

# YSGOL GYFUN GYMRAEG GLANTAF



**Prospectus**  
**2015-16**

## CONTACT DETAILS

### YSGOL GYFUN GYMRAEG GLANTAF

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#### Headteacher:

**Mr Alun Davies**

#### Deputy Headteacher:

**Dr Rhodri Thomas**

#### Assistant Headteachers:

**Mrs Janet Burnhill**

**Mr Iwan Lloyd**

**Mrs Sian Thomas**

**Miss Meleri Wyn Jones**

**Mr Dyfrig Rees**

#### Head of Year 7 / Transition

**Mr Andrew Walpole**

#### Additional Learning Needs Coordinator:

**Mrs Helen Sharkey**

#### Chair of Governors:

**Dr Hefin Jones**

# WELCOME

Dear Parents/Guardians

I am delighted to welcome you to Ysgol Gyfun Gymraeg Glantaf via the pages of our school prospectus. You have supported Welsh-medium education ever since you decided that your child would attend your local *Ysgol Feithrin*; and are, therefore, accustomed to the warm, welcoming and Welsh ethos of the *ysgolion Cymraeg*.

Glantaf strives to continually develop this ethos, being a school that enjoys a strong reputation for its care and its concern for the development of individual pupils, be that emotional, personal, physical or academic. We are very proud of the fact that we have an award-winning pupil mentoring system and that we have continued over many years to maintain our Investor in People status demonstrating the same concern for the wellbeing of the staff.

People are the most important constituents of a school, and I am pleased to tell you that the quality of teaching is one of the significant strengths of the school. Your child will receive enriching experiences in Glantaf and a broad and balanced education that seeks to ensure that pupils fulfil their potential.

The openness and welcoming spirit of the school is of paramount importance in our view, and we will be pleased to see you at any time. If you wish to discuss your child's progress other than in the annual parent/staff evenings, then please contact the Head of Year by telephoning to arrange a convenient date and time. The Head of Year is your primary contact on important matters. Daily routines, such as the Contact book, reasons for absence or circulars, for example, will be overseen by your child's form teacher.

Pupils, staff, parents and Governors take great pride in the ongoing success of our school: you will have heard of the sporting achievements of our students and may have attended our musicals and carol services or witnessed some of our many appearances on the Urdd National Eisteddfod stage. We hope that you are also aware of the high academic standards of the school and of our aim to ensure that all pupils realise their potential during their time within our care.

Thank you, therefore, for your ongoing support for the language and culture of Wales by opting for Welsh medium education at Ysgol Gyfun Gymraeg Glantaf.

Yours sincerely

Alun Davies

*Headteacher*

# MISSION STATEMENT AND AIMS

## Mission Statement:

*To offer a rounded education, equal opportunities, and enriching experiences, in the Welsh language, and in a supportive, Welsh atmosphere.*

## Aims

- To nurture the individual's full personality by offering experiences and opportunities that will promote development of the mind, the body and the soul, and will broaden horizons
- To assist every pupil to adopt attitudes, learn skills, gather information, and deepen understanding. All these will be relevant to their lives after leaving school, at work, at home, and in their leisure time, in a fast-changing world.
- To engender in every pupil a pride in their roots, respect for the language of their country, and loyalty to the society to which they belong, developing good citizens for Wales and the world
- To give the pupil's natural inquisitiveness an opportunity to develop an alert and questioning mind, and the ability to engage in logical argument, to arrive at balanced views, and to make their own decisions
- To ensure that every pupil develops the skill of effective communication, mainly in Welsh, by being involved in a full programme of curricular and extra-curricular activities
- To encourage the pupil to participate with enthusiasm to their full ability, in a responsible and self-disciplined way
- To encourage respect for others, for religious, spiritual, moral and cultural values, and to develop tolerance towards different creeds and attitudes
- To help the pupil appreciate human achievements and aspirations over the centuries
- To prepare, according to ability, every pupil to serve society and become a leader in that society
- To educate the pupils and to develop the abilities of the staff in an open, welcoming school, which cares for every individual and which develops a constructive relationship with all of its partners

## STATUTORY INFORMATION

**SCHOOL TYPE:**

Mixed Comprehensive

**MAINTAINED BY:**

Cardiff City Council

**AGE RANGE:** 11-18

**LANGUAGE CATEGORY:**

WM (Welsh Medium)

**NUMBER OF PUPILS:** 1160

**ADMISSION NUMBER:** 240

# School Details

## BACKGROUND

The school opened in 1978 and by 1986 had expanded to two sites. Since 1998, the school has been on one site once more, following the opening of Ysgol Plasmawr on the Glantaf lower school site. Since 1998 Glantaf has been a school for pupils in the eleven to eighteen age range attending the Welsh primary schools in the city to the east of the river Taff. Since September 2012 new pupils in the eastern areas of the city have attended Ysgol Gyfun Gymraeg Bro Edern, and since September 2013 pupils from Ysgol Gynradd Pwll Coch have attended Glantaf.

## SPORTS FACILITIES

- The school has excellent sports facilities with extensive playing fields set in pleasant surroundings along the banks of the river Taff. In addition we have:
- 2 Gymnasia
- Sports Centre
- All Weather Sports Pitch
- Excellent fitness facilities.

## OTHER FACILITIES

- Large Hall
- Resources Centre
- 12 Science Laboratories
- Information and Communication Technology Centre
- Technology Workshops
- Special Needs Unit
- Performing Arts Centre and Recording Studio

# Admissions Policy

## This policy corresponds to the County policy.

- Ysgol Glantaf accepts pupils from many Welsh medium primary schools in the city, and a detailed list is available from the school or from [cardiff.gov.uk](http://cardiff.gov.uk). These mainly lie to the East and South of the river Taf.
- Ysgol Glantaf accepts 11 year old pupils who are capable of receiving their education through the medium of Welsh. **We stress to all our parents that Glantaf is a Welsh medium school.**
- Ysgol Gyfun Gymraeg Glantaf supports the principle of a comprehensive education by offering this education to pupils of all abilities, without discrimination against race, creed, sex or disability as long as the pupils are able to cope with a Welsh medium education.
- Ysgol Glantaf accepts pupils with severe learning difficulties into our Special Unit.
- In certain circumstances, we accept pupils from outside the Authority who have received permission from the Local Authority.
- We also accept older pupils who have moved to the catchment area **if they are able to receive a Welsh medium education.**
- In special circumstances we accept pupils who are younger than the accepted transferable age after considering a psychologist's report and after receiving permission from the Education Authority.
- Applications for a place should be made to the Chief Schools' Officer, County Hall, Atlantic Wharf, Cardiff, CF10 4UW. Applications may also be made at [www.cardiff.gov.uk](http://www.cardiff.gov.uk).
- The school's Standard Admission Number is 240.
- The school provides an opportunity for prospective parents to visit during the year 6 open evening. If this is not possible then alternative arrangements may be made by contacting the head of year 7 and transition.

**Looked After Children:** We follow the county approach to the admission of looked after children. Our designated LAC officer is Mrs Janet Burnhill, who is responsible for supporting the welfare and achievement of looked after children. She works closely with the relevant heads of year to ensure appropriate provision for each pupil. Further details of our arrangements to support looked after children may be obtained from her.

# THE ETHOS AND VALUES OF THE SCHOOL

## The language of the School

The language policy of the school is implied in its title “Ysgol Gyfun Gymraeg Glantaf” and its motto “Coron Gwlad ei Mamiaith” (The Crowning Glory of a country is its language). Welsh is the official language of the school and it is also used in all extra-curricular activities, pastoral guidance and administrative work. We expect the pupils to speak Welsh on all occasions.

All subjects, except for English, are taught through the medium of Welsh.

Our aim is to develop the pupils’ confidence and proficiency in the language. Promoting the use of Welsh is the responsibility of the whole school.

We try to ensure that the pupils are bilingual when they leave Glantaf and that they have an awareness of their Welshness and are proud to be Welsh. We also provide opportunities to enrich the pupils’ use of the Welsh language as a means of communication.

We aim to increase the pupils’ enthusiasm for the language by helping them to appreciate the relevance of the language to the life of the school and today’s society. Pupils are encouraged to read Welsh books and periodicals, watch S4C, use Welsh medium websites, listen to Radio Cymru and attend establishments such as Aelwyd yr Urdd, chapels, churches, theatres, etc., where Welsh is used.

## Parents’ Role

We ask for parents’ support in ensuring that children look upon themselves as truly Welsh. In this way they can raise the awareness of the relevance and value of the language being taught to their children and strengthen their commitment to the language.

We ask parents or guardians to sign the school/home contract which is printed inside the front cover of the *Llyfr Cyswllt* [the Contact Book].

*Glantaf is a Welsh medium school and its Welsh ethos is very important. It is vital that pupils and parents realise this. We hope that they will discuss this and commit themselves to supporting the language policy of the school.*

The practical contribution of the diligent and hardworking **Friends of Glantaf (Parent and Teacher Association)** is greatly valued. Numerous social events are organised regularly and their substantial financial support has provided us with the funds to buy extra resources for the school such as the mini bus, computers and improvements to the school environment.

## GLANTAF EXPECTATIONS

- CYMREICTOD
- COURTESY
- RESPECT.

## Pastoral Care

Usually the pupils remain in their original registration forms throughout years 7 - 11. The Form Teacher will endeavour to get to know each individual in his/her class well. He/she will always be ready to listen and to advise on matters to do with school work or of a personal nature. Every effort is made to safeguard the welfare and happiness of the individual. The work of the Form Teacher is reinforced by the personal Mentors and the Heads of Year who are responsible for particular years.

Parents are requested to inform the Head of Year if they feel that the school should know about any problem which is likely to affect the academic, personal or social development of their children. We can assure parents that any information received will be treated completely confidentially and professionally and be used only for the child's benefit.

There is no place for bullying in the ethos of the school and we try to ensure that the school is a happy place for everyone. We try to prevent bullying from taking place, but if it does, teachers respond immediately and treat it seriously. The school has a definite policy and it is part of our Social and Personal Education course. We do our best to create a climate where children are prepared to discuss their feelings, and are confident enough to inform a teacher if they themselves are being bullied or if they are aware of another pupil being bullied. Parents should contact the school immediately if they believe that their child is being bullied.

We also have First Aiders on the premises should medical attention be required.

## Safety and Security

Visitors are expected to sign the visitors' book in the reception office, and to wear the visitors' badge for the duration of their stay in school.

Pupils from years 7-11 are not permitted to leave the school grounds during the school day, including the lunch break. Failure to comply results in sanctions.

The exterior of the buildings and the school yards are well covered by security cameras, strategically located, while the entire site is secured by a tall, strong fence. When the school is not inhabited, it is secured by burglar alarms.

A fire drill takes place regularly, and the alarm is connected to the local fire station. Should the fire alarm be activated accidentally, we still evacuate the premises.

## Home School Agreement

The home/school agreement reflects the school's expectations of Cymreictod, Courtesy and Respect. The home and school agree to:

- Provide a rounded education through the medium of Welsh.
- Education of a high standard.
- Support and encourage high expectations.
- Encourage achievement and attainment of the highest standard.
- Encourage respect to all others.

A copy of the agreement is included in the contact book.

# Spiritual, Moral, Social and Cultural Development

The ethos of the school, as well as the teaching of every subject within the curriculum, promotes the spiritual, moral, social and cultural development of the pupils. It offers a foundation for their adult lives in the community and enables them to appreciate the culture of Wales and its heritage.

The values of Ysgol Glantaf aim to create an ethos where pupils are aware of the importance of:

- (a) recognising the difference between good and bad
- (b) telling the truth
- (c) keeping a promise
- (d) respecting the rights and possessions of others
- (e) behaving fairly towards others
- (f) helping those who are less fortunate, the weak and needy
- (g) taking responsibility for their actions and accepting the consequences of those actions
- (h) self-discipline

## **Aims**

In partnership with the home, the school should enable the pupils to:

- (a) search for meaning and purpose by questioning
- (b) acquire self-knowledge - an awareness of oneself in terms of thoughts, feelings, emotions and the development of self-respect
- (c) build up relationships with others and recognise the worth of each individual and the community
- (d) express their thoughts and inspiration through art, music, dance, literature, crafts and exercise their imagination
- (e) respond to beauty and kindness, be aware of the hurt caused by injustice or aggression, be aware of the need to control feelings and emotions, thereby becoming more understanding and tolerant
- (f) distinguish between good and bad
- (g) be aware of and respect the rules and conventions of society
- (h) behave morally as a matter of principle
- (i) make wise decisions about moral matters
- (i) accept responsibility and show initiative
- (k) broaden their social and cultural experiences



These values are promoted through :

- 1) the ethos and general life of the school
- 2) the school's curriculum
- 3) assemblies

**1. The Ethos of the School**

- (a) This is reflected in the aims of the school and in all our policies.
- (b) We ensure that pupils, staff and parents are aware of and accept common values within the school community.
- (c) We encourage an understanding and appreciation of their Welsh heritage and culture.
- (d) Support for charities  
We adopt one main charity every year, in addition to supporting other charities from time to time, e.g. Children in Need.

**2. The School's Curriculum**

- (a) Every subject in the curriculum enhances spiritual, moral, social and cultural development.
- (b) Pupils are given the opportunity to discuss and express their views in every subject.

**3. Assemblies**

- (a) Every form and form teacher are responsible for an assembly in their turn.
- (b) Pupils take part thereby giving them the opportunity to consider beliefs, and the importance of prayer, reflection and silence.
- (c) They are also given the opportunity to reflect on the relevance of beliefs and ideas to their lives.
- (d) Pupils develop a sense of community whilst learning to consider the needs of others.
- (e) Assemblies promote and underline the values of the school and help pupils to distinguish between good and bad.
- (f) Assemblies provide an opportunity to publicise and celebrate the successes and good practices of the school.
- (g) Assemblies promote the spiritual, moral and social development of the pupils.

## Extra-curricular Activities and Courses

Our aim is to give every pupil a full and comprehensive education. We encourage our pupils to participate in all aspects of school life. They are given the opportunity to develop their skills and confidence in many areas outside the classroom.

Many interschool house activities are held. The pupils are split into four 'houses' – Dewi, Dyfrig, Illtud and Teilo, and numerous competitions/ activities are held during the year eg Eisteddfod, Cross Country, Athletics, Sports Festival.

We support a variety of activities organised by Urdd Gobaith Cymru, different sporting, musical and drama events and we are delighted with our continued success in numerous and various competitions. Every October, Year 7 visit the Urdd Camp at Llangrannog.

Our public productions reflect the pupils' talents across the Curriculum and underline the commitment and contribution of many Departments.

Visits abroad give pupils the opportunity to widen their horizons. The Modern Languages Department has developed a close link with Landerneau in Brittany and with Bergneustadt near Cologne through their annual exchange scheme. Many other continental visits are organised by numerous departments.

Additionally, many visits are organised by various departments eg to Outward Bound centres, field courses, different establishments, and courses associated with the Duke of Edinburgh Award Scheme.

A number of activities also take place during the lunch hour and after school under the voluntary direction of members of staff and sixth form students. Pupils are strongly encouraged to participate and enjoy these activities.

## Charging Policy

A charge is made for courses that are not an essential part of the curriculum, but we ask for voluntary contributions for other courses. Grant funding is used to reduce or eliminate the cost for pupils entitled to free school meals.

# Games

Glantaf has a rugby pitch, an all weather sports pitch and a hockey pitch. Additionally we have an extensive tarmac area for netball, as well as two gymnasia and a sports centre.

We aim at achieving a balance between games in which all pupils are given an opportunity to compete and those which are in a more challenging arena. The first category includes our inter-house games, the annual cross-country run for the entire school, or the Sports Festival. A very large number of pupils take part in a wide range of sports, on the field and indoors.

Glantaf is renowned for arranging a host of competitive sports in the more traditional games: rugby, football, hockey, basketball, tennis, athletics, swimming, badminton or cricket. The fixtures are held after school hours or during week-ends against local schools or teams from further afield, in England and overseas. Generations of Glantaf pupils have enjoyed overseas tours, and have played against teams of a high standard, thereby forging useful international links. We believe that games offer pupils of all abilities the opportunity to exhibit their strengths, and through team playing build a sense of partnership and of responsibility towards others. We also applaud the outstanding achievements of individuals who have represented Wales and their photographs are displayed in one of the main corridors in school.

Glantaf is fortunate in having several members of staff who train or support teams, and thereby give a greater number of pupils the opportunity to participate in inter-school games than if teams depended on the PE Department alone.

## Keeping Healthy

Pupils are supported in making healthy decisions in science, physical education, PSE and food lessons. These include the importance of a balanced diet and regular exercise. The school provides a wide range of extracurricular sports and the school catering service serves a wide range of healthy food and drink. All provision meets the requirements of the national 'Appetite for Life' programme.

## KS4 Curriculum

There are significant changes to key stage 4 qualifications being implemented at present. These changes may affect the curriculum and subjects available nationally in future.

# Curriculum

We believe that the curriculum means: all activities that pupils participate in and which are connected with the life of the school, in lessons, outside lessons, homework, assemblies, voluntary work, games, cultural and humanitarian activities, the subjects and the schemes of work, basic skills and study skills.

We offer a wide, balanced and relevant curriculum throughout the school. At the end of Key Stage 3, the pupils make certain choices and begin the process of specialising in certain subject areas but the width and balance of the curriculum continues. During Key Stage 4 academic options are not entirely closed to them and the basic principle of continuing this development in the Sixth form, in colleges of further education or in training outside school is encouraged.

The importance of thinking, contemplating, listening, speaking, reading and writing developing numeracy and IT is underlined across the curriculum.

Parents or guardians who have a formal complaint about the curriculum have the right to contact the Clerk of the Governing Body (see School's Address).

### **Key Stage 3 [Years 7, 8 and 9]**

**Subjects:** Welsh, English, Mathematics, Science, French or German, History, Religious Education, Geography, Art, Music, Drama, Design and Technology, Information Technology, Physical Education, Personal and Social Education (PSE).

Years 7, 8 and 9 are organised into two teaching bands of equal ability range. Teaching classes are set within each of these bands according to ability. Physical Education and D&T classes are mixed ability groups within the band. Registration classes are mixed ability. Additional lessons are given to pupils with special educational needs.

Some pupils start a second modern language in Year 9.

### **Key Stage 4 (Years 10 & 11)**

Mixed ability classes continue in Registration, Physical Education, Welsh Bac and the PSE course, but there is setting in Mathematics, Welsh, English, Science and Religious Education. The groups in option subjects are of mixed ability but subjects that have more than one group in a particular column may also set.

### **Optional Subjects [in addition to the core subjects listed above]**

<i>Languages</i>	French, German, Latin
<i>Humanities</i>	History, Geography, Religious Studies, Humanities
<i>Creative</i>	Music, Drama, Art, Media Studies, Physical Education
<i>Technology</i>	Design and Technology, Resistant Materials Technology, Graphic Products, Textiles, Child Development, Catering, Information Technology, Electronics
<i>Business/Commerce</i>	Business Studies, Economics
<i>Vocational</i>	Construction, Hairdressing and Beauty, Computer Maintenance, Car Maintenance.

## **Years 12 and 13**

### **AS & A2 Subjects**

Chemistry, Biology, Physics, Computing, Mathematics Pure and Mechanics, Mathematics Pure and Statistics, Double Mathematics, Welsh, English, German, French, Latin, History, Geography, Religious Studies, Politics, Music, Music Technology, Art and Design, Drama, Media Studies, Physical Education, Design and Technology: Product Design, Economics, Sociology, Psychology

### **Advanced Vocational**

Health and Social Care, Travel and Tourism, Leisure and Recreation , Business Studies

### **Vocational Courses**

BTEC Tourism, BTEC Sport, CACHE Child Care, Public Services, Computer Maintenance  
ASDAN Working towards independence, Glantaf Higher Education Certificate

### **Additional Information:**

All students will follow the Welsh Baccalaureate and up to four AS qualifications in year 12. GCSE re-sit lessons will be timetabled for Mathematics, English and Welsh according to demand. To re-sit other GCSE examinations pupils will need to follow Year 11 lessons.

Any further information can be obtained from the school handbooks which are produced annually:

*Options at 14+*

*Options at 16+*

The school's policies are available for any parent who wishes to see them, in accordance with the school's guidelines and policy.

In April 2011, the school underwent a general inspection and copies of the summary report are available from the school office.

### **Teaching methods**

We use an appropriate range of teaching methods: whole class work, group, paired and individual activities. Teaching may be teacher-centred, or it may concentrate on the individual pupil completing a variety of tasks, including the use of Information Technology. We have over 250 computers in Glantaf, and every pupil has his own e-mail address. Pupils may also use the internet to do their research work.

## Post-16 Curriculum

There are significant changes to post-16 qualifications at present and these may affect the courses available nationally in future.

## Religious Education

According to the 1988 Education Act, Religious Education is a statutory subject for every pupil in the School. Religious Education is an integral part of the School's Curriculum. The courses reflect the local community of the School. A unique opportunity is given to learn about the six major world religions with the main emphasis on Christianity. The School is non-denominational and this is reflected in the Religious Education courses. Many interesting aspects of each religion are studied and discussed including founders, festivals and celebrations, rites of passage, holy books, places of worship etc. There is also an opportunity to discuss humanist, atheist and agnostic beliefs. The aims of the courses are to demonstrate that religion is a way of life, as well as promoting respect and tolerance towards others. You have the right to request that your child is removed wholly or partly from religious education or collective worship. Please contact the head of year if you wish to discuss alternative arrangements for religious education.

## Personal, Social and Health Education

Great emphasis is placed on the personal and social development of the individual. The course includes active citizenship, health and emotional well-being, moral and spiritual development, preparing for lifelong learning and sustainable development and global issues.

We aim to extend the pupils' experiences by raising their awareness of Equal Opportunities. Ysgol Gyfun Gymraeg Glantaf operates an Equality Policy and believes that all young people should be enabled to maximise their abilities and potential in education and training irrespective of sex, race, colour, creed or disability. Equality of opportunity is the concern of the whole school, covering both the curriculum and the hidden curriculum. It is an integral part of the ethos of the school and involves teaching staff, non-teaching staff and auxiliaries.

Health Education is a significant and integral component of the curriculum for all pupils so that they may acquire knowledge and understanding of health issues and develop the appropriate skills and attitudes which lead to a responsible and healthy life-style.

Drug education and sex-education are taught within the framework of the school's PSHE programme at appropriate stages in the pupil's development. Due regard is given to parental co-operation, sensitivity to background, careful planning and the importance of a moral framework.

# Sex Education

## Definition

Sex Education in school is a development process beginning in the Primary School and continuing throughout the young person's school career. It is not about propaganda nor is it limited to factual information but about helping young people to examine their own and others' attitudes and values and then to make informed decisions. The pupils need to become aware of the consequences of their actions and also to become aware of their own sexuality.

## Aims and Purposes

- Educational:**
  - exploring ideas and concepts
  - gaining knowledge and information
- Pastoral:**
  - clarifying attitudes and values
  - becoming aware of differing views on sexuality
  - identifying and using support
  - development of self-esteem and responsibility
- Social:**
  - moral, ethical, religious and legal dimensions
  - outreaching to parents and community
- Preventative:**
  - unfulfilling relationships
  - unintended pregnancy
  - sexually transmitted infections

## Content

Sex Education is taught as part of the PSHE programme and is also an integral part of Biology lessons.

The following modules are included:

- Physical changes, puberty
- Human Reproduction and Development; contraception
- Personal decisions; emotional development
- Sex and the law
- Relationships; contraception; sexual diseases

## Resources

Audio visual aids are used by experienced and confident teachers. External agencies including visiting speakers approved by Cardiff Health Education Authority; books and leaflets; the School Nurse.

## To summarise

Sex Education needs to be taught in such a way that due regard is given to parental co-operation; sensitivity to background, careful planning and the importance of a moral framework.

## SEX EDUCATION

Parents/Guardians have the right to withdraw a child from lessons which are not an integral part of the National Curriculum.

# Work Related Education

## Aims

- Developing the learning experiences of the pupils and enriching the curriculum by incorporating industry links, including work experience.
- Developing an understanding that industry and society are interdependent and of the working relationships between various people in the workplace.
- Preparing young people for the opportunities, responsibilities and experiences of adult life.
- Using links with industry to support staff development.
- Providing opportunities for pupils to work as members of a problem solving team and gain experiences through the curriculum and extra-curricular activities.
- Developing a wide range of skills including literacy, numeracy, communication, cooperation, research, data analysis, decision making, analysing and evaluating.
- Promoting the social and personal development of pupils.
- Developing the knowledge and understanding, skills and attitudes relevant to work, leisure and citizenship.

## Delivery

### **Subject Lessons**

Departments within the school have forged their own contacts with people from the world of work. Additionally, a great number of links have been developed for PSE activities across the school's age range.

### **Work Experience**

Pupils are given the opportunity to attend work placements for a week in year 12. The placements can be arranged either by the Careers Wales service or by the pupils themselves through personal contacts. In both cases the pupils are advised before they decide upon their placements to try to ensure that the work experience that they receive will reflect their career and personal interests. Additionally, there is the opportunity for a small number of KS4 pupils to attend extended work experience placements in order to develop relevant skills prior to leaving school. These pupils spend less of their time in school but concentrate this time on improving their key skills.

### **Careers Service - Careers Wales**

Our Careers Officer from Careers Wales visits the school regularly to discuss with and advise pupils. The Careers Officer is also present on parents' evenings and external examination results days, again to discuss options and offer advice.

### **Careers Service - School**

- |             |                                                                                                                                       |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Year 11     | - The main focus for this year is the individual careers interview.                                                                   |
| Years 12&13 | - The main focus for year 12 is to prepare for the period of work experience and in year 13 emphasis is placed on career preparation. |



## Enterprise Days

Enterprise Days are held across the age and ability range of the school. The activities are tailored to the needs of a particular year, for example, Year 10 carry out an activity which deals with preparing for work experience whilst year 9 develop their team-working skills whilst creating a 're-cycled toy'. All of the activities emphasise teamwork and the development of skills employers' have outlined as vital skills for successful integration in the workplace. A team of advisers from industry, organised by Careers Wales, assist us on these days.

## Complaints Procedure

We will attempt to deal with any complaints informally in the first instance, however if this does not resolve the issue then please contact the deputy head or headteacher to obtain details of the procedures for dealing with complaints regarding the curriculum and other relevant matters.

## SCHOOL EXPECTATIONS

The school's expectations are Cymreictod, Courtesy and Respect. We expect all members of the school community to reflect these values in their behaviours. The list below shows examples of how this may be done:

We show our Cymreictod by:

- Speaking Welsh consistently in the school and in extra-curricular activities.
- Contributing the cultural and competitive activities, such as those organised by the Urdd.
- Encouraging and supporting others in showing their Cymreictod.

We show courtesy and respect to each other by:

- Listening carefully and responding appropriately to others.
- Avoiding any behaviour that may disturb the work of others.

We show courtesy and respect to our teachers by:

- Being punctual to all lessons.
- Following the set seating plan.
- Keeping the contact book on the desk in all lessons.
- Work quietly and follow instructions the first time.
- Putting a hand up to ask a question.
- Arriving and leaving the lesson in an orderly manner.
- Keeping electronic devices such as mobile phones out of sight and switched off.

We show courtesy and respect to our education by:

- Being present and punctual every day, and punctual to every lesson.
- Brining all the required equipment to each lesson.
- Doing our best every time.
- Being organised and keeping to deadlines.
- Ensuring that any missed work is copied up.
- Using computers for schoolwork only.

We show courtesy and respect to our school by:

- Wearing the correct school uniform.
- Keeping on the school site throughout the school day.
- Putting rubbish in the bin and keeping the school site clean.
- Not chewing gum on the school site or using tippex or felt pens.

***WE MUST REMEMBER THAT EVERYONE HAS THE RIGHT TO RECEIVE THE BEST  
EDUCATION POSSIBLE***

***WE MUST SPEAK WELSH AT ALL TIMES UNLESS THE LANGUAGE OF THE LESSON IS  
DIFFERENT.***

# DISCIPLINE

We try to create a positive climate in the school in order to influence the behaviour of the pupils. Everyone has a responsibility for ensuring that high standards are maintained throughout the school and parents play a vital role in promoting good behaviour in partnership with the schoolteachers. The best form of discipline is self-discipline. We try to create a sense of community within and outside the school based on a sense of purpose and shared values. We aim to create a sense of belonging and to create a positive, supportive and safe environment.

The fundamental expectations of the school are Cymreictod, Courtesy and Respect. These expectations will be emphasised and re-inforced regularly. Unacceptable behaviour will lead to steps in the behaviour system and these are noted in the contact book to ensure parents are aware.

At the same time we recognise each pupil's strengths and promote pride in the school. One of the means of achieving this is the way we use Commendations such as merit stamps which are also recorded in the contact book.

We ask for the support of parents, so that in partnership with the school we can ensure that a high standard of behaviour is maintained.

Parents have the right to appeal against exclusion of pupils by writing to the Clerk of the Governing Body at the school.

## Homework

Each pupil throughout the school is given a School Contact Book (“Llyfr Cyswllt”) and homework is regularly set. The pupil should enter the details of the homework in the School Contact Book on every occasion. This enables parents to monitor and check that the homework is done conscientiously. The book is an important link between the school and the home.

The school’s policy regarding homework is linked with the requirements of the National Curriculum and the GCSE examinations with the emphasis on independent study using the necessary skills. Consequently the homework tasks may vary; written homework is not the only type of homework that is set. Reading, research, learning, discussion and watching certain television programmes are equally important as well as practical tasks, and all contribute towards the learning process. (See the appendix).

This is the amount of time that we expect the majority of pupils to spend on their homework during an ordinary week:

<u>Year</u>	<u>Hour for each subject</u> <u>[Double for core subjects]</u>	<u>Total Homework</u> <u>Hours per week</u>
7	½ hour	8
8	40 minutes	10
9	50 minutes	13
10	1¼ hours	15
11	1½ hours	17
12/13	5 - 7 hours	25 [including free lessons ]

### **HOMEWORK POLICY** (sections relevant to pupils and parents)

Homework is an essential aspect of the learning process and is key to our pupils’ success.

#### **Objectives of Setting Homework**

1. To use study time at home in order to complement school-based work and challenge for all pupils. The time spent in school isn’t enough to enable pupils to learn everything required to ensure success; homework enables them to confirm and extend their subject knowledge and skills.
2. To encourage all pupils to develop the skill of working independently.
3. Develop research skills, prioritising and information selection.
4. Develop the skills of self discipline and time management.
5. Enable the teacher to assess pupils’ understanding of the subject and to assess the effectiveness of the teaching methods.
6. Confirm knowledge gained during a lesson.
7. Provide a natural extension of class-based work so that pupils can see a natural progression in their work.

### Guidelines for Pupils

1. Homework is set in order to ensure that pupils can succeed in school. Lesson time is insufficient and so homework must be done to ensure this success.
2. Completing homework is an important indicator – it shows that you can work independently and have organisational skills. Pupils that don't do their homework do not learn to be independent workers and do not learn these organisational skills.
3. All homework must be recorded in your Llyfr Cyswllt.
4. Homework should be completed and presented on the correct date.
5. All homework should be complete and should be presented neatly.
6. All work, be it learning, research, reading or observing, should be done correctly and thoroughly.
7. Every effort should be made to make sure that homework tasks include the correct terminology and spellings, i.e. you should use a dictionary whilst doing your homework.

### Guidelines for Parents

1. Children should be encouraged to do their homework regularly.
2. The Llyfr Cyswllt should be referred to often to see if homework has been set, and to see if teachers have made any comments. We ask that you sign the Llyfr Cyswllt weekly. If you have any queries, we ask that you note your concerns in the Llyfr Cyswllt – form teachers read the Llyfr Cyswllt regularly.
3. A suitable area for each child to work is essential – desk, chair, light, dictionary and silence.
4. The School Handbook has recommendations for length of homework for different year groups. We ask that you encourage your child to work for regular intervals in order to ensure progress. If there is no obvious homework, then you are asked to encourage your child to read or revise.
5. You are very welcome to discuss homework with your child; however, we ask that parents remember that the homework is work for the child to complete.

# The School Year

The year's dates are available below, in the pupils' contact book or on the council website at [www.cardiff.gov.uk](http://www.cardiff.gov.uk).

## 2015-16

Term	Start	Hanner Term	End
Autumn	Tuesday 1/9/2015	Monday 26/10/15 – Friday 30/10/15	Friday 18/12/2015
Spring	Monday 4/1/16	Monday 15/2/16 – Friday 19/2/16	Thursday 24/3/16
Summer	Monday 11/4/16	Monday 30/5/16 – Friday 3/6/16	Wednesday 20/7/16

## 2016-17

Term	Start	Hanner Term	End
Autumn	Tuesday 01/09/16	Monday 24/10/16 - Friday 28/10/16	Friday 16/12/16
Spring	Tuesday 03/01/17	Monday 20/02/17 - Friday 24/02/17	Friday 07/04/17
Summer	Monday 24/04/17	Monday 29/05/17 – Friday 02/06/17	Friday 21/07/17

- Thursday 1<sup>st</sup> of September 2016 is a designated INSET day for all community schools. Four other INSET days will be allocated throughout the year.
- May Bank Holiday: 01/05/17

## Attendance

We expect all pupils to aim at an attendance record of at least 95%. A 90% rate, for example, is equivalent to being absent from school for a whole day once a fortnight.

## Letters Covering Absences

Following directives from the Welsh Assembly Government concerning pupils' absences, it is now imperative that every absence is explained promptly. Please do so by answering a text/email from the school or by telephoning the school office on the first day of absence. A written explanation should also be provided on the first day's return to school explaining the reason for absence and all dates.

## Holidays

Cardiff County Council's guidance to schools is not to authorise absences for holidays during term time. The Headteacher cannot therefore give permission for a pupil to go on holiday during the school year.

**We encourage parents to arrange their holidays during the official school holidays. We hope that pupils will be taken out of lessons only in very exceptional circumstances. Full attendance at all times is of paramount importance for pupils' progress.**

## The School Day

The school day includes four lessons in the morning session and one in the afternoon. The timetable for the school day is shown below.

8.20	- 8.30	-	Staff Meeting
8.30	- 8.55	-	Registration and Pastoral period/Assemblies
8.55	- 9.55	-	Lesson 1
9.55	- 10.55	-	Lesson 2
10.55.	- 11.10	-	Break
11.10	- 12.10	-	Lesson 3
12.10	- 13.10	-	Lesson 4
13.10	- 14.00	-	Lunch
14.00	- 15.00	-	Lesson 5 including afternoon registration
15.00		-	End of School Day

## Free School Meals

A form is available in school for those who wish to claim for free school meals.

## Equal Opportunities

The school has produced equality and accessibility plans which set out our commitment to ensuring that all pupils and other stakeholders have equality of opportunity in all areas of school life. Further details can be obtained from the school.

## Pupil numbers

Year 7	81 Boys	95 Girls	176 Pupils
Year 8	95 Boys	74 Girls	169 Pupils
Year 9	89 Boys	82 Girls	171 Pupils
Year 10	82 Boys	64 Girls	146 Pupils
Year 11	94 Boys	111 Girls	205 Pupils
Year 12	67 Boys	84 Girls	151 Pupils
Year 13	48 Boys	94 Girls	142 Pupils
TOTAL	556 Boys	604 Girls	1160 Pupils

A total of 176 applications for admittance were received for September 2015. All were accepted and there were no appeals.

# School Uniform

Details of the school uniform and Games kits are given below. We kindly request your support to maintain the standard already set.

- (a) Possessions are easily lost in school; therefore all garments should be marked with the pupil's name. Lost property should be collected without delay from the Caretaker's Office.
- (b) No jewellery is allowed apart from one pair of plain stud earrings in the ears.
- (c) Valuable possessions should not be brought to school.
- (d) Pupils must not wear trainers except for P.E. games lessons and Drama.
- (e) Hair must be of a natural colour and an acceptable style. NO unnatural colours, lines or patterns.

## SCHOOL UNIFORM LIST

School trousers (Traditional fit; No jeans style or 'skinny')	- navy blue
OR Traditional fit skirt of an appropriate length (at least to the knee)	- navy blue
<b>Years 7-9</b> : Polo shirt with the school badge	- pale blue
<b>Years 10-11</b> : Polo shirt with the school badge	- navy blue
<b>Years 7-11</b> : Sweat shirt – round neck – with the school badge	- navy blue
Plain Coat (No Logos)	- navy blue or gray
Or Fleece / anorak with the school badge	-navy blue
Socks	-navy blue, NOT WHITE

**Esgidiau ysgol / School shoes**



Sensible black shoes or trainers  
(No trainers with colours)





# Physical Education Kit

**Name on every garment—No designer logos**

## **EVERYONE**

Gym shorts	-	navy blue
Polo Shirt	-	red, with the school badge
Socks (school's long, sports)	-	navy blue, with sky blue tops
Socks	-	short, white
Towel	-	for a shower
Shoes	-	trainers (non-marking soles)
	-	rugby/football boots
Tracksuit bottoms (optional)	-	navy blue, with the school badge

## **BOYS**

Rugby shirt with the school badge	-	sky blue/navy blue reversible
Rugby shorts	-	navy blue, cotton

## **GIRLS**

Skort	-	navy blue
Rugby shirt with the school badge (optional)	-	sky blue/navy blue reversible

**Order forms will be distributed to pupils through the primary schools.**

### **SCHOOL AND SPORTS UNIFORM - WHERE TO BUY**

'YC SPORTS'  
90 CRWYS ROAD  
CAERDYDD  
CF24 4NP  
029 20237968  
sales@ycsports.com

# Reporting to Parents

## Daily Communication

Reading the Contact Book - *Y Llyfr Cyswllt* - every day will provide you with information about events and your child's progress and behaviour. You will also be able to read teachers' comments at the end of assignments in your child's books and files.

## Written Reports

### Years 7, 8 and 9

End of the Autumn Term	Achievement Report
End of Spring Term	Achievement Report
End of the Summer Term	Full Report and Self-evaluation

[The Year 9 Report includes teacher assessment for all subjects and a report on National Reading and Numeracy tests.]

### Year 10

January	Achievement Report
End of Spring Term	Achievement Report
End of the Summer Term	Full Report and Self-evaluation

### Year 11

End of Autumn Term	Achievement Report
May	Full Report
August	External examination results

### Year 12

January	Achievement Report
Summer Term	Full Report
August	External examination results

### Year 13

January	Achievement Report
March	Full Report
August	External examination results

## Parents' and Teachers' Evenings

A meeting is held for every year group at least once a year, between 3.00 and 6.00 p.m. Dates are published in the Annual Calendar and are sent to all homes at the beginning of the academic year.

# External Examinations Policy

Pupils have the right and the opportunity to sit public examinations in school which are suitable for their needs and standard of work. Registering pupils for examinations is expensive; therefore we have to set certain conditions in order to ensure fairness for all pupils and staff.

The following criteria are applied:

1. Pupils should attend school regularly and attend the relevant lessons on a regular basis. If a pupil's rate of absence is higher than 20% then we have to consider carefully the reasons for the absences and whether or not the work has been completed to a satisfactory standard.
2. Pupils have to show evidence of continued effort in:
  - (a) completing all homework tasks
  - (b) keeping careful records of all necessary notes
  - (c) learning the work for tests and internal examinations. The school is under no obligation to register a pupil who fails to demonstrate commitment and effort in any particular subject. The subject teacher will draw the attention of the Head of Department and the Head of Year to any deficiency.
3. Pupils must submit on time all coursework and projects which are part of the final assessments. The Head of Department will ensure that this work is of an acceptable standard before the pupil is registered for that subject.
4. The school will pay for each pupil's fee for an external examination once only. When a pupil has to re-sit an external examination, the home is responsible for the payment except in special circumstances.

Where there is any doubt regarding entering a pupil for an examination, the subject teacher will liaise with the Head of Department, the Head of Year, the Assistant Head (Examinations) and the parents. If there is any disagreement, the final decision will be made by the Headteacher.

# ADDITIONAL CURRICULUM ARRANGEMENTS INCLUDING ADDITIONAL LEARNING NEEDS

## **The Aim of the Inclusion Department:**

*“To reduce educational and social barriers to ensure that every learner can have access to purposeful education and to all community activities. This is achieved by responding flexibly to the needs of each individual learner.”*

## **Summary of Additional Learning Needs (ALN) Policy**

### **Objectives**

- i) To ensure that pupils with ALN have full access to a broad and balanced curriculum and to all aspects of school life.
- ii) To identify the needs of pupils as early as possible
- iii) To satisfy the needs of the pupil and to ensure they reach their full potential.
- iv) Provide opportunities to develop pupils' key skills in order to reduce barriers to learning and ensure full access to the curriculum.
- v) To promote the welfare of pupils and develop their social skills, emotional skills, self-confidence and self-image.
- vi) To create an active and stable environment where pupils can be treated as individuals who are valued members of the community.
- vii) To encourage and maintain the best possible behaviour for all pupils.
- viii) To promote pupils' independence so that they can respond to the demands of life beyond School.
- ix) To maintain high and realistic expectations of all aspects of pupils' development.
- x) To work in close partnership with pupils and their parents.

### **Organization**

- i) The basis of the School's provision for pupils with ALN is a flexible and individual response to needs. The needs of pupils are considered individually before making provision that responds to the needs identified.
- ii) All staff are provided with details about all pupils with ALN needs as part of a personal profile so that they can adapt to an individual's needs whilst teaching.
- iii) Pupils are placed in the School's mainstream wherever possible.

- iv) Some pupils are placed in small learning groups in the mainstream so they can receive the support that is necessary to meet their needs.
- v) Some pupils are offered the support of teaching assistants in their mainstream lessons in order to reduce barriers to learning and ensure that they have full access to the curriculum and School life.
- vi) Some pupils are removed from mainstream lessons in order to receive individual or small group support to promote key skills: Anelu@ Welsh literacy skills, T@rgedu numeracy skills, Upskil Writing in Welsh, ELSA emotional literacy and independence, Hafan help with the curriculum, Key Worker help through mentoring. We try to avoid removing pupils from core subjects and PE lessons. Support in a small group is offered by specialist teachers for pupils with specific learning difficulties.
- vii) Pupils who have difficulty with reading are invited to join the Reading Scheme that occurs during morning registration.
- viii) Pupils with reading difficulties in Welsh are invited to participate in the Reading Scheme during morning registration time.
- ix) Pupils with reading difficulties in English are invited to participate in the Home Reading Scheme.
- x) The School has a Specialist Resource Base which is funded by Cardiff County Council to provide specialist provision for pupils with severe and complex learning difficulties. Specialised individual programmes are designed for pupils who are under the care of the Centre. Usually, the individual programmes are a combination of support in the mainstream and specialist lessons by staff.
- xi) There are close links between staff of the Learning Support Department and members of the School's Progress and Welfare Team. This ensures that we review and adjust the provision and support offered to pupils consistently.
- xii) There is a close working relationship between the Learning Support Department and the SEN Coordinators from Glantaf's feeder Primary Schools. This ensures effective transition procedures that include early identification of pupils' needs.
- xiii) There is close collaboration with specialists and outside agencies to ensure that we offer the best possible provision to our pupils and adapt our response to the needs of pupils, as required.
- xiv) Parents are encouraged to work closely with staff and to communicate any concerns that they might have.

Head of Learning Support Department/ ALN Co-coordinator	- Mrs. Helen Sharkey
Teacher responsible for the Unit	- Mrs. Claire Wilson
Governor with responsibility for ALN	- Mr. Ceri James
Number of teaching assistants	- 14

## Key Stage 3 Results

		N	D	NC O1	NCO 2	NCO 3	1	2	3	4	5	6	7	8	EP	5+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.8	32.7	32.0	28.6	0.0	0.0	93.2
	Wales	0.2	0.2	0.1	0.1	0.1	0.4	0.7	2.4	9.8	37.4	33.9	13.7	0.9	-	85.9
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.1	30.6	27.2	36.1	0.0	0.0	93.9
	Wales	0.2	0.2	0.1	0.1	0.1	0.4	0.7	2.2	9.9	35.9	34.3	14.7	1.2	-	86.2
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	3.4	36.1	30.6	28.6	0.7	0.0	95.9
	Wales	0.2	0.2	0.1	0.1	0.1	0.4	0.8	2.6	11.4	36.6	33.3	13.2	1.0	-	84.2
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	8.2	33.3	44.2	12.2	0.0	0.0	89.8
	Wales	0.2	0.2	0.1	0.1	0.1	0.5	0.8	3.1	15.6	38.0	29.3	11.2	0.8	-	79.2
Welsh First Language	School	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.7	4.8	32.0	36.1	25.9	0.0	0.0	93.9
	Wales	0.0	-	-	-	0.0	0.1	0.2	1.5	8.1	37.1	38.0	14.1	0.9	0.0	90.1
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.7	3.4	25.2	40.8	29.3	0.0	0.0	95.2
	Wales	0.0	-	-	-	0.0	0.1	0.2	1.1	7.9	34.9	39.2	15.2	1.4	0.0	90.6
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.7	6.8	29.3	34.0	27.2	1.4	0.0	91.8
	Wales	0.0	-	0.1	-	0.0	0.1	0.2	1.8	9.5	35.7	36.9	14.9	0.8	-	88.3
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.7	6.1	34.0	41.5	17.0	0.0	0.0	92.5
	Wales	0.0	-	-	-	0.0	0.1	0.3	2.3	14.5	39.5	31.9	10.4	0.9	0.0	82.7
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.1	22.4	38.1	33.3	0.0	0.0	93.9
	Wales	0.2	0.2	0.1	0.1	0.1	0.4	0.7	2.5	9.3	30.3	32.2	21.2	2.7	0.1	86.5
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.4	19.7	33.3	43.5	0.0	0.0	96.6
	Wales	0.2	0.2	0.1	0.1	0.2	0.3	0.6	1.2	6.9	35.8	36.5	16.9	1.1	0.1	90.4
Modern Foreign Language	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	5.4	29.9	32.7	29.3	0.7	0.0	92.5
	Wales	0.9	1.6	0.1	0.2	0.1	0.5	0.6	3.1	10.8	37.1	32.5	12.0	0.5	-	82.2
Design Technology	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	16.3	59.9	22.4	0.0	0.0	98.6
	Wales	0.4	0.2	0.1	0.1	0.1	0.3	0.4	1.0	6.5	40.4	38.7	11.2	0.5	-	90.8
Technoleg Gwybodaeth a Chyfathre-	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.5	38.1	45.6	6.8	0.0	100
	Wales	0.4	0.3	0.1	0.1	0.1	0.3	0.4	0.9	6.3	36.6	40.7	13.6	0.3	-	91.2
Hanes	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.4	23.8	40.1	32.7	0.0	0.0	96.6
	Wales	0.4	0.3	0.1	0.1	0.2	0.3	0.5	1.5	9.2	36.5	34.8	14.9	1.2	0.1	87.5
Daearyddi-aeth	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	26.5	46.3	24.5	0.0	0.0	97.3
	Wales	0.4	0.3	0.1	0.1	0.1	0.3	0.4	1.5	8.9	36.4	34.5	15.3	1.4	0.1	87.7
Celf a Dylunio	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.7	28.6	38.1	32.0	0.0	0.0	98.6
	Wales	0.4	0.2	0.1	0.1	0.1	0.4	0.4	0.8	6.5	40.0	35.8	13.7	1.4	0.1	91.0
Cerddoriaeth	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	38.8	32.7	19.7	6.8	0.0	98.0
	Wales	0.5	0.3	0.1	0.1	0.2	0.4	0.3	0.6	7.0	48.6	31.9	8.6	1.1	0.1	90.4
Addysg Gorfforol	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	28.6	34.7	22.4	12.2	0.0	98.0
	Wales	0.5	0.4	0.1	0.1	0.2	0.2	0.3	0.8	8.0	47.2	31.7	9.6	0.9	-	89.4

Core Subject Indicator **	School	91.2	Wales	81.0
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#### Notes

*N: Not awarded a level for reasons other than disapplication.*

*D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.*

*EP: Exceptional Performance*

*% achieving the expected level (L5+)*

*NCO1 : National Curriculum Outcome 1*

*NCO2 : National Curriculum Outcome 2*

*NCO3 : National Curriculum Outcome 3*

*\*\* : Achieved the expected level in Mathematics, Science and either English or Welsh first language in combination.*

# Key Stage 4 and 5 Results

**Ysgol Gyfun Gymraeg Glantaf**

**Provisional SSSP 2015**

**Summary of School Performance (1)**

**LA/School No. 681 / 4071**

## **Pupils aged 15**

**Number of pupils aged 15 who were on roll in January 2015 :**

**219**

**Percentage of pupils aged 15 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	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2014/15	100	98	83	70	67	361	569
LA Area 2014/15	99	92	81	59	56	336	489
Wales 2014/15	99	94	83	58	54	342	525
School 13/14/15	100	98	83	70	68	361	548
School 12/13/14	100	98	81	68	67	358	525

**Number of boys aged 15 who were on roll in January 2015 :**

**96**

**Percentage of boys aged 15 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	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2014/15	100	97	84	72	68	352	555
LA Area 2014/15	100	90	77	57	55	324	464
Wales 2014/15	99	93	80	54	51	331	500
School 13/14/15	100	97	82	71	68	351	530
School 12/13/14	100	98	79	67	66	348	504

**Number of girls aged 15 who were on roll in January 2015 : 123**

**Percentage of girls aged 15 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	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2014/15	100	98	82	68	66	367	581
LA Area 2014/15	99	94	85	61	58	348	515
Wales 2014/15	99	96	87	61	58	354	551
School 13/14/15	100	98	84	69	68	368	561
School 12/13/14	100	98	82	69	68	365	541

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 results.

(4) Entry Level Qualification.

(5) Used for all Free School Meal benchmarking tables. This indicator is only shown for mainstream secondary schools.

(6) Note that the denominator for this indicator is the number of 15 year olds who entered Welsh First Language,

.. Data not available.



### Pupils aged 15

**Number of pupils aged 15 who were on roll in January 2015 : 219**

### Percentage of pupils aged 15 who:

	achieved an A*-C Grade in :					Average Points per pupil in :		
	English / Welsh	English	Welsh (6)	Maths	Science	English / Welsh	Maths	Science
School 2014/15	87	78	86	73	74	46	42	39
LA Area 2014/15	72	72	84	63	81	40	36	46
Wales 2014/15	69	68	75	64	83	39	37	48
School 13/14/15	86	79	85	74	80	46	41	40
School 12/13/14	84	78	83	71	83	46	41	43

**Summary of School Performance (1)**  
**Number of boys aged 15 who were on roll in January 2015 : 96**

### Percentage of boys aged 15 who:

Pupils aged 15											
achieved an A*-C Grade in :			Average Points per pupil in :								
English / Welsh	English	Welsh (G)	Maths			Science			English / Welsh		
Number of pupils aged 15 who were on roll in January 2015 : 219											
School 2014/15	80	71	78	Percentage of pupils aged 15 who achieved an A*-C Grade in :			44	42	38	Average Points per pupil in :	
LA Area 2014/15	66	65	75	English / 64 Welsh			37	36	45	English / Welsh	
Wales 2014/15	61	60	66	English 82 Welsh (6)			37	37	46	English / Welsh	
School 13/14/15	80	72	78	75			81	44	41	41	Maths
School 12/13/14	78	73	77	87	72	78	84	86	73	74	42
		LA Area 2014/15		72	72		84		63	81	36

**Number of girls aged 15 who were on roll in January 2015:** 123

**Percentage of girls aged 15 who:**

	School 12/13/14	84	78	83	71	83	46	41
	achieved an A*-C Grade in :				Average Points per pupil in :			
	English / Welsh	English	Welsh (6)	Maths	Science	English / Welsh	Maths	Science
	<b>Number of boys aged 15 who were on roll in January 2015 : 96</b>							
School 2014/15	92	83	95	62	81	48	42	39
LA Area 2014/15	79	78	92	62	81	42	36	48
Wales 2014/15	78	77	83	English / 64 Welsh	85 English	42 Maths	37 Science	49 English / Welsh
School 13/14/15	90	83	90	71	80	48	41	42
School 12/13/14	89	82	89	80	71	83	76	74
	School 2014/15	89	80	71	71	83	76	74
	LA Area 2014/15		66	65	75	64	80	37
(1)	For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at http://www.schoorguide.org.uk/	61	60	66	64	82	37	37
	School 12/13/14		80	72	78	75	81	44
(2)	For information about which syllabuses are included in each subject area see Notes for Guidance	78	73	77	72	84	44	41

(3)	Average capped wider point scores are calculated using the best 8 results.						
(4)	Entry Level Qualification.						
(5)	Used for all Free School Meal benchmarking tables. This indicator is only shown for mainstream secondary schools.						
(6)	Note that the denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.						
..	Data not available.						
	English / Welsh	English	Welsh (6)	Maths	Science	English / Welsh	Maths

**Number of girls aged 15 who were on roll in January 2015 : 123**

**Percentage of girls, aged 15 who**

rather than the total number of 15 year olds. achieved an A\*-C Grade in : Average Points per p

.. Data not available. English / English Welsh (6) Maths Science English / Maths

## Summary of School Performance (1)

LA/School No. 681 / 4071

## Pupils aged 15

	Percentage of pupils aged 15 who:		Percentage of boys aged 15 who:		Percentage of girls aged 15 who:	
	achieved one or more ELQ (4) only	achieved no recognised qualification	achieved one or more ELQ (4) only	achieved no recognised qualification	achieved one or more ELQ (4) only	achieved no recognised qualification
School 2014/15	0	0.0	0	0.0	0	0.0
LA Area 2014/15	1	1.2	1	1.3	0	1.1
Wales 2014/15	1	1.3	1	1.6	0	1.0
School 13/14/15	0	0.3	0	0.4	0	0.3
School 12/13/14	0	0.5	0	0.7	0	0.3

## Pupils aged 17

	Number of pupils aged 17 who were on roll in		Number of boys aged 17 who were on roll in		Number of girls aged 17 who were on roll in	
	January 2015: 152		January 2015: 55		January 2015: 97	
	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2014/15	99	762	34 98	766	100	760

## Disgyblion 15 oed

	Canran y disgyblion 15 oed a:		Canran y bechgyn 15 oed a:		Canran y merched 15 oed a:	
	enillodd un CLM (4) neu ragor yn unig	heb ennill gymhwyster cydnabyddedig	enillodd un CLM (4) neu ragor yn unig	heb ennill gymhwyster cydnabyddedig	enillodd un CLM (4) neu ragor yn unig	heb ennill gymhwyster cydnabyddedig
Ysgol 2014/15	0	0.0	0	0.0	0	0.0
Ardal ALI 2014/15	1	1.2	1	1.3	0	1.1
Cymru 2014/15	1	1.3	1	1.6	0	1.0
Ysgol 13/14/15	0	0.3	0	0.4	0	0.3
Ysgol 12/13/14	0	0.5	0	0.7	0	0.3

## Disgyblion 17 oed

	Nifer y disgyblion 17 oed a oedd ar y gofrestr yn Ionawr 2015: 152		Nifer y bechgyn 17 oed a oedd ar y gofrestr yn Ionawr 2015: 55		Nifer y maerched 17 oed a oedd ar y gofrestr yn Ionawr 2015: 97	
	Canran y disgyblion 17 oed a gofrestrodd am gyfaint o ddysgu yn gyfartal i 2 lefel A ac yn ennill y trothwy Lefel 3	Sgôr bwyntiau gyfartalog eang am bob disgybl 17 oed	Canran y disgyblion 17 oed a gofrestrodd am gyfaint o ddysgu yn gyfartal i 2 lefel A ac yn ennill y trothwy Lefel 3	Sgôr bwyntiau gyfartalog eang am bob disgybl 17 oed	Canran y disgyblion 17 oed a gofrestrodd am gyfaint o ddysgu yn gyfartal i 2 lefel A ac yn ennill y trothwy Lefel 3	Sgôr bwyntiau gyfartalog eang am bob disgybl 17 oed
Ysgol 2014/15	99	762	98	766	100	760
Ardal ALI 2014/15	97	865	96	830	98	900
Cymru 2014/15	97	787	96	736	98	832
Ysgol 13/14/15	98	784	97	786	99	782
Ysgol 12/13/14	98	800	97	798	98	801

- (1) I gael manylion ar gymhwysterau sydd wedi'u cymeradwyo, sgôr pwyntiau a chyfraniad at y throthwy, gweler y Gronfa Ddata Cymwysterau  
Cymeradwy Cymru (DAQW) yn <http://www.daqw.org.uk/>
- (2) Mae manylion ynglŷn â pha feysydd llafur sydd ym mhob pwnc ar gael yn y nodiadau cyfarwyddyd.
- (3) Cyfrifir y sgôr pwyntiau cyfartalog eang wedi'i gapio gan ddefnyddio'r 8 calnlyniad gorau.
- (4) Cymhwyster Lefel Mynediad.
- (5) Defnyddir ar gyfer holl dablau meincodi prydau am ddim. Dangosir y dangosydd yma dim ond am ysgollion uwchradd prif ffrwd.
- (6) Nodwch mai enwadur y dangosydd yma yw'r disgyblion 15 oed a geisiodd arholiad Cymraeg laith yn hytrach na chyfanswm yr holl ddisgyblion 15 oed.
- .. Data ddim ar gael.

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