgol Uwchradd Tywyn, I would like to extend a very warm welcome to you and your son/daughter. We hope that this will be the start of a happy and successful period for your child at the school and we look forward to forming a constructive partnership with you, in order to ensure that your child makes the best possible progress.

Ysgol Uwchradd Tywyn is a friendly and welcoming school to all pupils. We offer a very caring and supportive environment which provides the opportunity for your child to grow educationally and to succeed academically.

The Estyn Inspection Report of 2018 noted “Pupils’ wellbeing and their development as well-rounded, respectful and proud learners are at the heart of Ysgol Uwchradd Tywyn’s work. The school is an exceptionally caring and inclusive community, which has a culture of high expectations and respect towards others. This has had an extremely positive effect on pupils’ behaviour, wellbeing and academic progress.”

“Pupils at Ysgol Uwchradd Tywyn show very positive attitudes towards the school and their education. Nearly all pupils behave extremely politely and are very respectful towards each other, all members of staff and visitors, in their lessons and around the school.”

“A high number of pupils attend clubs, support lessons and extra-curricular activities during morning sessions, at lunchtime and after school. Many pupils benefit greatly from very beneficial specialist sessions to improve their emotional, mental and social wellbeing.”

The high standards we achieve both at KS3 and KS4 are a credit to the hard work of both staff and pupils. Equally, we are proud of the additional achievements of our pupils - whether in Sports, Music, Duke of Edinburgh’s Award, or simply, to become a rounded individual - all are important in developing each pupil’s talents to the full.

We pride ourselves in the partnership we nurture and develop between parents and the school, and welcome the opportunity to work closely for the benefit of your child.

I look forward to meeting you soon, and if you have any queries or concerns, please contact me, or arrange an interview at a mutually convenient time.

Yours sincerely

Mrs Helen Lewis
Head teacher



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YSGOL UWCHRADD TYWYN

SCHOOL BACKGROUND

Ysgol Tywyn is a bilingual comprehensive school which celebrated 120 years in 2014. The site is about 100 yards from the High Street of Tywyn, which is a small coastal town in south Gwynedd with a population of some four thousand.

The school, with 297 pupils on roll in September 2018, and 15 full time teaching staff, (including Senior Management Tteam) 5 part time staff and 8 Learning Support Staff, is an 11-16 school. 16+ pupils travel to a variety of colleges/schools in Gwynedd, Powys Dyfed and beyond, though the majority go to Coleg Llandrillo (Dolgellau).

The approximate annual catchment intake of 55 pupils come from four primary schools, stretching from Craig y Deryn, Llanegryn to the north, Corris to the east and Pennal to the south, and thus many travel some distance to school. In addition, a number travel from outside the catchment area. The home and educational background of the pupils is varied and includes those who come from a home where both parents are Welsh speaking, to those whose knowledge of Welsh is very limited, only having moved into the area recently.

The school aims to offer a friendly and welcoming atmosphere which supports a learning and working environment and to this end has always aimed to involve parents actively in their children's educational well-being. There is useful information for parents and pupils on the school website:-

<http://moodle.tywyn.gwynedd.sch.uk/>

THE SCHOOL AND THE COMMUNITY

The school has been awarded several certificates because of the excellent extra curricular activities on offer. In June 2018, the school received both the Daily Post School in the Community Award and Secondary School of the Year Award.

Over the past years, the school has endeavoured to work in partnership with the community, both becoming an important resource for the other. If you could contribute in any way such as developing reading skills or offering careers advice, please contact the Headteacher.

The liaison between the school, industry and community works extremely well. During the summer term, an Opportunities Week and Skills Week for all pupils utilise the surrounding environment and relies heavily on the co-operation of the community. Both of these are regarded as an important part of the school experience. The school subsidises the Opportunities Week and we ask for a contribution from each child.

Evening courses are offered in the school, contact:-
Marian - Coleg Meirion Dwyfor 01341422827.

ETHOS AND VALUES

The ethos of the school is firmly embedded in our core values of mutual respect, high standards of behaviour, self-discipline and hard work in a bilingual setting, where the Welsh ethos and standards in Welsh are a priority within the school.

A wide-ranging curriculum, high levels of pastoral care, an inclusive approach and a diverse programme of extra-curricular activities ensure that all learners thrive within a caring and supportive environment.

We promote respect, honesty and integrity, high aspirations and self-belief. We encourage all learners to make the most of all opportunities and to be proud of our school community and the wider community.

Learners' well-being and happiness are our first priority and we are proud that our students achieve high standards across the curriculum and make significant progress.

Like you, we want your child to feel safe, happy and successful and to become a well-rounded, responsible adult, of whom we can all be proud. We will provide guidance, encouragement and support for your child to become confident and resilient, with a desire to make a contribution, make a difference, and to make the most of life.

THE SCHOOL'S AIMS FOR ALL PUPILS

The aims of the school set out our aspirations to provide the best possible opportunities and education for our young people preparing them for life beyond school.

Successful learners with good qualifications and motivated to enhance their knowledge and skills to reach their full potential.

Self-Confident Individuals who can make informed decisions and communicate them based on their values and beliefs.

Responsible Citizens who respect others and take part responsibly in the political, economic, social and cultural life of the communities they live in.

Effective Contributors with an energetic can do attitude who can lead or work in a team, meeting the challenges of the 21st Century life.

We are a school that:

- puts students first, invests in its staff and works closely with its community.
- excels at what it does.
- allows all of its students to fulfil their individual potential through providing outstanding teaching, rich opportunities for learning and support for each student.
- has strong values and high expectations that are applied consistently.
- is highly inclusive and works as a team to reduce learning barriers.
- proves that social situations is not a barrier to achievement.
- is a self-evaluating school that seeks continuous improvement through effective planning and promotes an environment that embraces change.

SCHOOL RULES

PUPILS ARE ASKED NOT TO BRING LARGE SUMS OF MONEY AND VALUABLES (ESPECIALLY JEWELLERY) INTO SCHOOL.

For safety reasons pupils are recommended **to wear only one pair of earrings.**

PROHIBITED - COLOURED HAIR - UNNATURAL COLOURED HAIR IS NOT ALLOWED e.g BLUE, PINK, PURPLE, BURGUNDY, GREEN.

HAIRSTYLES eg MOHICAN, SHAVED HEADS, TRAMLINES, SHAVED PATTERNS/ SHAPES etc.

ILLEGAL SUBSTANCES OF ANY KIND ARE COMPLETELY BANNED, WHETHER WITHIN THE SCHOOL, WITHIN SCHOOL HOURS OR TRAVELLING TO / FROM SCHOOL.

WEARING RINGS OR STUDS IN THE NOSE, EYEBROWS, LIPS, CHIN OR IN ANY OTHER PART OF THE BODY EXCEPT EARLOBES IS NOT ALLOWED.

CHEWING GUM IS NOT ALLOWED IN THE SCHOOL. SANCTIONS ARE IN PLACE FOR PUPILS WHO ARE CAUGHT CHEWING GUM ANYWHERE ON SCHOOL PREMISES.

MP3 PLAYERS AND IPODs MUST NOT BE USED DURING LESSON TIME AND SHOULD BE SWITCHED OFF, OR ELSE MAY BE CONFISCATED FOR A PERIOD OF TIME. MOBILE PHONES ARE NOT ALLOWED. (SEE ENCLOSED POLICY)

The school will NOT accept any responsibility for the loss, for whatever reason, of mobile phones, Ipads, Ipod's, MP3 players. They are the responsibility of the owner.

The school insists that, for health reasons, smoking is absolutely forbidden. This applies to school premises and on journeys to and from school, and outside school during school hours i.e.8.30am - 2.45 pm and whilst wearing school uniform. Please note that some local shops will sell cigarettes and alcohol to pupils. Please support the school in our endeavours to stop these sales.

Parents are asked to check with the school when pupils "lose" items of clothing/shoes/pencils etc.

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FROM OUR EXPERIENCE SOME PUPILS USE THE "LOSS/THEFT" OF PERSONAL ITEMS AS A MEANS OF PERSUADING PARENTS TO PURCHASE NEW ONES. YOU ARE WELCOME TO COME IN AND CHECK 'LEFT' ITEMS. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

School Uniform and Appearance Grades

| | |
|---|--------------------------------------------------------------------------------------------------------------|
| 1 | Excellent: School Uniform and Appearance of the <u>highest order.</u> |
| 2 | Good: <u>Correct</u> School Uniform and Appearance. |
| 3 | Unsatisfactory: <u>One element</u> of School Uniform or Appearance is <u>incorrect.</u> |
| 4 | Completely Unsatisfactory: <u>More than one element</u> of School Uniform or Appearance is <u>incorrect.</u> |

SCHOOL UNIFORM

This is the expected school uniform and appearance for Ysgol Uwchradd Tywyn. The School has made an effort to design a school uniform that is readily available and relatively inexpensive. We would be grateful if you could co-operate by ensuring that your child is suitably dressed for school.

| | GIRLS | BOYS |
|------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|
| *Polo Shirt: White or Burgundy with school logo | ✓ | ✓ |
| *Black sweatshirt with school logo | ✓ | ✓ |
| <u>PLAIN</u> black skirt <u>KNEE-LENGTH</u> | ✓ | |
| <u>PLAIN</u> black trousers (NO JEANS, NO COMBAT TROUSERS, NO LEGGINGS, NO TROUSERS THAT DON'T REACH THE TOP OF THE SHOE) | ✓ | ✓ |
| Black shoes– suitable for school (all black) | ✓ | ✓ |

Physical Education

| | | |
|--------------------------------------------------------------|---|---|
| *PE shirt with school/PE department logo | ✓ | ✓ |
| *Red shorts with school/PE department logo (Year 7 & 8 only) | | |
| Plain black shorts | ✓ | ✓ |
| Trainers and black socks (NOT CANVAS OR PLIMSOLLS) | ✓ | ✓ |
| Shin pads / Mouth guard | ✓ | ✓ |
| Football / hockey boots and trainers | ✓ | ✓ |
| Towel and swimming shorts / trunks | | ✓ |
| Towel and one piece swimming costume | ✓ | |

Natural Hair Colour: NO unnatural styles or colours

Jewellery:

Earrings: Studs or hoops that are no bigger than the width of your forefinger. No earrings that stretch the ear
No visible piercings on the face or body

Natural Makeup: Visual—Too much!

Long hair must be tied up / Jewellery must not be worn and no responsibility will be taken for items left in the gym.

The Food Technology department expects pupils to purchase their own aprons and caps to wear in the lessons.

The Design and Technology department expects pupils to wear aprons in practical lessons.

It is very important that EVERY article of clothing and personal property is marked with the owner's FULL NAME. This includes purses, pencil cases, bags and PE kit. The number of items in LOST PROPERTY is considerable. Parents are invited to come in and check for 'lost' items.

The Head teacher has the full authority of the Governing Body to judge the acceptability or otherwise of each individual pupil's appearance.

* Uniform is only available directly from Genesis:
<http://www.theverylatest.net/GWISG-YSGOL-GENESIS/>
Link also on school website: www.tywyn.gwynedd.sch.uk

ORGANIZATION AND CURRICULUM

BUILDINGS

The school buildings are a mix of old and relatively new. The main building is built in a traditional red-brick style. This is the administrative block, and the old school hall and classrooms can be found here also. The Science block, at the back of the school, has 4 modern laboratories. The school possesses 3 computer rooms and 16 interactive white boards. All classrooms in the main buildings have internet points. The extension block - Dysynni - provides the school with 7 excellent classrooms and an additional laboratory. The new Music Suite was completed in May 2009, and is an exceptional facility for the use of pupils and community.

Cae Rhianfa, the school playing field, is used for rugby, football, cricket and athletics, and also by various local organisations during the year. The Peter Saunders Trust and the Leisure Association have generously funded a brand new cricket wicket on the field.

The all weather field and netball / basketball courts are a first class asset to the school.

The School and its feeder schools agreed to contribute its New Opportunities Fund to rebuild the Leisure Centre hall following its extensive damage in high winds several years ago. The Centre is available to the primary feeder schools and Ysgol Uwchradd Tywyn in a working partnership.

SCHOOL SAFETY

School policies and arrangement conform to LA Health and Safety policies.

The school has worked with the LA to implement a risk assessment for the public who visit the site during school hours. Clear plans have been implemented in order to manage these situations.

The LA reviewed site safety at Gwynedd schools in 2015 with the intention of identifying those schools that require further investment and in February 2016, security fencing was been erected at the front and rear of the school buildings.

Mechanical key pads have been placed the external doors around the main building.

Ysgol Uwchradd Tywyn fully complies with all LA policies and procedures regarding the admission of disabled pupils and for enabling such pupils to have access to any part of the school premises. The school operates an Equalities Policy which ensures that all pupils are treated equally regardless of characteristics.

EQUALITY

Ysgol Uwchradd Tywyn objects to all types of prejudice and differentiation and acknowledges that pupils have needs, requirements and aims.

We promote positive links and mutual respect both within and between our pupils, staff, governors, and parents, carers and guardians of our pupils, regardless of ethnic origin, sex, age, marriage status, sexual orientation, disability, sex change, religion or atheism, language, nationality, responsibility for any dependents or for any other reasons that can't be justified.

The school acknowledges that diverse societies exist in Wales and the UK, including individuals from many different backgrounds. It is important that every child and all young people are prepared well to live in a multicultural and diverse society.

The school has a Strategic Equality Plan.

SEX EDUCATION

Sex Education within a Health Education Curriculum, is a vital part of each pupil's development. Presented in a correct and sensitive manner, it will encourage a sensible and mature attitude in pupils towards moral considerations and the value of family life.

The school nurse provides a valuable contribution in supporting sex education and it gives her an opportunity to build up a relationship with the pupils. A 'drop-in' centre is open each week. Sex education is discussed within the Personal and Social Education programme. Parents have a right to withdraw their children from these lessons.

The school's policy, in accordance with 2002 Education Act, and the Welsh Assembly Newsletter 019 /2010 is available by contacting the school.

PERSONAL AND SOCIAL EDUCATION

In the tutorial periods, Form Teachers develop a closer understanding of the pupils. The emphasis in Years 7-9 is on Study Skills, Health Education and Problem Solving, which includes themes such as Bullying. Recently, the school has placed greater emphasis on analysing pupils' contribution to school life, their academic progress and setting targets for improvements, also citizenship, and the role of the pupil in society.

From Year 9 onwards, there is a greater emphasis on Careers Education, preparing pupils for subject options at 14+ and career paths at 16+.

Religious and moral education is emphasised throughout the school to every pupil.

Pupils are encouraged to represent their forms in the school assembly, and on the school council which meets regularly to discuss issues affecting pupils.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Assemblies are held on Wednesday and Thursday mornings and the service is bilingual. Pupils at each Key Stage attend assembly once a week (Years 7,8 + 9 on Thursday, Years 10 and 11 on Wednesday). During morning registration periods, all classes are expected to engage in a 'thought for the day' or a short reading / prayer.

Non-denominational religious education is part of the curriculum in KS 3 and 4.

Any parents who wish to exercise their right under the 1988 Act to withdraw their child from assemblies or religious education lessons are asked to contact the Head teacher in writing.

PREFECTS

Pupils entering Year 11 are invited to apply by letter to be a prefect. Prefects are selected by a panel of staff after consideration of the following: attendance record, school uniform, contribution to the school, letter of application, interview, pupil nominations, general attitude and behaviour. They play an important part in supporting Year 7 pupils, and receive training in mentoring skills including anti-bullying strategies and health promotion. Each prefect is assigned a small group of pupils to mentor.

SOCIAL AND EMOTIONAL NEEDS

Many problems and potentially serious situations are discussed as part of Personal and Social Development lessons and thus the pupil's first point of contact is the Form Tutor who, in turn, can refer the pupil to the Year Tutor or Senior Management Team. If help is required, then the appropriate external agencies may be contacted.

Parents are contacted whenever the need arises to discuss any problems with the Headteacher, Staff, School Nurse and outside agencies, such as CAMHS, Educational Psychologist, Youth Offending Team, local police, Educational Welfare Officer, Bridging Officer.

A SCHOOL WHICH PROMOTES HEALTH

This school has, for years, been a member of the European Healthy School Scheme to promote health and is in the eleventh year of activities. At the end of 2014 the school was proud to receive the Welsh Network of Healthy School Schemes National Quality Award. The main focus this year is to encourage pupils to make healthy choices in the food they eat. In order to do this we have:

- maintained a Food Bar which offers a wide choice of sandwiches and salads, as well as milk shakes.
- encouraged pupils to drink more water during the day - by asking them to bring a sports-top water bottle to school. (Pupils are not allowed to drink in the library or classrooms such as Science and ICT for safety reasons).
- parents are responsible for ensuring that the bottles are washed

EXTRA CURRICULAR ACTIVITIES

The school offers a variety of extra curricular activities and believes strongly in their educational value: Gardening Club, Cookery Club, Science Club, 'Cystadweithio' Club

MUSIC AND DRAMA

There is a strong tradition of music and drama in the school and most pupils enjoy taking part. Activities include:

- Choir
- Jazz Band
- Concerts
- Drama
- Musicals
- Peripatetic Music Teachers' Lessons -
 - Woodwind, Harp, Cello, Double Bass, Violin, Drums, Brass, Guitar, Singing

URDD

The Urdd offers a variety of activities for both Welsh speakers and learners alike.

- Eisteddfod - there is an annual School Eisteddfod for years 7,8 and 9.
- Singing
- Recitation
- Drama
- Dance
- Games
- Art
- Residential Weekends at Glanllyn

We also encourage participation in the Urdd National Eisteddfod.

DUKE OF EDINBURGH'S AWARD SCHEME

The school regularly has Bronze, Silver and Gold Awards.

This scheme, which is on offer to pupils of Year 9 and above, is designed as a challenge to the individual. Pupils are encouraged to choose activities which suit their particular interests and talents and are appropriate to the environment in which they live. There are three awards - Bronze, Silver and Gold and pupils must complete the requirements of each of the four different sections namely Service, Expeditions, Skills and Physical Recreation.

SPORTS AND ACTIVITIES

| | | | | |
|------------|---------|----------|-----------|---------------|
| Gymnastics | Cricket | Rugby | Netball | Cross Country |
| Hockey | Dance | Football | Athletics | Trampolining |



Have you heard of 5x60? What is it?

The 5x60 programme is an initiative introduced throughout Wales. The aim of the scheme is to encourage young people aged 11-16 to take part in 60 minutes of Physical activity 5 times per week.

5x60 predominantly targets young people who do not currently take part in physical activity outside of their school PE lessons and focuses more on inclusion than excellence.

Activities are offered during lunchtimes, afterschool and during school holidays. The scheme hopes to motivate the pupils to try a new activity in which they may discover they have a hidden talent! The activities are heavily influenced by the pupils at Ysgol Uwchradd Tywyn. Pupils are able to share their thoughts and ideas with the 5x60 officer who produces a timetable based on the pupils' choices.

Here is a taste of the activities we have at Ysgol Uwchradd Tywyn: Badminton, Table Tennis, Parkour, Dance, Dodgeball, Indoor Cricket, Tennis, Trampoline, Football, Hockey, Netball, Boxercise and Fitness. Adventurous activities are offered during holidays and extra curricular hours e.g. Surfing and Mountain Biking. The scheme organises a number of competitions which give the pupils the opportunity to compete at county level and further.

We help raise money for charity with girls running 'Race for Life' in Aberystwyth, the whole school taking part in a dodgeball competition for British Heart Foundation.

There are a number of opportunities for the pupils and I would encourage them to take up the opportunities and try something new - The timetable is up in the old hall on the 5x60 board so – **Get with it!**

OPPORTUNITIES WEEK

This is regarded as a very important week in the school year. The school timetable is suspended and replaced by activities that we believe develop less academic skills that are increasingly seen as necessary in the work place. Opportunities are available for the pupils to develop skills such as problem solving, teamwork, communication and leadership. Success with these skills will help them to understand and respond appropriately to the challenge of the new Welsh Baccalaureate.

Pupils also get the opportunity to sample different activities e.g. climbing, canoeing, ice skating, art and music projects.

Teachers see pupils in a different environment than the classroom. We have found that the week builds confidence in pupils and that this transfers back to the classroom.

WORK EXPERIENCE

Every pupil in Year 10 is offered the opportunity to spend a week at a work placement, as part of the National Curriculum. During the Personal, Social and Health Education lessons, pupils are prepared for Work Experience and pay particular attention to the requirements of employers and Health and Safety issues. Some pupils are offered Extended Work Experience.

LANGUAGE POLICY

This is the school's current policy, but amendments will be made in accordance with the Education Authority's Language Policy.

Ysgol Tywyn is a small comprehensive school in a mixed language catchment area. Our aims, therefore, are as follows:

English and Welsh

In accordance with the present National Curriculum requirements both languages are taught up to the age of 16. The school ensures that all pupils who have the necessary ability sit appropriate external examinations in the subject.

Welsh Medium Teaching

The Year 7 Tutor visits every feeder primary school to meet the pupils. We receive an assessment of the pupil's linguistic ability and thus in Years 7, 8 and 9, the pupils are placed in forms according to their ability in Welsh. This ensures that pupils use Welsh and English, to some degree, as the medium of teaching according to their linguistic ability, and so safeguards the bilingual education already established in the primary schools. Those who achieve level 3+ or above in Welsh, at the end of Key Stage 2 (Year 6), follow Welsh as opposed to Welsh Second Language.

Welsh First Language and Good Learners

Pupils whose first language is Welsh and very good Welsh learners, receive lessons in History, Geography, Religious Education, Music, Physical Education and units of Technology through the medium of Welsh. Bilingual resources are used in all curriculum areas.

Provision follows the Language Policy of the local authority except in cases where bilingual teaching is not available.

Welsh Language Centre, Porthmadog - pupils who have recently moved into the area are encouraged to be involved in an intensive Welsh Language course and have the opportunity to spend 8 weeks at the Centre in Porthmadog. Pupils are collected and returned by taxi each day from their home.

GWYNEDD SECONDARY SCHOOLS LANGUAGE STRATEGY

Since the launch of the Welsh Language Charter in Gwynedd, innovative work has been done in our primary schools to impact children's social use of Welsh. So as to ensure a robust progression to the Charter, we are proud to present a Secondary Language Strategy that provides our secondary schools with clear guidance on language practices altering techniques and the various ways of influencing pupils' social language within and outside school.

The Strategy has received valuable input from secondary school learners from various language backgrounds including those for whom Welsh is their first language, fluent learners and beginners and these pupil enthusiasm impressed.

Gwynedd Council is committed to supporting the Welsh Government's strategy to achieve the objective of a million Welsh speakers by 2050, ensuring that at every stage in his/her life, an individual has an opportunity to learn Welsh and learn through the medium of Welsh. As part of the effort to achieve this objective, Gwynedd Council have developed a Secondary School Language Strategy as an effective planning tool, building on the Primary Schools Language Charter's success, for giving a lead towards further progress in pupils' social and curricular use of Welsh.

THE VISION

1. Gwynedd Council is totally committed to an excellent innovative secondary schools system that promotes Welsh in all aspects of their work.
2. The objective of the Secondary School Language Strategy is to promote use of Welsh within a social context by children and young people and develop it as an effective medium for all aspects of school life and work.
3. The Strategy will be an effective planning tool, building on the success of the Primary Language Charter, for leading towards further progress in pupils' social and curricular use of Welsh.
4. It supports the vision of Gwynedd Language Strategy to ensure that the Welsh language prospers. Through placing an emphasis on Welsh, it is ensured that children in Gwynedd are bilingually proficient and confident and take pride in the additional value they obtain from being bilingual, that they can confidently use both languages socially and professionally after leaving school and that they ultimately transfer both languages to the next generation in Gwynedd.
5. The language also contributes to implementing a bilingual strategy through promoting Welsh, ensuring that it has equal status and opportunities.
6. Every school will implement the Secondary School Language Strategy and ensure that all the school's stakeholders are involved in this scheme.

These key details have been taken from the draft document 'Gwynedd Secondary Schools Language Strategy'. The final version will be made available on our website or a hard copy can be requested from the school.

THE WELSH ETHOS

Ysgol Uwchradd Tywyn is unique in terms of its level of bilingualism, linguistic background of pupils and the language of staff. Although there are specific reasons for this, the school, notwithstanding, has set about creating a 'more Welsh' ethos in the school.

The school endeavours to kindle pride towards the Welsh language, culture and heritage.

The hope is that pupils will show pride in the Welsh language inside and outside the classroom, that pupils will be fluent in both Welsh and English - written and verbally.

In order to enable them to be full members of the bilingual community that they are part of, it is essential to create a positive attitude towards bilingualism, that everyone within the school demonstrates equality to Welsh and English.

Ysgol Uwchradd Tywyn wants to see Welsh thrive and wants to see:

- an increase in the use of social Welsh around the school, extra-curricular activities and within the community
- more opportunities to use Welsh within the school
- improved confidence of staff, /pupil's and their fluency in the language
- greater awareness of the value of Welsh as part of our identity and our national heritage.
- and to create guidelines to develop more consistent and positive methods of extending the use of Welsh across the school.

THE SCHOOL CURRICULUM

The school curriculum is based on 28, fifty minute lessons and 3 forty minute lessons each week on a fortnightly timetable. We provide a broad, balanced, relevant and varied curriculum that fulfils the requirements of the national Curriculum and the 14-19 Learning Pathways. The school aims to provide equal opportunities for all pupils according to their linguistic abilities. Pupils are placed in mixed ability (at the end of Key Stage 2) bilingual tutor groups according to their achievement in Welsh. Class sizes vary according to the size of the intake. At present the Year 7 intake is 62 and we have 2 tutor groups. For their subjects, the pupils are grouped based on:

- ability (setting), for some subjects
- language (registration group) for some subjects

| KS 3 (Years 7-9) | 7 | 8 | 9 |
|-----------------------------|-------------------------|----------|----------|
| Subject | Teaching Periods | | |
| Welsh | 4 | 3 | 4 |
| English | 3 | 4 | 4 |
| Mathematics | 3 | 4 | 4 |
| Science | 4 | 3 | 4 |
| French | 2 | 2 | 1.5 |
| Religious Education | 1 | 1 | 1 |
| Geography | 2 | 2 | 1.5 |
| History | 2 | 2 | 1.5 |
| Art | 1 | 0 | 0 |
| Music | 1 | 1 | 1 |
| Technology | 3 | 4 | 4 |
| ICT | 1 | 1 | 1 |
| Physical Education | 3 | 3 | 2 |
| Skills | 1 | 1 | 0.5 |
| Bacc | 0 | 0 | 1 |

At the end of Year 9, pupils will choose to study a combination of subjects that will lead to GCSE, BTEC or vocational qualifications at the end of Year 11.

The KS4 Curriculum is divided into two parts, the Core Curriculum and the Option Subjects.

| KS4 YEAR 10-11 SUBJECT: | | TEACHING PERIODS | |
|----------------------------------------|-------------|-------------------------|-----------|
| | | 10 | 11 |
| CORE | Welsh | 4 | 4 |
| | English | 4 | 4 |
| | Mathematics | 4 | 4 |
| | Science | 6 | 6 |
| | PHSE | 1 | 1 |
| | Physical Ed | 2 | 2 |
| | Skills | 1 | 1 |
| | | | |
| OPTIONS | OPTION A | 3 | 3 |
| | OPTION B | 3 | 3 |
| | OPTION C | 3 | 3 |
| | Total | 31 | 31 |

Not all pupils are expected to follow a GCSE course in all subjects and the Headteacher will advise some pupils to follow more suitable, alternative courses.

SKILLS

The National Literacy and Numeracy Framework

Following a national review of Literacy and Numeracy in schools, every subject delivers and assesses these skills in different ways, and every teacher is a teacher of literacy and numeracy.

The National Curriculum, implemented from 2008, introduced a skills-based approach to all subjects, and this is underpinned by the non-statutory skills framework which covers thinking, communication, ICT and number skills.

The NLNF builds on the good practice and the expectations set out in the skills framework, replaces the communication and number components of the non-statutory skills framework and IS statutory.

It aims to help bring about coherent approaches to developing literacy and numeracy across the curriculum, informing teachers of all subjects how they can provide opportunities for learners to apply literacy and numeracy in all subjects.

THE NATIONAL WELSH BACCALAUREATE QUALIFICATION **(from September 2015)**

“The central focus of the WBQ at Key Stage 4 is to provide a vehicle for 14-16 year olds to consolidate and develop essential and employability skills”.

The Welsh Baccalaureate will be reported as a performance measure for all secondary schools in Wales in the future, and will replace the current Level 1 (% pupils achieving at least 5 A*-G grades), Level 2 (% pupils achieving at least 5 A*-C grades) and the Level 2+ (% pupils achieving at least 5 A*-C grades including Maths or Numeracy and either Welsh or English).

The qualification will be based on a Skills Challenge Certificate and Supporting Qualifications and the requirements of both must be met, in order to achieve the overall WBQ.

The Skills Challenge Certificate is made up of four components:

- 1 Individual Project (50%) which assesses
 - planning and organisational skills
 - critical thinking and problem solving skills
 - digital literacy skills (using digital techniques to present information in tables, graphs and diagrams, storing data in appropriate format, etc)
- 2 Enterprise and Employability Challenge (20%)
 - creativity and innovation (using imagination and initiative)
 - personal effectiveness (self-assessment, self-management, working relationships)
 - digital literacy skills
- 3 Global Citizenship Challenge (15%)
 - critical thinking and problem-solving skills
 - creativity and innovation
- 4 Community Challenge (15%) which assesses
 - planning and organisational skills
 - personal effectiveness

All of the challenges will be assessed internally (by school staff) and moderated externally.

The combined outcomes of the four components will determine whether the Skills Challenge Certificate is awarded.

The Supporting Qualifications include two mandatory GCSEs of English Language or Welsh Language, together with Mathematics - Numeracy (A* - C). A further three GCSEs (A* - C), of which two may be of equivalent qualifications (eg BTEC level 2).

RESIDENTIAL ACTIVITIES

Variety of Educational Visits: available to all pupils in Years 7 - 10

| | | | |
|------------------|-------------------------------------------------------------|----------------------|-------------|
| Bwythyn Ogwen | 2018 | Approximately £100 | |
| New York | 2019 Every 2 years, (odd years, eg 2017, 2019) | Approximately £1,000 | |
| Skiing | February 2020 Every 2 years, (even years, eg 2018, 2020) | Approximately £800 | |
| Morocco | July 2020 Year 11 only | Approximately £1,400 | At Ysgol |

Uwchradd Tywyn, we have long promoted and encouraged world travel amongst the young people who have crossed the threshold, and we have supported this ethos by offering and providing a wealth of opportunities for foreign travel, especially in Europe, North Africa and America. The earlier that young people learn the lessons that foreign travel teaches, the better, since the skills and experience that are gained can provide life-long benefits and allow access to skills you often didn't know you had.

Foreign travel at Ysgol Uwchradd Travel has also opened the eyes of our youngsters, to the importance of being culturally sensitive in a globalizing world.

ROTARY CLUB OF TYWYN:

OUTWARD BOUND COURSE

The Rotary Club of Tywyn has been sponsoring 2/3 pupils annually to attend a 3-week course at Ullswater Outward Bound School. This can be a life-changing experience; it is character and confidence building, working in a team of young people from various parts of the country. The successful candidates need to raise between £400 to £600 between them towards the total cost of the course by working as a team to fundraise.

CHEF OF THE YEAR (SENIOR AND JUNIOR COMPETITIONS)

This annual event, sponsored by the Rotary Club of Tywyn offers pupils the chance to plan, prepare and present a 2 course meal for two. This is judged by a professional chef and provides a wonderful opportunity for the pupils to show off their culinary skills.

MUSICIAN OF THE YEAR

This sponsored competition provides an opportunity for novice, foundation and higher level musicians to show their talents and compete for the titles in each of these categories. Invitations are also extended to pupils of the catchment area primary schools to compete in their own category.

COMPUTERS

The school is open from 3.00-5.30pm to provide access for the pupils to work on the computers.

Parents are required to complete consent forms regarding misuse of computer software / access to internet. All computer use is monitored.

ECO - SCHOOLS

The programme is designed to give young people an opportunity to participate in meaningful service projects, both nationally and internationally, whilst developing leadership skills, meeting new friends and encouraging a sense of social responsibility.

BUDGET

CAREERS ADVICE AND GUIDANCE

Careers advice and guidance is available to all pupils and parents by appointment with the Careers Coordinator who is available to help with information on all aspects of careers, from making option choices, to filling in application forms for colleges and jobs, with specific information on individual career choices.

The school works closely with the Careers Company, whose representative is based at the school on a regular basis for 1 day a week, to interview pupils in Year 9, 10 and 11 and monitor progress from school to further education or work.

Pupil Deprivation Grant (PDG) Ysgol Uwchradd Tywyn 2018-2019

The Schools Effectiveness Grant (SEG) and the Pupil Deprivation Grant (PDG) are used by the Welsh Government to provide financial support to schools. The PDG targets the following aspects specifically:

- Whole School Approaches
- Family and Community Engagement
- Catch up and Tutoring
- Enrichment and Aspirations
- Wellbeing

As a school we have agreed the following three steps:

- to identify the target group of pupils, its characteristics and needs
- to plan interventions which make the most effective use of resources
- to monitor and evaluate the impact of resources

Pupil Deprivation Grant (PDG) 2018-2019: £ 31,050

Our school has a comprehensive plan, agreed and monitored by Gwynedd Local Authority and GwE, to promote progress and remove barriers to learning.

Activities which are in place to target raising standards and closing the poverty gap

- Ensure there are appropriate literacy and numeracy interventions, provision and differentiation in place
- Ensuring there are tutoring sessions in KS4 where necessary to target high achievement in the core subjects, and where appropriate in other subjects
- Homework club and Breakfast club
- Support for educational visits where appropriate, and general support as appropriate
- Support to receive instrumental lessons from peripatetic teachers
- Learning materials and equipment including iPads, software and books
- Learning evenings with parents and pupils to ensure guidance for parents on how they may support their child to improve achievement standards
- Mentoring sessions where necessary with Learning Coaches to support pupils to develop and achieve working targets
- Further develop and work on a tracking system to measure the progress and effect of the intervention programmes that are in place.
- Adopt a bilingual programme of assessment in order to identify our pupils' learning styles as well as their learning needs.
- Utilise the Coordinator to monitor and track pupils in order to ensure that they reach their potential.
- Provide mentors for pupils in year 11 where necessary.
- Provide homework, literacy and numeracy sessions (as well as other groups as deemed necessary) during morning registration periods.
- Utilise Hafan Officers to contact the target group's parents in order to ensure attendance at the parents' evenings.
- Improve the target group's attendance by using the school's attendance officer.
- Programme to address the social and emotional needs of our pupils.

ADDITIONAL INFORMATION

ABSENCE

- a) All absences must be covered by a note to the form tutor, by telephone to the School Office 01654 710256, or by Email to: atofficer@tywyn.gwynedd.sch.uk
In cases of diarrhoea pupils are advised to be kept at home for 48 hours after the symptoms have stopped.
- b) Annual holidays during term time are not an entitlement. However, applications may be made to the school, to be considered by the Head Teacher and the Chair of the Governing Body, giving details of the specific circumstances/reasons for the request. Up to 10 school days MAY be authorised but any additional days will not be authorised and will be recorded as 'Unauthorised' on your child's attendance record (unless there are specific special circumstances).
- c) **Absence during the school term for holidays is discouraged by the school and especially for pupils in years 10 and 11, where every lesson counts, in terms of GCSE preparation.**
- d) Pupils late for school must report **IMMEDIATELY ON ARRIVAL** to the School Office, otherwise the pupil will be marked absent.
- e) No pupil may leave the school premises unless he/she has obtained an official note from the office giving permission - PLEASE IMPRESS THIS ON YOUR CHILD FOR HEALTH AND SAFETY REASONS.

YSGOL TYWYN - ABSENCES 2017/2018

| | | |
|--------------|---|------|
| Unauthorised | - | 0.1% |
| Authorised | - | 4.6% |

MEDICAL

Parents are expected to inform the school of any medical or clinical condition which might affect a pupil's education. Please complete a Medical Consent form if you wish the school to accept responsibility for giving medication to your child.

Pupils wishing to be excused from PE on medical grounds must provide a parent's note (for a temporary period) or a medical certificate (for an extended or permanent period). Please note that a cold etc is not an acceptable reason for not taking part in PE lessons as they are very important to a child's well-being and fitness. Remember that you should keep your child at home for 48 hours following their last bout of sickness/diarrhoea. Further guidance is available on the school website.

SCHOOL TRANSPORT

Pupils must behave in a responsible way when travelling to or from school. If they seriously misbehave on the bus or train, pupils can be prohibited from travelling on school transport for a fixed period of time. **Please note that the school's responsibility ends at the school gates.**

HEALTH CENTRE

The Health Centre is co-operating with the school by providing forms which note the time when appointments end for school pupils. This shows clearly how much time the pupils should be absent from the school premises.

PUPIL PHOTOGRAPHS

From time to time photographs of pupils taking part in various school activities will be taken. Some of the photographs may be seen in a newspaper, included in publications, on the school website, Gwynedd Council or other establishment that we co-operate with. **If you do not wish your child to be included in photographs for this purpose, would you please inform the Headteacher.**

THE SCHOOL DAY

MONDAY - THURSDAY

| | | |
|--------------|---|---------------|
| REGISTRATION | | 8.30 - 8.50 |
| LESSON | 1 | 8.50 - 9.40 |
| | 2 | 9.40 - 10.30 |
| BREAK | | 10.30 - 10.45 |
| | 3 | 10.45 - 11.35 |
| | 4 | 11.35 - 12.25 |
| LUNCH | | 12.25 - 1.05 |
| | 5 | 1.05 - 1.55 |
| | 6 | 1.55 - 2.45 |

FRIDAYS

| | |
|---------------|--------------------|
| 8.30 - 9.10 | Lesson 1A (skills) |
| 9.10 - 9.50 | 1B |
| 9.50 - 10.30 | 2 |
| 10.30 - 10.45 | Break |
| 10.45 - 11.35 | 3 |
| 11.35 - 12.25 | 4 |
| 12.25 - 1.05 | Lunch |
| 1.05 - 1.55 | 5 |
| 1.55 - 2.45 | 6 |

The school office is open from 8.15am until 5.00 in the evening. **PLEASE INFORM THE SCHOOL IMMEDIATELY SHOULD YOUR CHILD FAIL TO ARRIVE HOME FROM SCHOOL.** The school charges 10p for pupils to telephone home. In an emergency, there will be no charge.

ADMISSION ARRANGEMENTS

A pupil must have reached age 11 years before 1st September of the year of entry.

Parents of pupils intending to attend the school receive a copy of the School Handbook.

The school's admission limit is 95

Number of applications to Year 7 2018/2019 62

Percentage granted 100%

OPEN EVENINGS

During the Autumn Term there is an Open Evening for parents of Year 5 + 6 pupils. On each occasion there is an opportunity to ask questions and to hear information given by the Headteacher, Year Tutor and other members of staff relating to a pupil's first year at Ysgol Uwchradd Tywyn. There will also be demonstrations by current pupils and exhibitions and displays of their work in all departments. Parents may join in any activities and staff are available to answer any questions about opportunities and experiences presented to pupils (Homework Club, Helplines, Opportunities Week, Duke of Edinburgh Award, Eisteddfodau and others) as well as pupil progress.

Children from primary schools in the catchment area have the opportunity to visit the school and experience a taster programme of Gymnastics, and experience some lessons in Design and Technology, Arts and Crafts, Food Technology, Physical Education.

LUNCHTIME ARRANGEMENTS

It is a policy at Ysgol Uwchradd Tywyn, that ALL pupils remain on school premises throughout the school day, and this includes lunchtimes, unless participating in the 5x60 Scheme in the Bro Dysynni Leisure Centre or school gym. The Leisure Centre IS NOT part of the school premises.

School Lunches

The school catering staff provide a full range of hot and cold meals at reasonable prices at lunchtimes. Pupils choose their own meals and pay for what they select. A substantial meal, consisting of a main course, and a pudding would cost approximately £2.70 at the time of writing. The catering staff ensure that they provide a variety of healthy options, both at the hot counter and at the Milk Bar.

Canteen Opening times

The main canteen is open as follows, each school day:

Morning Break: 10.30am - 10.45am selling, sandwiches and baguettes, pasta and salad pots, hot snacks, fruit and drinks.

Lunchtime: Selling meals of the day, in addition to items available at break time.

Example of a Menu

| | | | |
|-----------------------------|---|------|--------------------------------------|
| Chicken Curry with Rice | } | | mashed potatoes |
| Toad in the hole | } | with | a choice of fresh vegetables + gravy |
| Beef, lamb and pork dinners | } | | potato wedges |
| Spaghetti Bolognese | } | | pasta / spaghetti |
| | | | baked beans |

Sandwiches and baguettes are made on the site and are available daily.
Vegetables are served with a main meal.

Packed lunches

Some pupils prefer to bring a packed lunch and facilities are provided for them to eat their lunches. **Under no circumstances are parents to arrive on school premises to deliver a meal to their child.** A letter to the headteacher must be submitted at the beginning of each new term, if the parents wish their child(ren) to be provided with a meal at home. We ask that parents ensure that the contents of packed lunches follow the healthy eating guidelines. (Advice on the website)

Free School Meals

Pupils who are entitled to free school meals will be known to the canteen till operator and simply pass through the till so that it may be noted whether meals have been claimed each day. These pupils may choose to claim their food during the morning break or at lunchtime, and have exactly the same choice of food as all other pupils.

HELPLINES

The 'Helpline' services have continued to develop. Workshops to develop key skills are offered, as well as those which target specific problems or interests of pupils. Greater numbers of pupils in the senior school are staying for help with their GCSE subjects.

A Homework Club is available for any pupil to attend. It is open for 1 hour every Monday and Thursday and operates on a "drop in" basis.

The out of hours provision offered at Ysgol Uwchradd Tywyn is an important aspect of all pupils' education. There are 4 main areas:

Grade-booster sessions are held in Maths (Monday) Science (Wednesday), English, Art and ICT (Thursday), and D&T/Graphics Monday, Wednesday and Thursday every week for all pupils in their final year, in order to provide revision, reinforcement and extension, in preparation for their external examinations.

Workshops in co-operative workshops and team building - pupils with similar needs are identified and invited to a series of six workshops in order to focus on developing social interactions and characteristics such as tolerance, patience and consideration for others.

Help with Coursework - Staff offer extra tuition to pupils to support them whilst preparing coursework.

Ysgol Uwchradd Tywyn believes that attendance in 'Helplines' in specific subjects has proved very beneficial in achieving academic success.

Web Site - The school is currently developing a VLE (Virtual learning environment), which is based around the school web site. The VLE will allow pupils greater access to learning outside school hours.

The school is also developing a link on the webpage to notify parents of home work.

Learning Coach - A trained member of staff who provides pupils with extra support to plan and organise their work, and to develop relevant learning skills.

COMPLAINTS PROCEDURE

The Local Education Authority, in accordance with the requirements of the Secretary of State, under Section 29 of the 2002 Education Reform Act, has established a procedure to consider complaints concerning the way schools' Governing Bodies and the Education Authorities act in relation to the schools curriculum and other matters. This procedure is outlined in a document in Welsh and English, a copy of which is available at the school. A copy will be provided free of charge, as required, to any parent seeking to make a complaint under these arrangements. It is emphasised, however, that many complaints can be dealt with quickly and effectively through informal discussions with the Head teacher. This is the first reasonable step, and the Governing Body expects this step to have been completed before formally presenting the complaint. An appointment can be made to discuss any complaint with the Head teacher by contacting the school office.

ACCESS TO INFORMATION

The following documents are available at the school.

1. A statement of the Education Authority's curriculum policy.
2. A statement of the Governing Body's curriculum objectives, including the Additional Learning Needs policy.
3. Instruments, Circulars and Statutory Memoranda received by the school from the Welsh Assembly Government.
4. Any HMI reports which refer to the school.
5. Schemes of work and syllabuses used by the school to present the National Curriculum.
6. A copy of the Education Authority's complaints procedure regarding the curriculum.
7. The Governing Body's most recent annual report to parents.
8. County Secondary Sector Admission Policy.

Anyone who needs a copy of the above documentation is asked to contact the school beforehand. The cost of 50p per sheet (photocopying costs) is charged for a copy of the documents, and at least 5 days notice is required.

PUPIL REPORTS

Any parent who requires to see the curriculum report on his/her child is asked to consult with the Headteacher (through the office) beforehand. The school will provide the information within 15 days.

EXAM FEES

The school will pay all normal exam fees on behalf of candidates.

Re-sit entry fees are paid by candidates, where no satisfactory reason can be provided for an absence or where an improved mark is desired by the candidate.

Candidates will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from the administrative processes provided these are made within the time allowed by the awarding bodies.

It must be noted that exam entry fees are very expensive and for that reason, parents are notified if pupils are not reaching the required standard due to a lack of effort. In circumstances where no improvement is seen, pupils may not be entered or will be asked to pay the exam entry fee.

EDUCATIONAL VISITS

The school regards educational visits as an integral part of a child's education and as an aid to his/her physical, social and character development. Whilst some educational visits are an essential part of the syllabus in some subjects/courses which lead to external examinations, other visits are encouraged in order to strengthen links between school, community and society. **Pupils are expected to take part in local visits undertaken during normal school hours. It is the responsibility of the parents to make a case for their child's non-participation if they so wish.**

Parents will be notified in writing of visits taking place outside normal school hours.

PAYMENT FOR SCHOOL VISITS AND ACTIVITIES

1. Charges may be levied for...

- a) raw materials for subjects such as Design and Technology and Food Technology, where the parents have expressed a wish to keep the finished article.
- b) **examination fees for a resit, for which the pupil wishes to improve their results.**
- c) **examination fees for examinations which the pupil failed to sit without sufficient reason.**
- d) all activities outside school hours, unless they are essential for a recognised examination.
- e) loss or damage to books or educational materials, damage to windows or buildings caused by misbehaviour or misuse.
- f) the cost of travel to a work experience placement.
- g) instrumental music lessons.

2. Activities which take place wholly or mainly within school hours.

The Act precludes compulsory payment for these activities, which must of necessity be educational, but parents may volunteer contributions. If there is not enough voluntary or outside support the School has the right not to proceed with the activity. However, no child may be prevented from taking part in such an activity simply because parents are unwilling or unable to pay. Furthermore, there can be no question of one child's contribution helping directly to cover the cost of another. Charges may not be made for residential courses which, in the opinion of the Director of Education, are essential in preparing for part of an external examination or the National Curriculum.

3. Activities which take place wholly or mainly outside defined school hours.

This is governed by the 50% rule. If the time taken by the activity exceeds 50% outside school hours, a charge can be made.

4. Encouraging contributions.

The Governors will have the right to seek voluntary contributions from parents and others, including the local business community, to secure the continuation of activities which can no longer be charged for.

PHYSICAL EDUCATION ARRANGEMENTS

At key stage 3, there are 3 lessons of 50 minutes in year 7 and year 8, and 2 lessons in year 9. At key stage 4, there are 2 lessons in year 10 and 2 in year 11.

Ysgol Uwchradd Tywyn site has a gymnasium and sports fields and also has the use of the sports hall, fitness centre, all-weather pitch and tennis courts, at the Bro Dysynni Leisure Centre.

The school has a number of successful teams and it is expected that pupils of the school who are selected for school teams will show appropriate levels of commitment.

The current PE Kit is listed elsewhere in the 'School Uniform' section of the brochure and in the pupil organiser. The school has a 'sick or fit - bring your kit' policy. Thus, pupils are required to bring kit to every lesson even if they are unable to actively take part.

- Pupils will be supervised by staff at all times. This means that they will accompany their group to the lesson. If the lesson is taking place outside, changing into kit will ensure that their school uniform remains clean and dry for the rest of the day.
- All pupils are required to take an active role in lessons. Pupils who are unable to participate are required to assist staff in refereeing, providing feedback (peer evaluation). Bringing kit to all lessons will allow all pupils to take an active role and enhance their learning within the subject.
- Pupils with serious injuries, accompanied by a medical certificate, who are unable to change, will not be required to wear kit.
- All jewellery must be removed before the lesson and hair tied back.

PARENTS, TEACHERS AND FRIENDS ASSOCIATION

Historically, the school's PTFA has been a very small but dedicated group of parents, teachers and friends, who have been very active in the school. These individuals have worked extremely hard for the benefit of the pupils at YUT and the money that they have raised has provided experiences, resources and even refurbished buildings (Community Hall). Unfortunately, numbers continue to fall and we are currently in a situation where the group is so small that they are unable to organise or manage such events. Therefore, we would be extremely grateful for new members who are willing to continue to support their children through the secondary phase of their education, just as so many have done through the primary sector. Your help is needed and will be valued.

YSGOL TYWYN PROJECT 2000

"Ysgol Tywyn Project 2000" is the name of the Registered Charitable Association within the school whose objective is to "advance the education of the pupils in the school" and funds to support this objective will be raised by various means.

The school also raises generous sums of money for recognized charities. Christmas boxes are sent overseas and the pupils nominate a charity to donate their contribution for being allowed not to wear school uniform occasionally.

PUPILS' VOICE

Every form nominates two pupils to represent it on the Council. At the meetings the Senior Management Team discusses matters which are of interest to the pupils and also school policies. Representatives of the School Council are also involved in interviewing new staff.

School Council:

Pupils from all classes meet and choose representatives for the following committees:

- Eco-Schools Forum
- Healthy School Forum
- School Council Forum
- Sports Council Forum
- Welsh Forum

Eco-Schools Forum: Input into:

- Energy efficiency
- Litter
- School site
- Biodiversity
- Water
- Transport
- Health and Wellbeing
- Creating a sustainable world

School Council: Input into:

- Planning, revising and implementing school policies e.g. behaviour, anti-bullying etc.
- How to include everybody in school life
- Improvements to the curriculum
- School self-evaluation
- Whole-school ethos - behaviour code for the relationships between staff and pupils
- Promoting the Welsh language
- Improving the school and working together with other schools
- Lunchtime and after-school activities
- Staff appointments
- Raising money for charity
- Developing school resources and facilities e.g. ICT, Sports, Music, Drama etc.
- Improvements to the environment of the school e.g. buildings, canteen, toilets.
- Pupils' welfare
- Transitioning from the primary school to secondary school
- Links with the community

Welsh Forum: Input into:

- Promoting the use of Welsh Language in the school
- Cynllun CALON and related rewards schemes
- Displays to reinforce use of the Welsh Language
- Workshops/ presentations to promote the Welsh Language
- Creation of a Welsh Language strategy for the school

Healthy Living Forum: Input into:

- Hygiene
- Safety
- The environment
- Using and misusing substances
- Personal and relationship development
- Health including emotional and mental health
- Food and Fitness

Governor Representation: A link-Governor has been identified for each of the forums. This allows strategies and ideas to be passed on efficiently and effectively to the Governing Body.

Two pupils from the School Council have been elected to represent the school at Governing Body meetings. This will ensure that the issues that pupils prioritise will be discussed and actioned at the highest level.

All school council forums meet at least once per half term and more if possible.

INCLUSION CENTRE

The Intervention Process

Only a member of SLT can refer a pupil to the Inclusion Centre. When a pupil is referred, their needs are assessed and any issues are raised. These issues can be wide ranging and may include behavioural, emotional and physical needs. Once the needs of the pupil are identified the Inclusion team will endeavour to solve any issues using a variety of methods. Pupils are then given an ILP (individual learning program). The ILP will have details of any interventions that have been made to the pupil's timetable including any contracts of behaviour raised. The ultimate aim of intervention is to:

- identify issues
- determine the level of intervention required
- draw up an ILP
- support the pupil concerned
- control any issues identified
- liaise with outside agencies and arrange external support if needed

The ultimate goal of the Inclusion Unit is for the pupils to reach a stage where re-integration into mainstream school is achieved. If this is not possible, measures are put into place to further support the pupil's learning. This could involve, but is not limited to, the introduction of a part time timetable, an external work placement, extra sessions with a 1:1 tutor, counselling sessions and visits to outside agencies. The Inclusion centre also offers pupils the chance to participate in activities that they may not have the opportunity to experience. These would be run on a half-termly basis, and are designed to offer a range of experiences. The Inclusion Centre staff strive to make pupils realise that it is a place for pupils who are struggling to cope in a mainstream environment. The Centre is not a place where pupils can "escape" mainstream lessons but rather a place to work quietly under supervision, but where there are still firm rules and high expectations.

Praise when praise is due

Although pupils are often referred to the centre because of behavioural issues, the inclusion staff acknowledges the importance of giving praise when a pupil has achieved a task set. This builds the self confidence of a pupil who otherwise would be seen to be struggling when compared to the rest of their academic class. Rewards can be used to motivate pupils but are carefully implemented.

Exams and GCSE's

The inclusion staff aim to support each and every pupil through their schooling and although the ultimate aim would be for the pupils to gain as many GCSE's as possible, it is also acknowledged that this may not be a realistic goal for some pupils. Therefore, through consultation with parents, and with agreement with SLT, alternative provision may be offered. However, the base target for GCSE attainment is set at 5 GCSE's. These are supported by a variety of courses such as the introduction of vocational based qualifications.

Re-integration

The ultimate aim of the Inclusion Centre is to support pupils through difficult times and encourage the pupils to re-integrate with the mainstream school. This process can sometimes be a very short one, at other times it can be a lengthy process. Other pupils may not reach full re-integration. These pupils will continue to have the support of the Inclusion staff until they leave school.

LEARNING SUPPORT 2018/2019

The school policy has been formulated in accordance with the requirements of the Special Educational Needs Act 1996.

The policy of full integration with support in core subjects remains. Withdrawal from mainstream classes is an option used only in exceptional cases.

Staff are given advice on the aims set for each pupil, and guidance as to how they can be met. These objectives are determined during the Annual Review in the case of a pupil on a Statement of Educational Needs, or by the teachers of the core subject in conjunction with the Learning Support Team for pupils on School Action stages. Individual Education Plans are drawn up for each pupil on all stages.

Number of pupils on the Special Needs Register, September 2018

| YEAR | STATEMENT OF SPECIAL EDUCATIONAL NEEDS | SCHOOL ACTION PLUS | SCHOOL ACTION | TOTAL |
|-------------|-----------------------------------------------|---------------------------|----------------------|--------------|
| 7 | 1 | 6 | 15 | 22 |
| 8 | 1 | 7 | 12 | 20 |
| 9 | 3 | 7 | 8 | 18 |
| 10 | 1 | 5 | 10 | 16 |
| 11 | 2 | 2 | 13 | 17 |
| TOTAL | 8 | 27 | 58 | 93 |

POLICY OF THE EDUCATIONAL SUPPORT DEPARTMENT

Principles and Objectives

The school regards the welfare of each pupil as being important. We acknowledge that there are many factors which influence the ability of pupils to learn effectively. The school is committed to unlocking potential in order to ensure that each child can be successful on their own terms.

- This school aims at ensuring equal opportunities both curricular and social for pupils who have specific learning needs.
- This school aims at co-operating effectively with statutory agencies and other pertinent bodies relating to the child and his problems.
- This school aims to work closely with parents to ensure an effective partnership in order to help the pupil.

Objectives

- Ensuring that there is a system in place in the school which enables staff to identify early, the child who has difficulties which tend to inhibit his education.
- Gather information from staff, parents, the pupil himself and others, in order to ensure the best possible understanding of the situation and the nature of the child's difficulties.
- Ensure that the necessary provision is made for any pupil who has special educational needs.
- Attempt to ensure co-operation and support from parents and others with a view to identifying and providing help.

Designated Governor is Mr Chris Edwards

Role of the Governing Body

- The Governing Body realises its responsibility for pupils with special educational needs according to the Special Educational Needs Act and accept this.
- Endeavour to prepare adequately for any ALN pupil.

Arrangements for Access

The school accepts ALN pupils to the school through:

- Co-operation with support agencies when accepting a new pupil
- Attend official meetings to review statements e.g. transfer from primary to secondary, and from a special school
- Visits by primary/secondary co-ordinator to meet pupils/parents/head teacher
- Discussions and receiving information e.g. movement from school to school
- Co-ordinator available on open days with years 6 and 7 when parents are also invited

SEN Specialism, support groups.

The school, in accordance with the Code of Practice contacts the LEA regarding the use of support services for ALN pupils and there is a need for regular contact with the area psychologist. Councillors are also welcomed, including those concerned with defective hearing and sight, physiotherapists etc. and their help at the other end of the phone is vital as regards the direct wellbeing of pupils.

Arrangements for dealing with small groups /one to one are as follows:

- Assistant in the classroom
- Reading sessions in the mornings
- Withdrawal from lessons
- External Agencies
- Dyslexia lessons after school hours

Information regarding identifying, assessing and providing for ALN pupils

In this school, we identify the educational needs very early by means of:

- obtaining evidence from observation and teacher assessment, whilst remembering that every teacher is also an ALN pupil's teacher.
- look at pupil performance against the level descriptors in the National Curriculum.
- ensure that every teacher is aware of the methods of screening and standardising familiar to every teacher. Glannau Menai, Suffolk, Whole School Tests, NFER Mathematics are used.
- being open and willing to respond when parents express concern, the concern of the pupil himself or the concerns of other professional workers.

Arrangements for Access by ALN pupils to the wider and balanced curriculum, including the National Curriculum

Every ALN pupil will follow the curriculum along with other pupils. If difficulties occur, then:

1. Individual attention will be given within the classroom
2. Teachers and the ALN teacher will prepare work for the individual
3. Co-operation with other pupils will be arranged - reading workshops, maths etc
4. Consultation with support agencies
5. Discussions with parents
6. Individual learning plans drawn up for pupils within the School Support system, School Support and More and for pupils who are on a Statement.

Arrangements for partnership with parents

The school acknowledges the vital influence of parents on the educational progress of their children. In order to ensure an effective partnership, co-operation with parents is encouraged by means of:

- Pay attention professionally, to the concerns of parents - discussing those concerns for a reasonable time and at the first available opportunity
- Liaise with parents when appropriate steps have been agreed upon to deal with the learning difficulties through 'Action by the School' or 'Action by the School and More' and asking them for their opinions
- Pay attention to the importance of help from parents when this is appropriate
- Give professional attention to parents' opinions when forming individual educational plans
- Share knowledge regarding sources of support
- Ensure that this policy in full is available for parents to read
- Involve parents in regular reviews of their child's progress
- Ensure that there is a section dealing with ALN in the School Handbook

Contacts with other mainstream schools and also special schools, including arrangements for when pupils change or leave schools

The school has close contacts with schools in the catchment area and has discussions with them when a pupil is:

- moving from one mainstream school to another - need to obtain details
- moving from primary to secondary school - transfer of information, review meetings



YSGOL UWCHRADD TYWYN

MOBILE PHONE POLICY

The school does not allow pupils to be in possession of a mobile phone during school hours (including break or lunch times), for the following reasons:

- value of a mobile phone (and the temptation to steal)
- the possibility of a mobile phone disrupting lessons
- the use of a mobile phone in bullying
- the use of a mobile phone to take pictures of/to film pupils and staff
- the use of a mobile phone in place of a calculator

1. If parents consider it vital that their child needs to use a mobile phone before or after school, they may bring the phone to school and hand it in to the office for the day. Each case will be considered on an individual basis following receipt of a letter from parents outlining the situation.
2. If pupils need to contact parents during the day, they may use the school phone from reception.
3. Individual exceptions may be made to this policy in special circumstances (e.g. medical). In such circumstances the matter will be discussed with parents and staff notified.
4. On school trips which return to Tywyn after 2.45pm, pupils will be allowed to take a mobile phone with them on the trip.
5. If a pupil is caught with a mobile phone during school hours, the following procedure will ensue:
 - ⇒ confiscate the phone from the pupil for a specific period
 - ⇒ If there is reasonable doubt that the phone has been used in an inappropriate way in school (e.g. taking pictures during lessons, filming incidents in school, etc), the phone will be examined in the presence of the pupil.

POLICY FOR THE EDUCATION OF LOOKED AFTER CHILDREN

Nationally, Looked after Children significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that Looked after Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being, in line with 'Every Child Matters'.

Helping Looked after Children succeed and providing a better future for them is a key priority and this policy takes account of:

- The LEA's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked after Children (LAC).
- Relevant DfES guidance to Governing Bodies (Supporting Looked after Learners: A Practical Guide for School Governors)

Ysgol Uwchradd Tywyn's approach to supporting the educational achievement of Looked after Children is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and wellbeing
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

This policy links with a number of other school policies and it is important that Governors have regard to the needs of Looked after Children when reviewing them:

- The School Code of Conduct
- Behaviour Policy
- Discipline Policy
- Home School Agreement
- Anti-bullying Policy
- Equal Opportunities Policy
- Child Protection Policy
- Additional Learning Needs Policy

The school will champion the needs of Looked after Children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

The designated member of staff at the school with responsibility for promoting the educational achievement of Looked-after children is Mrs Helen Lewis.

LIST OF TEACHERS AND STAFF - 2018-2019

| | |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| MRS SUE BOWEN | HEAD OF SCIENCE/ KS3 ASSESSMENT CO-ORDINATOR |
| MR JAMES CARVER | SCIENCE |
| MISS GWYNETH DAVIES | COVER SUPERVISOR PHYSICAL EDUCATION SKILLS |
| MRS RHIAN DAVIES | HISTORY ENGLISH GENERAL MENTOR |
| MR MARK FREEMAN | HEAD OF EXPRESSIVE ARTS DT ICT ART |
| MR EDWARD HUGHES | MATHEMATICS ASTRONOMY FRENCH |
| MRS HANNAH HUGHES | ENGLISH DRAMA |
| MRS SIAN JARMAN | HEAD OF WELSH WELSH LITERACY COORDINATOR RELIGIOUS EDUCATION |
| MRS HELEN LEWIS | HEADTEACHER ENGLISH |
| MRS ALISON MILTON | HEAD OF MATHEMATICS AND ICT NUMERACY CO-ORDINATOR DIGITAL COMPETENCY CO-ORDINATOR |
| MISS ELLIW MORRIS | GEOGRAPHY WELSH |
| MR SIMON NEWBY | HEAD OF ENGLISH / LITERACY CO-ORDINATOR |
| MR ISLWYN PHILLIPS | GRAPHICS, TECHNOLOGY PUPIL PROGRESS CO-ORDINATOR ADDITIONAL LEARNING NEEDS CO-ORDINATOR PRIMARY/SECONDARY LIAISON |
| MRS RHIAN PUGHE | MUSIC CITIZENSHIP |
| MRS G ROBERTS | MATHEMATICS |
| MISS SIONY RUDD | PHYSICAL EDUCATION WBQ CO-ORDINATOR |
| MR DAVID THORP | DEPUTY HEADTEACHER PHYSICAL EDUCATION GEOGRAPHY |
| MISS ANNE-SOPHIE TRONET | HEAD OF TECHNOLOGY FRENCH FOOD TECHNOLOGY KS3 CATERING |
| MISS LORNA WILLIAMS | SCIENCE |
| MRS NIA WILLIAMS | WELSH RELIGIOUS EDUCATION PSHE CO-ORDINATOR CAREERS WELSH LANGUAGE DEVELOPMENT |

AUXILLIARY STAFF

MR MICHAEL DAVIES

MISS LYNSEY EVANS

MR PAUL INGRAM

MISS SUE SMITH

MRS RUTH OWEN

MISS MELANIE PRATT

CARETAKER

FINANCIAL OFFICER

COMPUTER TECHNICIAN

ATTENDANCE ASSISTANT

CLERICAL ASSISTANT

SCIENCE TECHNICIAN

MS MICHELLE BAIN

MISS CASSIE GRIFFITHS

MR MARK HULME

MRS SANDRA LEWIS

MISS HEULWEN LLOYD

MS DAWN NORTHERN

MR WAYNE OYSTON

MRS RACHAEL JENKINS

LEARNING SUPPORT TUTOR

HIGHER LEVEL TEACHING ASSISTANT
TEACHER OF WELSH 2nd LANGUAGE

LEARNING SUPPORT TUTOR

LEARNING SUPPORT TUTOR

LEARNING SUPPORT TUTOR

LEARNING SUPPORT TUTOR

LEARNING SUPPORT TUTOR

COOK

MRS ELEN PUGH

NURSE ANN HUGHES

MARED LLWYD ROBERTS

MS NIA PRITCHARD ROBERTS

MISS BETHAN WILLIAMS

CLUB 5X60 CO-ORDDINATOR

SCHOOL NURSE

SCHOOL CUNCILLOR

EDUCATION WELFARE OFFICER

WELLBEING AND INCLUSION CO-ORDINATOR

AGENCY SUPPORT

MR STUART GRAY

PC JOHN PAUL ROWLANDS-RALPH

(CAHMS)

POLICE SCHOOL LIAISON

YSGOL UWCHRADD TYWYN

2018 - 2019

COUNTY COUNCIL REPRESENTATIVES

Cynghorydd/Councillor Anne Lloyd Jones

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Cynghorydd/Councillor Louise Hughes

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01654 710137 (Genesis)

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GOVERNORS CLERK

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Y S G O L U W C H R A D D T Y W Y N

HOME SCHOOL POLICY

Partnership Agreement between Home and Ysgol Uwchradd Twyn

| | As a parent I will do my best to.... | As a student I will do my best to.... | As a school we will do our best to.... |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Being prepared for school | <ul style="list-style-type: none"> Send my son/daughter in full school uniform. Ensure my son/daughter brings the right equipment. Ensure my son/daughter attends school and notify the school of any unavoidable absence. | <ul style="list-style-type: none"> Always wear full school uniform properly. Bring the right equipment to school. Attend every lesson on time. | <ul style="list-style-type: none"> Insist that school uniform is worn. Tell your son/daughter what he/she needs for lessons. Encourage good attendance and punctuality. |
| Class and additional work | <ul style="list-style-type: none"> Take an interest in my son/daughter's work. Encourage my son/daughter always do his/her best. Make sure my son/daughter does his/her additional work with reference to the Student Contact Book | <ul style="list-style-type: none"> Listen to my teachers and work hard. Write all additional work in my planner, do my additional work and hand it in on time. Allow others to work without interference. Work hard to meet targets. | <ul style="list-style-type: none"> Provide a broad and balanced curriculum. Set appropriate work which will be marked regularly. Provide additional (home) work appropriate to age and level of study. Agree targets for your son/daughter. |
| Behaviour | <ul style="list-style-type: none"> Encourage my son/daughter to have high standards of behaviour Encourage my son/daughter to respect others, the environment, learning and him/herself. | <ul style="list-style-type: none"> Behave well in and out of school and follow the Behaviour Code. | <ul style="list-style-type: none"> Encourage respect and constantly promote high standards of behaviour. |
| Pastoral support | <ul style="list-style-type: none"> Let the school know of any problems likely to affect my son/daughter's learning. | <ul style="list-style-type: none"> Let my tutor know if I have any worries. | <ul style="list-style-type: none"> Listen and respond quickly to any concerns. Treat students according to their individual needs and to tackle bullying, discrimination and other inappropriate behaviours. |
| Links with school | <ul style="list-style-type: none"> Support school events, activities and the PTFA. Attend parents' evenings and information evenings. Read letters from school and reply where necessary. Support the school if sanctions, e.g detention or internal exclusion become necessary. | <ul style="list-style-type: none"> Find out what opportunities are open to me and involve myself wherever possible e.g. clubs, societies, teams, visits). Take all letters and other information home to my parent(s). Recognise the consequences of poor behaviour and complete any sanctions, as required by the school. | <ul style="list-style-type: none"> The website will inform you regularly of school events and the newsletter will be sent out each term. Hold annual parents' and relevant information evenings. Report annually on your son/daughter's progress, attendance and punctuality. Inform you of any worries, concerns or successes, where necessary. |
| Health | <ul style="list-style-type: none"> Send my son/daughter to school aware of the links between a healthy lifestyle and motivation and success at school. | <ul style="list-style-type: none"> Take an active part in PE lessons and extra-curricular sport. Eat and drink sensibly at appropriate times in the day. | <ul style="list-style-type: none"> Provide opportunities for students to participate in a wide variety of sporting activities. Provide access to healthy food and water. |

Parent's/Guardian's signature: _____

Student's signature: _____

Signed on behalf of the school: _____

Pupils in Year 11**Number of pupils in Year 11 who were on roll in January 2018: 41****Percentage of pupils in Year 11 who:**

achieved an A*-C Grade in :

| | English / Welsh | English | Welsh (2) | Science | Maths | Maths - Numeracy | Best of Maths | Core subject indicator (3) |
|-----------------|-----------------|---------|-----------|---------|-------|------------------|---------------|----------------------------|
| School 2017/18 | 68 | 66 | 40 | 85 | 73 | 71 | 76 | 59 |
| LA Area 2017/18 | 69 | 52 | 70 | 67 | 56 | 59 | 62 | 53 |
| Wales 2017/18 | 65 | 63 | 74 | 63 | 59 | 58 | 64 | 53 |
| School 15/16/17 | 76 | 75 | 40 | 84 | 45 | 46 | 48 | 62 |
| School 14/15/16 | 78 | 77 | 40 | 85 | 24 | 25 | 26 | 61 |

Number of boys in Year 11 who were on roll in January 2018: 21**Percentage of boys in Year 11 who:**

achieved an A*-C Grade in :

| | English / Welsh | English | Welsh (2) | Science | Maths | Maths - Numeracy | Best of Maths | Core subject indicator (3) |
|-----------------|-----------------|---------|-----------|---------|-------|------------------|---------------|----------------------------|
| School 2017/18 | 57 | 52 | 33 | 86 | 76 | 81 | 81 | 52 |
| LA Area 2017/18 | 59 | 41 | 60 | 64 | 54 | 59 | 62 | 49 |
| Wales 2017/18 | 56 | 54 | 65 | 60 | 57 | 58 | 62 | 48 |
| School 15/16/17 | 65 | 62 | 35 | 84 | 49 | 52 | 52 | 54 |
| School 14/15/16 | 65 | 63 | 36 | 83 | 29 | 31 | 31 | 56 |

Number of girls in Year 11 who were on roll in January 2018: 20**Percentage of girls in Year 11 who:**

achieved an A*-C Grade in :

| | English / Welsh | English | Welsh (2) | Science | Maths | Maths - Numeracy | Best of Maths | Core subject indicator (3) |
|-----------------|-----------------|---------|-----------|---------|-------|------------------|---------------|----------------------------|
| School 2017/18 | 80 | 80 | 47 | 85 | 70 | 60 | 70 | 65 |
| LA Area 2017/18 | 80 | 63 | 81 | 69 | 57 | 59 | 61 | 57 |
| Wales 2017/18 | 74 | 72 | 83 | 66 | 61 | 58 | 65 | 58 |
| School 15/16/17 | 90 | 90 | 46 | 84 | 40 | 39 | 43 | 70 |
| School 14/15/16 | 92 | 92 | 45 | 88 | 18 | 19 | 21 | 67 |

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (DAQW) at <https://www.qiw.wales/>

(2) Note that the denominator for this indicator is the number pupils in Year 11 who entered Welsh First Language, rather than the total number of pupils in Year 11

(3) From 2017 onwards Welsh and English literature qualifications do not count in the calculation of the CSI.

.. Data not available.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2018 : 41

Percentage of pupils in Year 11

who:

| | entered at least one qualification | achieved the Level 1 threshold | achieved the Level 2 threshold | achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics | Average capped 9 (2) points score per pupil | Average capped 8 (2) wider points score per pupil | Average wider points score per pupil |
|-----------------|------------------------------------|--------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------|--------------------------------------|
| School 2017/18 | 100 | 100 | 83 | 59 | 17 | 381 | 345 |
| LA Area 2017/18 | 99 | 96 | 69 | 55 | 19 | 361 | 329 |
| Wales 2017/18 | 99 | 94 | 67 | 55 | 18 | 350 | 320 |
| School 16/17/18 | 100 | 100 | 88 | 66 | 17 | 247 | 360 |
| School 15/16/17 | 100 | 100 | 93 | 66 | 20 | 136 | 372 |

Number of boys in Year 11 who were on roll in January 2018 : 21

Percentage of boys in Year 11

who:

| | entered at least one qualification | achieved the Level 1 threshold | achieved the Level 2 threshold | achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics | Average capped 9 (2) points score per pupil | Average capped 8 (2) wider points score per pupil | Average wider points score per pupil |
|-----------------|------------------------------------|--------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------|--------------------------------------|
| School 2017/18 | 100 | 100 | 86 | 52 | 14 | 374 | 340 |
| LA Area 2017/18 | 98 | 94 | 64 | 50 | 15 | 346 | 315 |
| Wales 2017/18 | 99 | 92 | 61 | 50 | 14 | 336 | 307 |
| School 16/17/18 | 100 | 100 | 86 | 57 | 13 | 245 | 355 |
| School 15/16/17 | 100 | 100 | 88 | 59 | 13 | 148 | 361 |

Number of girls in Year 11 who were on roll in January 2018 : 20

Percentage of girls in Year 11

who:

| | entered at least one qualification | achieved the Level 1 threshold | achieved the Level 2 threshold | achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics | Average capped 9 (2) points score per pupil | Average capped 8 (2) wider points score per pupil | Average wider points score per pupil |
|-----------------|------------------------------------|--------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------|--------------------------------------|
| School 2017/18 | 100 | 100 | 80 | 65 | 20 | 389 | 351 |
| LA Area 2017/18 | 99 | 97 | 76 | 59 | 24 | 377 | 344 |
| Wales 2017/18 | 99 | 95 | 73 | 61 | 22 | 365 | 334 |
| School 16/17/18 | 100 | 100 | 91 | 76 | 22 | 249 | 367 |
| School 15/16/17 | 100 | 100 | 97 | 74 | 28 | 123 | 383 |

- (1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QiW) at <https://www.qiw.wales/>
- (2) Average capped 9 / 8 wider point scores are calculated using the best 9 / 8 results but must include certain subjects. See notes for further details.
- .. Data not available.

SCHOOL TARGETS AND RESULTS

| KS3 | School Targets 17/18 | School Results 17/18 |
|------------------------|----------------------|----------------------|
| Welsh First Language | 78% | 77% |
| English | 97% | 95% |
| Mathematics | 93% | 100% |
| Science | 93% | 100% |
| Core Subject Indicator | 92% | 95% |

| KS4 | School Targets 17/18 | School Results 17/18 | County Results 17/18 |
|-------------------------|----------------------|----------------------|----------------------|
| Level 1 | 100% | 100% | 96% |
| Level 2 | 86% | 83% | 70% |
| Level 2+ | 69% | 59% | 55% |
| Capped Point Score | 384.4 | 381.9 | 360.8 |
| Attendance % | 96.12% | 95.3% | 94.8% |
| Authorised Absences % | | 4.6% | |
| Unauthorised Absences % | | 0.1% | |

Destination of School Leavers

The following is the current evaluation of the destination of pupils who left school in July 2018

| | |
|--------------------------|----|
| Further Education | 41 |
| Training | 0 |
| Employment | 0 |
| Unemployed | 0 |
| Information not received | 1 |
| Total | 42 |



SCHOOL HOLIDAYS 2018-2019

TERM:

| | |
|-------------|-------------------------------------|
| Autumn 2018 | 3 September 2018 - 21 December 2018 |
| Spring 2019 | 7 January 2019 - 12 April 2019 |
| Summer 2019 | 29 April 2019 - 22 July 2019 |

Pupils will return to school on Tuesday, 4 September, 2018.

HOLIDAYS:

| | |
|-----------------------------------|----------------------|
| 29 October - 2 November 2018 | (Half Term) |
| 24 December 2018 - 4 January 2019 | (Christmas Holidays) |
| 25 February - 1 March 2019 | (Half Term) |
| 15 - 26 April 2019 | (Easter Holidays) |
| 6 May 2019 | (May Day) |
| 27 - 31 May 2019 | (Half Term) |
| 23 July - 30 August 2019 | (Summer Holidays) |

Schools will re-open for teachers on Monday, 2 September, 2019 and for pupils on Tuesday, 3 September (awaiting confirmation).

Number of days on which schools will be open every month:

| | |
|----------------|------|
| SEPTEMBER 2018 | 20 |
| OCTOBER 2018 | 20 |
| NOVEMBER 2018 | 20 |
| DECEMBER 2018 | 15 |
| JANUARY 2019 | 19 |
| FEBRUARY 2019 | 16 |
| MARCH 2019 | 20 |
| APRIL 2019 | 12 |
| MAY 2019 | 17 |
| JUNE 2019 | 20 |
| JULY 2019 | 16 |
| | ---- |
| | 195 |
| | ---- |

3 September 2018 – School Management Day
4 Inset Days

The number of days on which schools will be open to pupils is 190

Schools which close for elections to be held will open for the equivalent number of days at the end of the Summer Term.