

SECTION 1

General Information

Gwybodaeth Gyffredinol

Click on the above to find out more about the general everyday aspects of the school from school uniform requirement to Health and Safety.

SECTION 2

The Curriculum

Y Cwricwlwm

Click on the above to find out more specific aspects of the curriculum and the varied areas of study.

**To return to this contents page at any time just click the
'RETURN TO CONTENTS PAGE'
link on the bottom of every page.**

General Information

Gwybodaeth Gyffredinol

In 1903, the Haberdashers' Company erected an Elementary School in Monmouth, which was known as the Jones Endowed School. In 1948 this became Monmouth Secondary School.

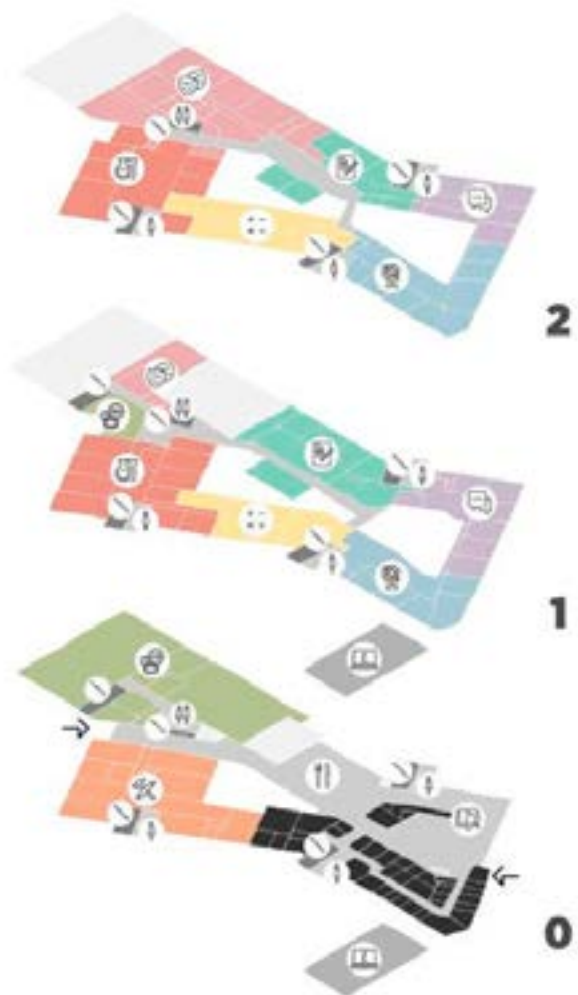
The school became fully comprehensive in 1977, catering for the age range 11-19 and opened in its current purpose-built accommodation in September 2018.

There were 1585 students on roll in September 2018, of whom 308 were Sixth Formers. There were 152 full and part-time members of teaching staff and 45 support staff.

The School is situated between the old road to Ross and the town bypass and faces the pleasant wooded slope of the Kymin. The buildings and playing fields occupy a site of approximately 19 acres.

The extensive playing fields include a floodlit Astroturf surface. These, and all the school facilities, are widely used by the community under the auspices of the School Governing Body and Monmouth Leisure Centre.

Our new school opened in September 2018 and landscaping of the site will finish in May 2019



SCHOOL CONTACT INFORMATION

Prifathro/Headteacher: Mr R V Davies

Monmouth Comprehensive School

Old Dixton Road
Monmouth
Monmouthshire
NP25 3YT

Tel: 01600 775177

monmouthcomp@monmouth.schoolsedu.org.uk

www.monmouthcomprehensive.org.uk

Twitter: @LearnWithMCS

STAFF MEMBERS

A full list of staff may be found on our school website.

RETURN TO CONTENTS PAGE

SCHOOL LIBRARY AND LEARNING RESOURCE CENTRE

The School Library and Learning Resource Centre is open throughout the day and available for all students at breaktime, lunchtime and after school. It closes at 4.30 pm Monday to Thursday and 4.00 pm on Friday. Sixth Form students can work in this area at any time and have computers and laptops for their exclusive use.

COMPUTERS AND E-LEARNING

In our information-orientated age, competence in the use of IT and learning is increasingly important.

The school is equipped with a wireless network to support students in their use of IT to develop learning when and where they require it.

The school's website and apps such as Foldr, MILK and Hwb provide a portal between the school and home. Students are able to access resources away from the school site to support them in their learning.

Dedicated IT learning spaces are provided in the School Resource Centre. Key Stage 4 and 5 students are piloting 'Bring Your Own Device' (BYOD) solutions to learning with technology.

SPORT

The School aims to promote a healthy, active lifestyle and encourage lifelong participation. Students will be able to access resources on the VLE and on the student or shared area, using Foldr to support them in their learning.

The School promotes a 'sport for all' ethos and works hard to keep up with present trends. There are many sporting activities available. These include rugby, soccer, cricket, hockey, basketball, netball, dance, swimming, crosscountry, athletics, table tennis, trampolining, badminton, tennis, squash, rowing, canoeing, sailing, volleyball and golf. The School supports teams of all ages. The School also encourages the pursuit of excellence offering competitive fixtures.

The school also offers boxing and equestrianism as after school academies which are run by highly qualified coaches and are chargeable at the point of delivery.

Students representing the School are expected to act in a sporting manner at all times, thereby bringing credit to themselves and their teams. Students are promoted in their pursuit of prestigious sporting honours and over seventy present students have represented the County or Area.

Many students work for the Duke of Edinburgh Awards and related residential weeks are organised at appropriate centres.

THE ORGANISATION OF THE SCHOOL

Time	Year Group						
	7	8	9	10	11	12	13
08:45	Registration						
09:05	Pd1	Pd1	Pd1 P	d1	Pd1	Pd1	Pd1
10:05	Pd2	d2	Pd2	Pd2	Pd2	Pd2	Pd2
11:05	*Break	Break	Break	Break	Break	Break	Break
11:30	Pd3	Pd3	Pd3	Pd3	Pd3	Pd3	Pd3
12:30	Lunch	Pd4	Pd4	Pd4	Lunch	Lunch	Lunch
13:00	Pd4						
13:30		Lunch	Lunch	Lunch	Pd4	Pd4	Pd4
14:15	Pd5	Pd5	Pd5	Pd5	Pd5	Pd5	Pd5
15:00	End of School (Flexi-period 6/extra curricular activities)						

Total Teaching Time – 25 hours

The progress of the students across each Key Stage rests with the Directors of Learning. Key Stage 3 (Y7-9) Director of Learning is Miss C Manners, Key Stage 4 (Y10-11) is Mr J Parkinson.

Director of Sixth Form Studies (Year 12 and 13) Mrs C Guest.

Personal difficulties and individual worries should normally be directed to your child's Form Tutor. The school's Wellbeing Support Team may also be contacted via Mrs J Morris on 01600 775161.

Personal and Social Education is delivered through the Integrated Curriculum at KS3, KS4 and KS5. Sex and Relationships is covered in Science and aspects within the Integrated Curriculum. Homework is set by individual class teachers.

COLLECTIVE WORSHIP

Each Year Group attends an assembly each week. Assemblies are attended by Form Tutors and directed by the Progress Leader, visiting speakers or other members of staff. Assemblies provide an opportunity for the Year Group to meet together, to celebrate achievements and to find space to reflect on moral issues. Assemblies are broadly Christian. All students participate in 'Pause for Thought' each morning, guided by their Form Tutor.

Parents who wish their child to withdraw from a corporate Act of Worship should contact Mr D Williams, Assistant Headteacher.

PAYING FOR SCHOOL ACTIVITIES

The School operates a cashless system and each student has an individual account. Payment may be made online at www.parentpay.com.

LUNCHTIME AND SCHOOL MEALS

The school restaurant is open daily from 7 am until 5 pm offering a breakfast service before school, snacks at break, meals at lunchtime and snacks and tea from 3 pm.

Students are prohibited from leaving the campus without teacher authorisation. Parents can make such a request in writing to the Progress Leader. Once their dated letter is signed by their Form Tutor, students will be given a dated Day Pass from the Main Reception.

Parents are asked to ensure requests to leave the campus at lunchtime are kept to an absolute minimum.

A Lunchtime Term pass is issued to Y11 students only on receipt of written confirmation from parents authorising their children to leave the site and, thus, accepting the responsibility for the whole period of the lunchtime break. This is considered a privilege that can be removed at the discretion of senior staff.

EDUCATION WELFARE OFFICER

An EWO is attached to the campus and the major task is to establish links between home and school and other agencies. The role includes matters concerning school attendance, free meals, maintenance, clothing and medical referrals.

TERM DATES 2017/2018				
TERM	BEGINS	Finish for Half-Term	Return from Half-Term	ENDS
Autumn	Friday* 14.09.18	Friday 26.10.18	Monday 05.11.18	Friday 21.12.18
Spring	Monday 07.01.19	Friday 22.02.19	Monday 04.03.19	Friday 12.04.19
Summer	Monday 29.04.19	Friday 24.05.19	Monday 03.06.19	Friday 19.07.19

* Friday 14 September 2018 - start of Term for Y7 & Y12 and Y12 Course Registration

* Monday 17 September 2018 - start of Term for Y8, Y9, Y10, Y11 & Y13

Inset Days:

Thursday 13 September 2018

Monday 7 January, 2019

Thursday 27 June 2019

Friday 28 June 2019

Monday 22 July 2019

PROPERTY

Students maintain personal responsibility for any items brought to school.

HOMEWORK

Monmouth Comprehensive School sets homework as a way of helping students make progress with their learning and to provide consolidation of learning in the classroom. Homework caters for a range of learning styles and provides students with tasks relevant to their needs. It is also a way of developing independence with learning. Parents are a vital support in this process and can help their children organise time and make sure a suitable space for self-study is put aside.

For example, students may be asked to do any of the following:

- Research content to be covered in a future lesson;
- Produce written answers to questions or project work;
- Prepare presentations or speeches;
- Prepare for a test or other assessment;
- Self assess some work they have produced in class;
- Comment or act on written feedback they have been given;
- Practise a skill or concept developed in a lesson;
- Complete an assignment started in lessons.

HOME/SCHOOL/STUDENT AGREEMENT

As staff of Monmouth Comprehensive School, we will do our best to:

Fulfil the aims of the school as set out in the prospectus, in particular to:

Provide a curriculum that meets the needs of all students, enabling them to develop their knowledge and skills to their maximum potential.

Promote high standards of work and behaviour and build on students' natural curiosity, initiative and talents.

Set regular and appropriate homework with clear guidance and a realistic timescale for completion.

Care for the safety and well being of all students.

Listen to concerns and complaints and respond to them sensitively.

Keep students and parents informed about school affairs and individual student progress.

Have high expectations of ourselves and students, acting as appropriate role models.

Treating students and each other with fairness, courtesy and consideration.

As a parent/guardian, I will do my best to:

Ensure that my child attends school regularly, on time, properly equipped and dressed.

Notify the school immediately of unavoidable absence.

Resist taking family holidays during term time.

Let the school know of any problems or concerns that might affect my child's behaviour or work.

Take an active and supportive interest in my child's learning and progress, including homework.

Attend parents' evenings and any other specially arranged meetings to discuss my child's progress.

Respond to communications from the School and take an interest in appropriate special events.

Encourage my child to take advantage of opportunities offered, both educational and extracurricular.

Support the school's values and the school's approach to appropriate behaviour modelling.

As a student at Monmouth Comprehensive School, I will do my best to:

Attend regularly and on time, bringing all the books, equipment and kit I need.

Wear correct school uniform and be tidy in my appearance. Act as an ambassador for the school on and off the campus.

Complete classwork and homework on time and to the best of my ability; seeking help if I need it.

Listen attentively and respect learning needs of others.

Take advantage of opportunities offered, both educational and extra-curricular.

Act as a reliable messenger between home and school.

Behave with common sense, consideration and courtesy.

Report any form of verbal or physical bullying. Take care of school buildings and equipment, helping to keep the environment attractive and free of litter. Respect the property of others.

General Information

Gwybodaeth Gyffredinol

Monmouth Comprehensive School, working with parents and students, has created a uniform that is appropriate and effective for school and learning. The uniform is formal, to reflect that we are a school.

UNIFORM LIST

Years 7 - 13

BOYS

Badged Contemporary Jacket - Navy	Code: BABB2512-NVY
Slim Leg Trousers - Grey	Code: TLT-GRY
Flat Front Trousers - Grey	Code: TFF-GRY
Easycare Short Sleeve Shirt - Blue	Code: TDE-BLU
Easycare Long Sleeve Shirt - Blue	Code: TSE-BLU

GIRLS

Badged Contemporary Jacket - Navy	Code: BAGB2512-NVY
Senior Trousers - Graphite Grey	Code: GTN-GRA
Two Pocket Skirt - Graphite Grey	Code: GKS-GRA
Back Vent Skirt - Harrow Grey	Code: GSA-HGY
Fitted Long Sleeve Blouse - Blue	Code: LFB-BLU
Fitted Short Sleeve Blouse - Blue	Code: HFB-BLU

School Ties

Year 7-11 Navy and Saxe Thin Stripe Clip on Tie with Embroidered Logo
Year 12-13 Navy and Gold Thin Stripe Clip on Tie with Embroidered Logo

All Items available from School Uniform Shop at Ross Labels (or online: www.SchoolUniformShop.co.uk) and from Trutex Direct. **All items must be bought from the Uniform Shop, Ross Labels or Trutex. Shirts/blouses, trousers, skirts and shorts from other retailers are not acceptable uniform.**

No hoods or 'hoodies'. No denim, no combats.

Socks: plain black, grey or white - ankle or $\frac{3}{4}$ length.

Tights: natural or black for girls. No patterned tights.

Shoes: must be plain black - 6cm max heel.

Girls & Boys Technology Apron Navy Stripe - Available from School Uniform Shop at Ross Labels (or online: www.SchoolUniformShop.co.uk)

Optional:

Navy Unisex Badged Cotton Blend Jumper with school crest - BCAV10301-NVY
Available from School Uniform Shop at Ross Labels (or online: www.SchoolUniformShop.co.uk) and from Trutex Direct.

Tailored Shorts (Grey) - only available from School Uniform Shop at Ross Labels (or online: www.SchoolUniformShop.co.uk)

Plain coat - no designer labels or hooded jumpers.

Jewellery:

No facial jewellery - No piercing of eyebrow, lip, nose, tongue, chin, etc. No facial jewellery of any type is permissible.

One pair of stud type earrings: Ear studs may be worn but not rings. 'Stretcher' style earrings, spikes and flesh tunnels are not acceptable.

One necklace To be worn underneath shirt or blouse.

One 'band' type ring

A wristwatch

No other jewellery or tattoos permissible

Hair Colour:

Natural or dyed one natural colour. 'Dip-dyed' or Ombre hair is not acceptable.
No bleaching, extreme colour or extreme styles such as tram lines.

Make-up:

Natural and no extremes.

Nail varnish should be a natural colour. For health and safety reasons, no false nails.

PE KIT

Unisex Badged Sector Reversible Top - Navy / Cyclone	Code: BSTOL10301-NCY
Unisex Multi Sports Short - Navy	Code: ACT-NVY
Girls Sports Skort - Navy	Code: ASK-NVY
Unisex Pro Socks - Navy / Cyclone Stripe	Code: ATS040-NVY
Boys Badged Sector Fitted Polo - Navy / Cyclone	Code: BSPB10301-NCY
Girls Badged Sector Fitted Polo - Navy / Cyclone	Code: BSPG10301-NCY

Optional

Unisex Track Pants - Navy - Cyclone	Code: PTP-NCY
Girls Leggings - Navy	Code: ASL-NVY

Items available from School Uniform Shop at Ross Labels (or online: www.SchoolUniformShop.co.uk) and from Trutex Direct.

Shin pads - All students are expected to wear shin pads for Football and Hockey.

Trainers

Rugby/football boots

RETURN TO CONTENTS PAGE

PRIVACY NOTICE

You have a legal right to be informed about how our school uses any personal information that we hold about your child. To comply with this, we provide you with a 'Privacy Notice', where we are processing your child's personal data.

The Privacy Notice explains how we collect, store and use personal data about your child.

The full Notice may be found on our website www.monmouthcomprehensive.org.uk – PARENTS – POLICIES or you may click [HERE](#) for a direct link.

HEALTH AND SAFETY AND SCHOOL SECURITY

Monmouth Comprehensive School endeavours to be proactive in caring for all students and staff on its site and on school trips. We are concerned with the full range of Health & Safety issues in our school community:

- A safe and secure environment
- Risk assessment for activities on and off site
- The availability of healthy eating options
- Our on-site Wellbeing Support Centre including Face-to-Face Counselling and pro-active links to appropriate external agencies
- Regular and extensive maintenance of the school site within available resources
- Personal and Social Education to promote individual and collective responsibility for health and well-being

The policies and procedures that support these areas of concern are available from the School, on request.

CHILD PROTECTION

Child Protection is the process by which the school, with other agencies, seeks to protect young people from abuse or neglect. The school has an important part to play, in that all staff have regular contact with children and are,

therefore, in a position to observe outward signs or unexplained changes to behaviour or performance that may indicate abuse or neglect.

The procedures on how to deal with cases of Child Protection are set out in the following documents:

Monmouth Comprehensive School Safeguarding Policy

Working together under the Children Act 1989 and the Children Act 2004

Protecting Children from Abuse: the Role of the Education Service

Welsh Office circular 52/95 All-Wales Child Protection Procedures

Social Services and Wellbeing Act 2014 UN Convention on the Rights of the Child

The School has a responsibility to ensure that these procedures are followed and work with other agencies to produce a co-ordinated approach to handling Child Protection.

The designated Child Protection Officer at Monmouth Comprehensive School is Mr D Williams and the Deputy Designated Child Protection Officer is Miss H Page.

STUDENTS WITH ADDITIONAL NEEDS

If your child has additional needs, you are asked to give that information to the School at the time of making an application for a place. Through

the teaching and learning expertise of our staff, additional support and specialist provision, we are able to offer a first class educational experience to the majority of young people.

The needs of the majority of students are met through our inclusive mainstream practice.

The school also recognises that many students throughout their time will experience a need to access support in addition to the educational provision generally made for students.

In liaison with the Directorate for Lifelong Learning & Leisure and support agencies, we make a careful assessment of a student's needs to ascertain whether the expertise and resources available in this mainstream school can give suitable provision. We are always happy to discuss the needs of individuals.

Please contact the school to arrange a consultation.

EXCEPTIONALLY ABLE STUDENTS

Students who have flair in a particular area of learning are supported by our More Able and Talented Co-ordinator. Support can be a range of practice from the approach to learning to tracking achievement.

EAL – ENGLISH AS AN ADDITIONAL LANGUAGE

Students are supported through school-based approaches and GEMS (Gwent Ethnic Minority Service).

WELSH AT MONMOUTH COMPREHENSIVE

We are proud of our situation in this beautiful part of Wales and encourage all our students to be proud of their Welsh heritage. All students study Welsh from Y7 to Y11 with the opportunity to gain a valuable qualification. Use of Welsh around the school and a very successful annual Eisteddfod also encourage interest and a sense of pride in the Nation's heritage. Within Programmes of Study, Faculties deliver aspects of Y Cwricwlwm Cymreig. Regulations exempt students from outside Wales studying Welsh, who enter a school in Years 9, 10 or 11 in secondary school.

GAINING A PLACE AT MONMOUTH COMPREHENSIVE

When should I apply for a place in a secondary school?

Children are transferred from primary to secondary school in the year which their twelfth birthday falls (i.e. 1 September 2018 to 20 August 2019).

How do I apply for a secondary school for my child?

Having read all the information available from the LEA and from individual schools, parents may indicate their preferred school for their child.

Parents and their children are welcome to visit our school before making a decision. The school Open Evening is advertised on our school website. Alternatively, to visit the school at another time, contact Mrs S Bradley at the school. Before deciding to apply for a place at a particular school, you need to consider carefully how your child will travel to school, as you will not necessarily be eligible for transport assistance. (See page on the Council's School Transport Policy).

Where can I get my application form?

Application forms will be distributed to Parents by the end of the second week of October. If your child is currently educated within a Monmouthshire School, as at 1 June 2019, an application form will be provided to your child for completion by yourself. If your child is currently educated out-of-county but you live in Monmouthshire, please contact the School and Student Access Unit at Innovation House, Caldicot.

Parents have the right to express a preference for their child to be admitted to any school maintained from public funds.

Monmouth Comprehensive admits up to 253 students in each Year Group from Y7 to Y11.

When there are more applications than places in a school, the following over-subscription criteria given below in priority order will be applied to determine which children will be offered places.

The highest preference (as declared on the application form) will be offered in the event that one or more preferences can be met.

- a) Looked after children, or previously looked after children, i.e. children who are or have been in care of the local authority.
- b) Children with exceptional medical circumstances
- c) Children with relevant siblings at the school at the date of admission.
- d) Children residing within the preferred school's catchment area
- e) Children residing outside the catchment area
- f) Should the school continue to be in a position of oversubscription after applying points a) to c), priority will be based on closeness to the preferred school, measured using the shortest safe walking route. The Local Authority will use Geographical Information systems (GIS) to calculate home to school distances.

Determination of the shortest safe walking route will be calculated using official routes known to the Local Authority and Highways agencies, from the main entrance of the applicant's home address to the nearest official open school gate. The coordinates of an applicant address will be determined using the Local Land and Property Gazetteer (LLPG) and Ordnance Survey Address.

Please note that priority within each category above is afforded to multiple birth children. To clarify, any oversubscription in the above criteria will result in the final determination of the allocation of a place being made on distance. So, for example, if there are more applications than places available when siblings are considered, places will then be allocated firstly to those siblings residing within catchment, and then to those siblings on the basis of distance to the preferred school.

FREQUENTLY ASKED QUESTIONS REGARDING ADMISSIONS TO SCHOOLS

Can applications be considered for pupils who do not live in Monmouthshire?

Yes, applications for the admission of pupils who live outside the county may be made. Application forms are available from the LEA to whom your Council tax is paid.

The form should then be returned to them for forwarding to the School and Student Access Unit. It may also be appropriate to forward a letter to the School and Student Access Unit to ensure that they are aware of your request for a place.

If I apply for a place at an Independent School will my application for a Monmouthshire School be jeopardised?

Application forms invite parents to express up to three preferences, and it is important to include your application to a VA or Independent School as one of these preferences. All preferences will be considered equally in line with the Authority's over-subscription criteria.

Can I state just one preference?

Yes. However, if this school is oversubscribed, this may delay the process of your application. You are encouraged to express three preferences that can be a combination of schools within Monmouthshire, and another authority or other authorities alone.

FREQUENTLY ASKED QUESTIONS REGARDING HOME TO SCHOOL TRANSPORT

Many of our students travel on buses, some setting out early in the morning to cover considerable distances. We are delighted that our Safe Routes to School Scheme has resulted in a safe, new bus bay and a number of safety improvements for school students and members of the community throughout the town.

Parents are asked not to drive their cars into any of the school parking areas, or the bus bay, to avoid danger to students and unnecessary congestion. Students using school buses must remain on them until arriving at the school bus bay, and enter the school directly.

For whom is assistance with transport provided?

Free transport is generally restricted to pupils who attend their catchment area school and live more than 2 miles from that school.

How is the distance calculated?

The distance is measured as being the shortest and safest walking route between the home and the school.

What happens if there is disagreement about walking routes?

Please contact Monmouthshire LA in the event of a disagreement about walking routes. Transport can be provided if the preferred choice of school is the nearest school to the home address and over the statutory distance required for free transport ('nearest school ruling').

Free transport may be provided where the LA is warrant such provision, even though the distance is less than 2 miles. In such cases the LA will have regard to the following criteria:

- There is no bus service travelling along the route between home and school and
- The degree of danger involved is such that escorting parents themselves are at risk from

If my child is eligible for free home to school transport, where will (s)he be collected from?

It is not possible to arrange for all children to be collected from their doorstep and it may be necessary for you to make arrangements for your child to reach the nearest 'pick-up' point of the vehicle. However, every effort is made by the LA to keep this distance as short as possible and it should not exceed one mile along a safe, secure route for pedestrians.

Will expenses incurred in travelling to and from school be reimbursed?

No. Expenses incurred in travelling to and from school are not reimbursed.

If I move home to an address outside the catchment areas school, will free transport be provided?

No, if you move to an address outside the catchment area school, your child will not be provided with free transport, unless the child is in Year 10 or 11 of study and there are existing contract services available.

If my child has more than one home, will travel assistance be given to both?

The policy is to provide free school transport (where certain criteria are met) to the main home only.

What type of transport assistance is available?

The LA decides on the most suitable transport arrangements, bearing in mind all relevant factors, including cost.

Depending on individual circumstances, transport is arranged usually by contract bus, service bus or taxi, though sometimes other individual arrangements have to be made. Transport is provided at the beginning and end of the normal school day, but is not provided for out-of-hours activities.

Can children who do not qualify for assistance with transport take up spare seats on school buses?

Yes. The Authority currently operates a concessionary fare scheme under which pupils may be allowed to occupy spare seats on school buses as a temporary concession even though they do not satisfy the criteria.

Further details of this scheme can be supplied on request from the Passenger Transport Unit on 01633 644777 or email passengertransportunit@monmouthshire.gov.uk.

What happens if a child is disruptive on the provided transport?

The Authority will not tolerate anti-social behaviour on its school transport. We have issued various sanctions to deal with situations of anti-social behaviour, which, in the most serious cases, could result in the child being removed from all Local Authority transport. All parents are required to enter a "Parental Contract" with the Passenger Transport Unit which will detail the conditions of pupil travel and the parents responsibilities should these conditions not be met. The withdrawal of transport will not be without consultation with the Parent, Police and School. The purpose of this consultation will be to agree any future arrangements available thereafter to transport the child to school. Those children on transport will also be obliged to participate in other safety initiatives employed such as the 'Bus Behaviour Scheme. Transport applications will be subject to the agreement for the Authority to utilise CCTV footage where fitted to Home to School Transport vehicles.

What do I do if I have a concern or complaint about the school transport service?

The Authority is committed to providing parents/carers with confidence in the service provided. In the event that parents/carers have concerns, we need to know about it. You can inform us either in writing, in person or by email to any officer or councillor at any of the Council's buildings. Should you wish to complain about the assessment of transport entitlement, the Authority has a Complaints Procedure. Further information can be found at www.monmouthshire.gov.uk.

Please contact the Passenger Transport unit on 01633 644777 or email passengertransportunit@monmouthshire.gov.uk if your complaint is about the assessment or the provision of transport.

STUDENTS WITH DISABILITIES

Monmouth Comprehensive School is determined to build on our commitment to increase accessibility and inclusiveness over time to all who wish to be part of the school community. In all our policies and practices there is a clear commitment to including all and promoting equality. We have a Strategic Equality Scheme that is aimed at improving the provision of education, facilities and access for pupils, staff and visitors to the school.

The scheme includes information about the following:

- how people with 'protected characteristics' have been involved in the formulation of the policy;
- arrangements for gathering information on the effects of our policies and practices on people with 'protected characteristics';
- review arrangements;
- methods of assessing the impact of policies and practices;
- a plan of action;

Monmouthshire County Council's Accessibility Plan is based on its audit of current provision and includes plans to improve physical access to schools. The Plan states that:

- any new buildings planned will take into account the needs of children and young people with a range of disabilities;
- on a planned strategic basis accessibility will be increased in all mainstream schools;
- continue to provide specialist equipment and aids as required via central ALN services and develop a protocol for funding.

The school's accessibility plan is in Appendix 1.

Responsibility for admission to Monmouth Comprehensive School – for all pupils, including those with a disability – rests with Monmouthshire County Council. The school's Additional Needs Policy is reviewed annually and reflects Monmouthshire County Council's policy on Additional Learning Needs. Both policies are available on request.

EQUAL OPPORTUNITIES

At Monmouth Comprehensive School we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals.

All members of the school community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school values inform what we do and how we do it. Our first value is Respect, in that we respect every person as a being of inherent value and dignity. Our Strategic Equality Scheme is a statement of good practice concerning how we treat everyone as equal. Copies of the policy are available on request.

MONMOUTH COMPREHENSIVE ACCESSIBILITY PLAN 2018-2019

Improving the Physical Access at School (Reviewed 2018)

1. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about learning and physical challenges and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Monmouth Comprehensive School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will focus on the physical environment as well as access to the curriculum is covered in other policies (see Additional Needs and Curriculum). Overall, accessibility will include:
 - Improving access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increasing access to the curriculum for students with a challenge, expanding the curriculum as necessary to ensure that students with a challenge are prepared for life
 - This covers teaching and learning and the wider curriculum of the school such as participation in these students in accessing the curriculum.
 - Improve the delivery of written information to students, staff, parents and visitors with challenges. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
3. Accessibility plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter:
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Strategic Equality Scheme
 - Health & Safety
 - Additional Learning Needs
 - Building Positive Learning Relationships
 - School Improvement Plan
 - School Prospectus
 - Team Development Plans
 - Supporting the Learning of all Students
6. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It will not be feasible to undertake all the works during the life of the Accessibility Plan and therefore items will roll forward into subsequent plans. The audit is revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
7. The School Prospectus will make reference to this Accessibility Plan.
8. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents.
9. The Plan will be monitored through the Students and Learning Committee and the Premises Committees of the Governors.
10. The school will work in partnership with the local education authority in developing and implementing this plan.
11. The Plan will be monitored by Estyn as part of their inspection cycle.

MONMOUTH COMPREHENSIVE SCHOOL ACCESSIBILITY PLAN 2018-2019

Improving the Physical Access at School (Reviewed 2018)

Existing facilities to assist access to the school by students with disabilities:

- Lifts to access the first and second floors
- Disabled toilet facilities
- Ramped access to the school
- Provision of appropriate number of disabled parking bays
- Edging to internal steps to aid students with visual impairment
- Sinks at appropriate height for wheelchair access in laboratories and Technology
- Signs throughout site that direct users with physical challenges
- Emergency evacuation chairs in specified locations
- An equipped accessible toilet

We continually look to improve facilities for people with physical challenges, to provide improved access.

Our new school is DDA Compliant and aims to be inclusive and meet the needs of all people with physical challenges and all community users.

Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Support staff in meeting the needs of all learners	Provide on-going information, coaching, professional development and support to staff	All teachers are able to more fully meet the requirements of disabled children's needs and of children with additional educational needs with regard to accessing the curriculum	Ongoing based on cohort needs	Increase in access to the curriculum
All out-of-school activities are planned to ensure the participation of the whole range of students	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing based on cohort needs	Increase in access to all school activities for all students with disabilities

Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Make available written material in alternative formats if required	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled students improved
Make available school brochures, school newsletters and other information for parents in alternative formats if required	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	As required	Delivery of school information to parents and the local community improved
Review documentation as required with a view of ensuring accessibility for students with visual impairment	Get advice on alternative formats, as required, and use of IT software to produce customized materials.	All school information available for all	As required	Delivery of school information to students & parent with visual difficulties improved

CHARGING AND REMISSIONS POLICY

It is policy to charge students at cost for activities deemed under the 1988 Education Reform Act to take place outside school hours, unless that examination syllabus or relates to a statutory duty within the National Curriculum.

Remission of charges will be in accordance with the provision of the Act.

ASSISTANCE TO STUDENTS

The following grants and services may be available to students whose parents wish to make the necessary applications.

- a) Maintenance allowance for students remaining in school after attaining school leaving age (EMA)
- b) Distinctive clothing allowance granted in Year 7 and Year 12
- c) free school meals
- d) free transport for students living over two miles from school in the catchment area

THE GOVERNING BODY

The Governing Body of Monmouth Comprehensive School meets regularly, both as a full body and in committees, covering Students and Learning, Finance, Health, Safety and Site and Personnel.

The Chair of the Governing Body, Mrs Vicky Smith, may be contacted through the school in writing or by telephoning 01600 775177.

MAKING A COMPLAINT

Most concerns can be resolved by contacting the School. You will be directed to the member of staff most able to deal with your area of concern. If a solution cannot be found, you are at liberty to contact the Chair of the Governing Body.

If it were thought that the Governing Body had acted unreasonably, complaints can be made to the Chief Officer for Children and Young People.

EXAM RESULTS 2018

GCSE

Students sat the new reformed GCSEs this summer and achieved excellent results across the curriculum, especially at the higher grades. In the new WJEC GCSE Science exams of Physics, Chemistry and Biology, more than 40% of grades were at A*/A. There was similar success across the curriculum. 52% of all grades in History were at A*/A and in RS, 54% of all grades at A*/A. In the Performing and Expressive Arts Faculty, 62% of all grades in Music were at A*/A and in Drama 41%. In Information Technology, 73% of grades were at A*/A. In the new Skills Challenge Certificate, 90% of students achieved at national level.

AS/A LEVEL

At Monmouth Comprehensive School, nearly 140 students were entered for A Level and Vocational Courses in Year 13 and swept the board with an impressive 99% pass rate, of which 40% achieved the very top grades A*/A grades (nationally 26.3%) and nearly 90% of all grades were at A*-C. In Further Mathematics 100% of students entered achieved A*. Students also sat the prestigious Welsh Baccaulaureate Advanced Skills Challenge Certificate. The success rate in this course was exemplary this year, with 50% of grades awarded at A*/A.

COMPLAINTS PROCEDURE

1. Introduction

- 1.1 The school is committed to dealing effectively with complaints. We aim to clarify any issues about which you are not sure. If possible we will put right any mistakes we have made and we will apologise. We aim to learn from mistakes and use that experience to improve what we do.
- 1.2 Our definition of a complaint is 'an expression of dissatisfaction in relation to the school or a member of its staff that requires a response from the school.'
- 1.3 This complaints procedure supports our commitment and is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and, if well-founded, addressed in an appropriate and timely fashion.

2. When to use this procedure

- 2.1 When you have a concern or wish to make a complaint we will usually respond in the way we explain below. Sometimes you might be concerned about matters that are not decided by the school, in which case we will tell you who to complain to. At other times you may be concerned about matters that are handled by other procedures, in which case we will explain to you how your concern will be dealt with.
- 2.2 If your concern or complaint is about another body as well as the school (for example the Local Authority) we will work with them to decide how to handle your concern.

3. Have you asked us yet?

- 3.1 If you are approaching us for the first time you should give us a chance to respond. If you are not happy with our response then you may make your complaint using the procedure we describe below. Most concerns can be settled quickly just by speaking to the relevant person in school, without the need to use a formal procedure.

4. What we expect from you

- 4.1 We believe that all complainants have a right to be heard, understood and respected. But school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour. We will also not tolerate unreasonable demands or unreasonable persistence or vexatious complaining.

5. Our approach to answering your concern or complaint

- 5.1 We will consider all your concerns and complaints in an open and fair way.
- 5.2 At all times the school will respect the rights and feelings of those involved and make every effort to protect confidential information.
- 5.3 Timescales for dealing with your concerns or complaints may need to be extended following discussion with you.
- 5.4 We may ask for advice from the Local Authority or Diocesan Authority where appropriate.
- 5.5 Some types of concern or complaint may raise issues that have to be dealt with in another way (other than this complaints policy), in which case we will explain why this is so, and will tell you what steps will be taken.
- 5.6 The Governing Body will keep the records of documents used to investigate your concern or complaint for seven years after it has been dealt with. Records will be kept in school and reviewed by the Governing Body after seven years to decide if they need to be kept for longer.
- 5.7 Complaints that are made anonymously will be recorded but investigation will be at the discretion of the school depending on the nature of the complaint.
- 5.8 Where complaints are considered to have been made only to cause harm or offence to individuals or the school, the Governing Body will ensure that records are kept of the investigations that are made and what actions are taken, including the reasons for 'no action'.

6. Answering your concern or complaint

- 6.1 The chart in Appendix A shows what may happen when you make a complaint or raise a concern. There are up to three Stages: A, B and C. Most complaints can be resolved at Stages A or B. You can bring a relative or companion to support you at any time during the process but you will be expected to speak for yourself. However, we recognise that when the complainant is a student it is reasonable for the companion to speak on their behalf and/or to advise the student.
- 6.2 As far as possible, your concern or complaint will be dealt with on a confidential basis. However, there may be occasions when the person dealing with your concern or complaint will need to consider whether anyone else within the school needs to know about your
- 6.3 If you are a student under 16 and wish to raise a concern or bring a complaint we will ask for your permission before we involve your parent(s) or carer(s). If you are a student under 16 and are involved in a complaint in any other way, we may ask your parent(s) or carer(s) to become involved and attend any discussion or interview with you.

Stage A

- 6.4 If you have a concern, you can often resolve it quickly by talking to a teacher or a member of the office staff. You should raise your concern as soon as you can; normally we would expect you to raise your issue within 10 school days of any incident. The longer you leave it the harder it might be for those involved to deal with it effectively.
- 6.5 If you are a student, you can raise your concerns with your School Council representative, Form Tutor or a teacher chosen to deal with student concerns. This will not stop you, at a later date, from raising a complaint if you feel that the issue(s) you have raised have not been dealt with properly.
- 6.6 We will try to let you know what we have done or are doing about your concern normally within 10 school days, but if this is not possible, we will talk to you and agree a revised timescale with you.
- 6.7 The person overseeing your concern or complaint will keep you informed of the progress being made. This person will also keep a log of the concern for future reference.

Stage B

- 6.8 In most cases, we would expect that your concern is resolved informally. If you feel that your initial concern has not been dealt with appropriately you should put your complaint in writing to the Headteacher.
- 6.9 We would expect you to do this within five school days of receiving a response to your concern as it is in everyone's interest to resolve a complaint as soon as possible. There is also a form attached (Appendix B) that you may find useful. If you are a student we will explain the form to you, help you complete it and give you a copy.
- 6.10 If your complaint is about the Headteacher, you should put your complaint in writing to the Chair of Governors, addressed to the school, to ask for your complaint to be investigated.
- 6.11 In all cases a member of staff can help you to put your complaint in writing if necessary.
- 6.12 If you are involved in any way with a complaint, the Headteacher will explain what will happen and the sort of help that is available to you.
- 6.13 The Headteacher will invite you to discuss your complaint at a meeting. Timescales for dealing with your complaint will be agreed with you. The Headteacher will aim to have a meeting with you and to explain what will happen, normally within 10 school days of receiving your letter. The Headteacher will complete the investigation and will let you know the outcome in writing within 10 school days of completion.

Stage C

- 6.14 It is rare that a complaint will progress any further. However, if you still feel that your complaint has not been dealt with fairly, you should write, to the Chair of Governors (at the school address) setting out your reasons for asking the Governing Body's Complaints Committee to consider your complaint. You do not have to write down details of your whole complaint again.
- 6.15 If you prefer, instead of sending a letter or e-mail, you can talk to the Chair of Governors or Deputy Headteacher who will write down what is discussed and what, in your own words, would resolve the problem. We would normally expect you to do this within five school days of receiving the school's response. You will be asked to read the notes or will have the notes read back to you and then be asked to sign them as a true record of what was said. We will let you know how the complaint will be dealt with and will send a letter to confirm this. The complaints committee will normally have a meeting with you within 15 school days of receiving your letter.
- 6.16 The letter will also tell you when all the evidence and documentation to be considered by the Complaints Committee must be received. Everyone involved will see the evidence and documentation before the meeting, while ensuring that people's rights to privacy of information are protected. The letter will also record what we have agreed with you about when and where the meeting will take place and what will happen. The timescale may need to be changed, to allow for the availability of people, the gathering of evidence or seeking advice. In this case, the person dealing with the complaint will agree a new meeting date with you.
- 6.17 Normally, in order to deal with the complaint as quickly as possible, the Complaints Committee will not reschedule the meeting more than once. If you ask to reschedule the meeting more than once, the committee may think it reasonable to make a decision on the complaint in your absence to avoid unnecessary delays.
- 6.18 We will write to you within 10 school days of the meeting explaining the outcome of the Governing Body's Complaints Committee's consideration.
- 6.19 We will keep records of all conversations and discussions for the purpose of future reference and review by the full Governing Body. These records will be kept for a minimum of seven years.
- 6.20 The Governing Body's Complaints Committee is the final arbiter of complaints.

7. Special circumstances

- 7.1 Where a complaint is made about any of the following the complaints procedure will be applied differently.
- i. A governor or group of governors
The concern or complaint will be referred to the Chair of Governors for investigation. The Chair may alternatively delegate the matter to another governor for investigation. Stage B onwards of the complaints procedure will apply.
 - ii. The Chair of Governors or Headteacher and Chair of Governors
The Vice Chair of Governors will be informed and will investigate it or may delegate it to another governor. Stage B onwards of the complaints procedure will apply.
 - iii. Both the Chair of Governors and Vice Chair of Governors
The complaint will be referred to the Clerk to the Governing Body who will inform the Chair of the Complaints Committee. Stage C of the complaints procedure will then apply.
 - iv. The whole Governing Body
The complaint will be referred to the Clerk to the Governing Body who will inform the Headteacher, Chair of Governors, Local Authority and, where appropriate, the Diocesan Authority. The authorities will usually agree arrangements with the Governing Body for independent investigation of the complaint.
 - v. The Headteacher
The concern or complaint will be referred to the Chair of Governors who will undertake the investigation or may delegate it to another governor. Stage B onwards of the complaints procedure will apply.
- 7.2 In all cases the school and Governing Body will ensure that complaints are dealt with in an unbiased, open and fair way.

8. Our commitment to you

- 8.1 We will take your concerns and complaints seriously and, where we have made mistakes, will try to learn from them.
- 8.2 If you need help to make your concerns known we will try and assist you. If you are a young person and need extra assistance the Welsh Government has established MEIC which is a national advocacy and advice helpline for children and young people. Advice and support can also be accessed from the Children's Commissioner for Wales.

MEIC may be contacted by freephone: 0808 802 3456, or text: 84001.
This service is operated 24 hours a day.

The Children's Commissioner for Wales can be contacted by freephone:
0808 801 1000 (Monday to Friday 9a.m. to 5p.m.), text: 80 800 (start your message with COM)
or e-mail: advice@childcomwales.org.uk

APPENDIX A: SUMMARY OF DEALING WITH CONCERNS OR COMPLAINTS

Appendix B: Model Complaint Form

Surname

What do you think they did wrong or did not do?

Describe how you have been affected

When did you first become aware of the problem?

If it is more than three months since you first became aware of the problem, please give the reason why you have not complained before

What do you think should be done to put matters right?

Have you already put your complaint to a member of staff? If so, please give brief details about how and when you did so

Signature of complainant: _____ Date: _____

Signature if you are making a complaint on behalf of someone else

Signature: Date: _____ Date: _____

Please return this form and any documents to support your complaint to the school.

GCSE Results - Summer 2018

	Entries	A*	A	B	C	D	E	F	G	U	X
Art & Design											
Male	14	0	2	2	4	4	2	0	0	0	0
Female	42	7	11	7	5	9	2	1	0	0	0
Total	56	7	13	9	9	13	4	1	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Biology											
Male	47	4	16	12	10	4	1	0	0	0	0
Female	35	5	10	12	6	2	0	0	0	0	0
Total	82	9	26	24	16	6	1	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Business Studies											
Male	25	1	4	2	3	11	3	1	0	0	0
Female	18	1	1	4	5	4	1	1	1	0	0
Total	43	2	5	6	8	15	4	2	1	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Chemistry											
Male	47	5	14	13	12	3	0	0	0	0	0
Female	35	3	12	14	5	1	0	0	0	0	0
Total	82	8	26	27	17	4	0	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Child Development											
Male	0	0	0	0	0	0	0	0	0	0	0
Female	21	0	0	1	6	6	7	1	0	0	0
Total	21	0	0	1	6	6	7	1	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Computer Science											
Male	26	1	8	7	9	1	0	0	0	0	0
Female	8	1	2	4	1	0	0	0	0	0	0
Total	34	2	10	11	10	1	0	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
D&T Graphic Products											
Male	5	0	0	0	4	1	0	0	0	0	0
Female	3	0	2	1	0	0	0	0	0	0	0
Total	8	0	2	1	4	1	0	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
D&T Resistant Materials											
Male	14	0	4	3	5	1	1	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0
Total	14	0	4	3	5	1	1	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
D&T Textiles											
Male	0	0	0	0	0	0	0	0	0	0	0
Female	9	1	3	5	0	0	0	0	0	0	0
Total	9	1	3	5	0	0	0	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Drama											
Male	9	1	1	2	3	2	0	0	0	0	0
Female	13	3	4	5	1	0	0	0	0	0	0
Total	22	4	5	7	4	2	0	0	0	0	0

General Information

Gwybodaeth Gyffredinol

	Entries	A*	A	B	C	D	E	F	G	U	X
English Language											
Male	61	1	3	3	10	29	6	7	2	0	0
Female	57	0	5	9	13	19	5	3	3	0	0
Total	118	1	8	12	23	48	11	10	5	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
English Literature											
Male	148	1	9	39	52	22	11	9	2	3	0
Female	156	4	28	45	46	23	8	2	0	0	0
Total	304	5	37	84	98	45	19	11	2	3	0

	Entries	A*	A	B	C	D	E	F	G	U	X
French											
Male	10	2	0	1	4	1	1	1	0	0	0
Female	19	2	4	4	7	2	0	0	0	0	0
Total	29	4	4	5	11	3	1	1	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Geography											
Male	42	3	9	10	7	9	3	1	0	0	0
Female	27	3	6	7	5	2	2	1	1	0	0
Total	69	6	15	17	12	11	5	2	1	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
German											
Male	5	0	1	0	3	1	0	0	0	0	0
Female	7	0	1	2	3	1	0	0	0	0	0
Total	12	0	2	2	6	2	0	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Health & Social Care											
Male	0	0	0	0	0	0	0	0	0	0	0
Female	18	0	1	4	5	5	3	0	0	0	0
Total	18	0	1	4	5	5	3	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
History											
Male	45	6	14	9	6	2	5	2	1	0	0
Female	33	9	12	5	4	0	2	0	1	0	0
Total	78	15	26	14	10	2	7	2	2	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Hospitality & Catering											
Male	2	0	1	0	1	0	0	0	0	0	0
Female	4	0	0	1	2	0	1	0	0	0	0
Total	6	0	1	1	3	0	1	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Information Technology - Short Course											
Male	4	0	0	2	2	0	0	0	0	0	0
Female	8	0	4	4	0	0	0	0	0	0	0
Total	12	0	4	6	2	0	0	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Information Technology - Full Course											
Male	9	1	5	3	0	0	0	0	0	0	0
Female	6	2	3	1	0	0	0	0	0	0	0
Total	15	3	8	4	0	0	0	0	0	0	0

General Information

Gwybodaeth Gyffredinol

	Entries	A*	A	B	C	D	E	F	G	U	X
Maths											
Male	88	3	5	15	29	11	12	3	5	5	0
Female	87	5	3	11	31	12	11	6	2	6	0
Total	175	8	8	26	60	23	23	9	7	11	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Maths, Numeracy											
Male	73	0	6	13	20	15	9	1	4	5	0
Female	79	1	1	10	28	14	13	3	2	7	0
Total	152	1	7	23	48	29	22	4	6	12	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Media Studies											
Male	7	0	1	3	2	1	0	0	0	0	0
Female	7	1	3	2	1	0	0	0	0	0	0
Total	14	1	4	5	3	1	0	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Music											
Male	11	2	3	4	2	0	0	0	0	0	0
Female	15	1	10	3	1	0	0	0	0	0	0
Total	26	3	13	7	3	0	0	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Physical Education											
Male	65	5	7	19	24	8	2	0	0	0	0
Female	49	4	12	13	13	7	0	0	0	0	0
Total	114	9	19	32	37	15	2	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Physics											
Male	47	12	10	14	10	1	0	0	0	0	0
Female	35	5	9	14	5	2	0	0	0	0	0
Total	82	17	19	28	15	3	0	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Polish											
Male	0	0	0	0	0	0	0	0	0	0	0
Female	1	1	0	0	0	0	0	0	0	0	0
Total	1	1	0	0	0	0	0	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Psychology											
Male	7	0	1	4	2	0	0	0	0	0	0
Female	19	1	3	7	7	1	0	0	0	0	0
Total	26	1	4	11	9	1	0	0	0	0	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Religious Studies											
Male	19	9	1	3	3	1	1	0	0	1	0
Female	40	17	5	5	4	7	1	1	0	0	0
Total	59	26	6	8	7	8	2	1	0	1	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Science, Applied											
Male	11	0	0	1	0	3	2	4	0	1	0
Female	10	0	0	0	1	2	3	1	1	2	0
Total	21	0	0	1	1	5	5	5	1	3	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Spanish											
Male	14	1	1	2	1	1	4	3	0	1	0
Female	6	0	0	1	2	2	1	0	0	0	0
Total	20	1	1	3	3	3	5	3	0	1	0

	Entries	A*	A	B	C	D	E	F	G	U	X
Welsh, Full Course											
Male	36	2	6	13	11	3	1	0	0	0	0
Female	47	5	14	17	10	1	0	0	0	0	0
Total	83	7	20	30	21	4	1	0	0	0	0

GCSE Double Award - Summer 2018

	Entries	**	*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG	U
Science																	
Male	62	0	0	1	1	10	10	11	10	7	3	2	4	1	0	2	0
Female	72	2	1	5	2	3	18	18	5	1	6	1	4	3	1	1	1
Total	134	2	1	6	3	13	28	29	15	8	9	3	8	4	1	3	1

A Results - Summer 2018

	Entries	A*	A	B	C	D	E	U
Art & Design								
Male	8	1	0	3	2	1	1	0
Female	13	3	1	2	2	3	2	0
Total	21	4	1	5	4	4	3	0

	Entries	A*	A	B	C	D	E	U
Biology								
Male	5	0	0	2	0	2	1	0
Female	14	1	3	1	6	2	1	0
Total	19	1	3	3	6	4	2	0

	Entries	A*	A	B	C	D	E	U
Chemistry								
Male	2	0	1	1	0	0	0	0
Female	7	0	3	2	0	2	0	0
Total	9	0	4	3	0	2	0	0

	Entries	A*	A	B	C	D	E	U
Computer Science								
Male	4	0	0	2	1	1	0	0
Female	0	0	0	0	0	0	0	0
Total	4	0	0	2	1	1	0	0

	Entries	A*	A	B	C	D	E	U
Design & Technology								
Male	7	0	0	0	3	1	1	2
Female	1	0	0	0	1	0	0	0
Total	8	0	0	0	4	1	1	2

General Information

Gwybodaeth Gyffredinol

	Entries	A*	A	B	C	D	E	U
Drama								
Male	1	0	0	0	1	0	0	0
Female	4	0	1	3	0	0	0	0
Total	5	0	1	3	1	0	0	0

	Entries	A*	A	B	C	D	E	U
Economics								
Male	1	0	0	1	0	0	0	0
Female	3	0	1	1	0	1	0	0
Total	4	0	1	2	0	1	0	0

	Entries	A*	A	B	C	D	E	U
English Language								
Male	4	0	0	1	2	1	0	0
Female	19	0	4	4	7	4	0	0
Total	23	0	4	5	9	5	0	0

	Entries	A*	A	B	C	D	E	U
English Literature								
Male	1	0	0	0	0	0	1	0
Female	13	2	4	4	3	0	0	0
Total	14	2	4	4	3	0	1	0

	Entries	A*	A	B	C	D	E	U
French								
Male	1	0	0	0	0	1	0	0
Female	5	1	1	2	1	0	0	0
Total	6	1	1	2	1	1	0	0

	Entries	A*	A	B	C	D	E	U
Geography								
Male	13	1	1	4	1	5	1	0
Female	9	0	1	4	2	1	1	0
Total	22	1	2	8	3	6	2	0

	Entries	A*	A	B	C	D	E	U
German								
Male	0	0	0	0	0	0	0	0
Female	4	0	2	2	0	0	0	0
Total	4	0	2	2	0	0	0	0

	Entries	A*	A	B	C	D	E	U
History								
Male	4	2	0	1	1	0	0	0
Female	22	7	7	7	1	0	0	0
Total	26	9	7	8	2	0	0	0

	Entries	A*	A	B	C	D	E	U
Information Technology								
Male	6	0	0	0	4	0	1	1
Female	2	0	0	1	1	0	0	0
Total	8	0	0	1	5	0	1	1

	Entries	A*	A	B	C	D	E	U
Law								
Male	1	0	0	0	0	0	1	0
Female	7	0	0	2	3	0	2	0
Total	8	0	0	2	3	0	3	0

[RETURN TO CONTENTS PAGE](#)

General Information

Gwybodaeth Gyffredinol

	Entries	A*	A	B	C	D	E	U
Maths								
Male	14	5	3	5	0	0	0	1
Female	17	3	3	3	7	1	0	0
Total	31	8	6	8	7	1	0	1

	Entries	A*	A	B	C	D	E	U
Maths, Further								
Male	3	3	0	0	0	0	0	0
Female	2	2	0	0	0	0	0	0
Total	5	5	0	0	0	0	0	0

	Entries	A*	A	B	C	D	E	U
Music								
Male	1	0	0	0	1	0	0	0
Female	2	1	0	1	0	0	0	0
Total	3	1	0	1	1	0	0	0

	Entries	A*	A	B	C	D	E	U
Music Technology								
Male	2	0	0	0	1	1	0	0
Female	0	0	0	0	0	0	0	0
Total	2	0	0	0	1	1	0	0

	Entries	A*	A	B	C	D	E	U
Physical Education								
Male	5	0	2	1	1	0	1	0
Female	3	0	2	0	1	0	0	0
Total	8	0	4	1	2	0	1	0

	Entries	A*	A	B	C	D	E	U
Physics								
Male	5	1	2	0	1	1	0	0
Female	3	0	1	0	1	1	0	0
Total	8	1	3	0	2	2	0	0

	Entries	A*	A	B	C	D	E	U
Psychology								
Male	2	0	0	1	1	0	0	0
Female	19	1	7	6	4	1	0	0
Total	21	1	7	7	5	1	0	0

	Entries	A*	A	B	C	D	E	U
Religious Studies								
Male	1	1	0	0	0	0	0	0
Female	21	1	9	8	3	0	0	0
Total	22	2	9	8	3	0	0	0

	Entries	A*	A	B	C	D	E	U
Spanish								
Male	2	0	1	0	0	0	1	0
Female	3	1	1	1	0	0	0	0
Total	5	1	2	1	0	0	1	0

	Entries	A*	A	B	C	D	E	U
Welsh								
Male	2	0	0	0	1	1	0	0
Female	5	0	1	0	2	2	0	0
Total	7	0	1	0	3	3	0	0

	Entries	A*	A	B	C	D	E	U
Welsh								
Male	19	4	1	5	4	1	3	
Female	47	4	9	10	14	7	2	
Total	66	8	10	15	18	8		

BTEC Results

BTEC LI Introductory Diploma

	Entries	PP	MP	MM	DM	DD	D*D	D*D*
Vocational Studies								
Male	2	0	0	1	1	0	0	0
Female	2	1	0	1	0	0	0	0
Total	4	1	0	2	1	0	0	0

BTEC LI/2 First Award

	Entries	L	P	M	D	D*
Engineering						
Male	24	6	13	4	0	1
Female	0	0	0	0	0	0
Total	24	6	13	4	0	1

BTEC L2 Certificate

	Entries	P	M	D	D*
Music					
Male	4	4	0	0	0
Female	1	1	0	0	0
Total	5	5	0	0	0

BTEC L3 Certificate

	Entries	P	M	D	D*
Public Services					
Male	1	1	0	0	0
Female	0	0	0	0	0
Total	1	1	0	0	0

BTEC L3 Extended Certificate

	Entries	P	M	D	D*
Engineering					
Male	3	2	1	0	0
Female	1	0	1	0	0
Total	4	2	2	0	0

BTEC L3 Subsidiary Diploma

	Entries	P	M	D	D*
Business					
Male	5	3	1	1	0
Female	5	0	2	1	2
Total	10	3	3	2	2

	Entries	P	M	D	D*
Health & Social Care					
Male	0	0	0	0	0
Female	9	4	2	1	2
Total	9	4	2	1	2

	Entries	P	M	D	D*
Public Services					
Male	5	1	3	0	1
Female	4	0	2	1	1
Total	9	1	5	1	2

	Entries	P	M	D	D*
Sport & Exercise Sciences					
Male	2	0	0	1	1
Female	2	0	0	0	2
Total	4	0	0	1	3

BTEC L3 Diploma

	Entries	PP	MP	MM	OM	OD	D*D	D*D*
Health & Social Care								
Male	0	0	0	0	0	0	0	0
Female	7	1	2	0	1	3	0	0
Total	7	1	2	0	1	3	0	0

	Entries	PP	MP	MM	OM	OD	D*D	D*D*
Sport & Exercise Sciences								
Male	5	0	1	1	2	0	0	1
Female	0	0	0	0	0	0	0	0
Total	5	0	1	1	2	0	0	1

BTEC L3 Extended Diploma

	Entries	PPP	MPP	MMP	MMM	DMM	DOM	DOD	D*DD	D*D*D	D*D*D*
Health & Social Care											
Male	0	0	0	0	0	0	0	0	0	0	0
Female	5	1	0	0	0	0	1	0	0	0	3
Total	5	1	0	0	0	0	1	0	0	0	3

	Entries	PPP	MPP	MMP	MMM	DMM	DOM	DOD	D*DD	D*D*D	D*D*D*
Sport & Exercise Sciences											
Male	3	0	1	0	1	0	0	0	1	0	0
Female	0	0	0	0	0	0	0	0	0	0	0
Total	3	0	1	0	1	0	0	0	1	0	0

Summary of School Performance (I)

LA/School No. 679/4060

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2017: 254

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	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	97	80	74	379	346	472
LA Area 2016/17	100	94	77	67	368	339	474
Wales 2016/17	99	94	67	55	351	326	459
School 15/16/17	100	-	-	-	-	363	560
School 14/15/16	100	-	-	-	-	246	614

Number of boys in Year 11 who were on roll in January 2017: 123

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	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	96	78	73	371	339	464
LA Area 2016/17	100	93	77	65	359	331	457
Wales 2016/17	99	93	62	51	338	314	435
School 15/16/17	100	-	-	-	-	358	550
School 14/15/16	100	-	-	-	-	235	598

Number of girls in Year 11 who were on roll in January 2017: 131

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	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	98	82	75	386	352	480
LA Area 2016/17	100	95	78	69	378	348	491
Wales 2016/17	100	96	73	59	364	339	484
School 15/16/17	100	-	-	-	-	367	570
School 14/15/16	100	-	-	-	-	255	629

(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.

Summary of School Performance (1)

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2017: 254

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 2016/17	81	81	0	84	77	76	80	70
LA Area 2016/17	75	75	0	78	69	72	75	64
Wales 2016/17	65	64	74	76	59	57	62	53
School 15/16/17	79	79	0	87	-	-	-	-
School 14/15/16	78	78	0	88	-	-	-	-

Number of boys in Year 11 who were on roll in January 2017: 123

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 2016/17	78	78	0	80	75	76	80	69
LA Area 2016/17	70	70	0	74	68	73	75	60
Wales 2016/17	58	56	65	73	57	57	62	49
School 15/16/17	72	72	0	87	-	-	-	-
School 14/15/16	69	69	0	87	-	-	-	-

Number of girls in Year 11 who were on roll in January 2017: 131
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 2016/17	83	83	0	87	79	76	80	71
LA Area 2016/17	80	80	0	82	71	71	75	68
Wales 2016/17	73	72	82	78	60	56	63	57
School 15/16/17	86	86	0	88	-	-	-	-
School 14/15/16	88	88	0	89	-	-	-	-

(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.

Summary of School Performance (I)

LA/School No. 679/4060

Achievement of the Skills Challenge Certificate by pupils in Year 11

	Percentage of pupils in Year 11 who:		Percentage of boys in Year 11 who:		Percentage of girls in Year 11 who:	
	achieved the Foundation Skills Challenge Certificate at KS	achieved the National/Foundation Skills Challenge Certificate at KS4	achieved the Foundation Skills Challenge Certificate at KS	achieved the National/Foundation Skills Challenge Certificate at KS4	achieved the Foundation Skills Challenge Certificate at KS	achieved the National/Foundation Skills Challenge Certificate at KS4
School 2016/17	10	87	15	89	5	85
LA Area 2016/17	12	50	16	48	8	51
Wales 2016/17	19	70-	23	66	15	75
School 15/16/17	-	-	-	-	-	-
School 14/15/16	-	-	-	-	-	-

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2017: 138		Number of boys aged 17 who were on roll in January 2017: 70		Number of girls aged 17 who were on roll in January 2017: 68	
	PAchieved the Level 3 thresholdd	Average wider points score for	PAchieved the Level 3 thresholdd	Average wider points score for	PAchieved the Level 3 thresholdd	Average wider points score for
School 2016/17	96	781	95	746	97	818
LA Area 2016/17	97	765	96	730	98	802
Wales 2016/17	97	731	96	681	98	773
School 15/16/17	97	829	96	790	98	864
School 14/15/16	97	824	97\	773	98	864

Achievement of the Skills Challenge Certificate (any post-16 level) by pupils aged 17

	Percentage of pupils aged 17	Percentage of boys aged 17	Percentage of girls aged 17
School 2016/17	79	73	85
LA Area 2016/17	54	46	62
Wales 2016/17	64	59	69
School 15/16/17	-	-	-
School 14/15/16	-	-	-

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

- Data not available.

Monmouth Comprehensive School

School Type: Comprehensive 11-18

Linguistic Delivery: English medium

Number of SEN Unit/Special Classes: 0

Number of Pupils on Roll in NCY 11: 273

Percentage of compulsory school age pupils eligible for FSM 13/14/15(5) (6) :7.8

Percentage of 15 year old pupils on SEN register: 11.0

Welsh Bacallaureate Offered:Yes

Level of Welsh Bacallaureate Offered:

Advanced
for Post-16
Pupils

Yes

Intermediate
for Post-16
Pupils

Yes

Foundation
for Post-16
Pupils

Yes

Intermediate
for Pre-16
Pupils

Yes

Foundation
for Pre-16
Pupils

Yes

Summary of National Curriculum Assessment results of pupils in the school (2018) and nationally (2016) at the end of Key Stage 3 as a percentage of those eligible for assessment

		N	D	NCO 1,2,&3	1	2	3	4	5	6	7	>= 8	5+
English	School	0	0	0	0	0	0	1	25	36	27	11	99
	National	0.2	0.3	-	0.4	0.6	1.8	6.0	31.8	38.0	19.0	1.7	90.5
Oracy	School	0	0	0	0	0	0	2	21	35	28	14	98
	National	0.2	0.3	-	0.4	0.6	1.7	6.9	31.0	37.3	19.1	2.3	89.6
Reading	School	0	0	0	0	0	0	3	26	33	23	15	97
	National	0.2	0.3	-	0.4	0.7	1.8	7.4	31.6	37.4	18.0	1.8	88.9
Writing	School	0	0	0	0	0	0	6	30	32	25	8	94
	National	0.2	0.3	-	0.4	0.7	2.3	11.3	33.8	34.0	15.3	1.5	84.5

Mathematics	School	0	0	0	0	0	0	4	19	28	32	17	96
	National	0.2	0.2	-	0.4	0.6	1.9	5.6	25.4	34.7	26.8	3.9	90.8

Science	School	0	0	0	0	0	0	1	16	38	30	15	99
	National	0.3	0.3	-	0.4	0.4	1.0	3.9	28.0	39.1	25.0	1.5	93.5

Core Subject Indicator	School	95.33
	National	87.4

General Information

Gwybodaeth Gyffredinol

Destinations of Year 11 School Leavers – 2017 Careers Wales Company: CCDG South East

	Year 11 Blwyddyn 11				Year 12 Blwyddyn 12				Year 13 Blwyddyn 13			
	Female Benyw	Male Gwryw	Totals Cyfanswm	%	Female Benyw	Male Gwryw	Totals Cyfanswm	%	Female Benyw	Male Gwryw	Totals Cyfanswm	%
Continuing in full-time education - Same School <i>Parhau mewn addysg amser llawn - Yr un ysgol</i>	71	76	147	57.87%	95	56	151	91.52%	1	0	1	0.75%
Continuing in full-time education - School <i>Parhau mewn addysg amser llawn - Ysgol</i>	3	0	3	1.18%	0	0	0	-	0	0	0	-
Continuing in full-time education - College <i>Parhau mewn addysg amser llawn - Coleg</i>	52	38	90	35.43%	2	6	8	4.85%	4	1	5	3.73%
Continuing in full-time education - HE <i>Parhau mewn addysg amser llawn - AU</i>	0	0	0	-	0	0	0	-	46	45	91	67.91%
GAP Year <i>Blwyddyn fwlch</i>	0	0	0	-	0	0	0	-	0	0	0	-
Continuing in Part time Education <i>Parhau mewn addysg ran-amser</i>	1	0	1	0.39%	0	0	0	-	0	0	0	-
Entering employment outside WBTYP <i>Dechrau cyflogaeth tu allan i Hyfforddiant Seiliedig ar Waith i Bobl Ifanc</i>	0	2	2	0.79%	1	1	2	1.21%	9	15	24	17.91%
Entering WBTYP (employed status) <i>Dechrau Hyfforddiant Seiliedig ar Waith i Bobl Ifanc (statws cyflogedig)</i>	0	4	4	1.57%	0	0	0	-	1	6	7	5.22%
Entering WBTYP - (without employed status) <i>Dechrau Hyfforddiant Seiliedig ar Waith i Bobl Ifanc (heb statws cyflogedig)</i>	1	2	3	1.18%	0	0	0	-	0	0	0	-
Able to Enter Emp, Ed or WBTYP (Unemployed) <i>Yn gallu cael mynediad at Gyflogaeth, Addysg neu WBTYP (di-waith)</i>	0	1	1	0.39%	0	1	1	0.61%	3	2	5	3.73%
Unable OR NOT READY to enter Emp, Ed or WBTYP (e.g. due to illness, custodial sentence) <i>Methu NEU DDIM YN BAROD i gael mynediad at Gyflogaeth, Addysg neu WBTYP (e.e. salwch, dedfryd o gaethiwed)</i>	0	0	0	-	0	0	0	-	0	0	0	-
Known to have left the area <i>Yn hysbys iddynt adael yr ardal</i>	3	0	3	1.18%	2	1	3	1.82%	1	0	1	0.75%
Not responding to follow-up and therefore unknown <i>Dim ymateb i'r arolwg, felly'n anhysbys</i>	0	0	0	-	0	0	0	-	0	0	0	-
Total number of 2017 statutory school leavers Cyfanswm y gadawyr ysgol statudol yn 2017	131	123	254	100.0%	100	65	165	100.0%	65	69	134	100.0%

KEY STAGE 3

In Year 7, students follow a skills-based curriculum focusing on developing literacy, numeracy and digital competencies, led by their Form Tutors and teams of teachers from subject areas. The year is divided into three parts with the following themes:

Getting to Know You

Stop Press

Life on the Edge

Students gain expertise and are assessed in their literacy, numeracy and digital competency to become more confident and independent learners.

This transitional year provides support to all students in their learning journey through the school. In Years 8 and 9, students follow a programme of study designed to introduce them to all the main areas of the National Curriculum and provide a solid foundation for further work. Students explore the world of work and begin to make links with potential subject choices and careers. They also develop entrepreneurial skills in team enterprise.

In Years 10 and 11, everyone must continue with the core subjects. This is a legal requirement of the National Curriculum. Beyond these core subjects, there is some choice so that individual interests and talents can be developed. Details of all the subjects are given further on in the prospectus.

KEY STAGE 4

THE CORE CURRICULUM

English

Mathematics

Science

Welsh

The Integrated Curriculum, which includes **Religious Education** and **Personal and Social Education** is taught for four lessons per fortnight and is accredited through the National Welsh Baccalaureate. (Religious Education can be taken as a full Religious Studies GCSE).

Games and Physical Education

At least one lesson per week. Many students take PE or Sports Science as an extra GCSE subject.

Students continue to develop an understanding of work related education, with a particular focus on working with employers and voluntary organisations in the community. As students move through bespoke careers guidance, support is provided to help with potential education and career choices.

Integrated Curriculum

Students continue with four hours of Integrated Curriculum time in Key Stage 4 with their Form Tutor. As part of this time, all students follow the Welsh Baccalaureate programme. This qualification rewards students for their continual skills development in and out of lessons as well as success in their Core and Option subjects.

The Welsh Baccalaureate is valued by employers, Further and Higher education establishments, as well as the students that follow it.

The two parts of the Welsh Baccalaureate work together as follows:

The first part is comprised of 'Options' selected from established, approved courses/programmes. For example, GCSE or BTEC.

The second part is the Skills Challenge Certificate (see page 16)

Students continue to develop an understanding of work related education with a particular focus on working with employers and voluntary organisations in the community. As students move through Key Stage 4, bespoke careers guidance and support is provided to help with potential education and career choices.

The Integrated Curriculum also includes Religious Education and Personal and Social Education (Religious Education can be taken as a full Religious Studies GCSE).

THE OPTIONS

In addition to the core, students opt to follow three other subjects. Most subjects are studied for BTEC, or CoEA. Some students may opt for a reduced number of GCSEs and take advantage of extra learning support on offer.

**There are 25 hour lessons each week, on a fortnightly cycle*

THE NEED FOR BALANCE

It is vitally important that students do not over-specialise at this stage. Experience has shown that many young people change their minds between the ages of 14 and 16. By keeping a balanced choice, they make sure that they have not shut the door on future options. Whilst expertise and enthusiasm in one area is valuable, versatility and adaptability will be important in a fast-changing world. A student may find a subject hard or unappealing at 14, but grow to see its value as they later develop their ability and interest in it.

The School recommends that most students study:

- at least one humanity (History, Geography, Religious Studies, Psychology or Business Studies)
- at least one **technological, vocational or creative** subject (Art and Design, Business Studies, Catering, Child Development, all Design and Technology subjects, Dance, Drama, Information & Communication Technology, Computer Science or Music)
- and gives strong consideration to continuing with at least one **language**; French, German or Welsh – or to starting Spanish as a new language.

KS4 AND BEYOND

During Years 10 and 11, students have the opportunity to personalise their curriculum. Students select their pathway from a wide range

In recent years, over 90% of Year 11 students have gained 5 or more Level 2 qualifications at grade C or above. This percentage is well above the National average and continues to improve. The minimum level for going on to A Level, advanced vocational courses or direct entry to many careers is six of these 'higher grades', including English or Maths.

Whatever the qualification, every student will have to complete course based tasks that count towards their grade from the earliest stage of their course. Full commitment and attendance are essential and are the norm at Monmouth.

QUALIFICATIONS

GCSE

Most of the two year courses in Years 10 and 11 lead to the General Certificate of Secondary Education (GCSR). This is graded from A* to G for each subject. Grades at A*-C are classified as being at Level 2, while grades at D-G are classified at Level 1. Many GCSE courses include an element of school based Controlled Assessment sometimes known as a Non Examined Component.

Level 2

These qualifications are highly valued by employers and institutes of Higher and Further Education.

Level 1 and Entry Level Qualifications

The Level 1 Vocational Diploma is equivalent to 4 GCSEs at grade D-G. The qualification allows students to work in a range of vocational areas such as ICT, Catering, Engineering and Art.

Entry Level qualifications are available to students in Maths, English and Science core areas. Students who achieve these qualifications will be well equipped to go on to Further Education, training or employment.

AIMS & ETHOS OF SIXTH FORM

The Sixth Form at Monmouth Comprehensive School provides a stimulating and purposeful environment where all students are challenged to achieve their full potential. From the team building Induction Day at the start through to Results Day at the end, each student follows his or her personal pathway to success and fulfilment.

The curriculum is structured to allow for clear progression with accreditation and considerable personal choice and flexibility. At the core of our programme for every student is the Welsh Baccalaureate Diploma. The Baccalaureate offers a wide and diverse programme of study that develops independent learning skills required for higher education and the workplace. The Welsh Baccalaureate motivates students to pursue personal enthusiasms and interests adding breadth and depth to their learning while, at the same time, maintaining a focus on the essential skills of literacy, numeracy and digital competency.

In the Sixth Form, realistic and appropriate course choice at the outset is seen as vital to maximising success. Each student's requirements are assessed individually; progress through the Sixth Form is carefully monitored and reported to parents termly. Partnership with parents is given the highest priority.

A comprehensive programme of tutorial interviews and guidance events exist to assist and support students as they proceed to University, training or the workplace. Personal development and high quality advice and guidance are of major importance to the School, as are enrichment activities to broaden students' educational experience.

The Sixth Form utilises an extended timetable to accommodate the range of courses and to maximise choice.

Members of Sixth Form provide a lead in:

- **the School Council**
- **supporting younger students**
- **working for local, national and international concerns**
- **many other extra-curricular areas**

This work is highly valued in the School. Our Sixth Form aims to provide students with the variety of experiences and opportunities to enable each individual to develop the personal effectiveness, literacy, numeracy, self-discipline and working habits needed to maximise success in their future.

PATHWAYS BEYOND SIXTH FORM

Looking ahead in Years 12 and 13

Students have the opportunity to attend a number of events that support their future choices. The annual Careers and Higher Education Fair provides opportunities for students to talk to over 100 representatives from a variety of fields and Higher Education establishments. The school's Summer Learning Days allow students to research careers and progression routes and is supported by interviews with their Form Tutor.

Specialist support and mentoring is provided for those students who may have to attend interviews for university placements.

FACULTY OF BUSINESS, INFORMATION TECHNOLOGY AND ENTERPRISE

Faculty Leader: Mr L McAtee

The Business, Information Technology and Enterprise Faculty was formed in September 2011. We work as a faculty to develop programmes of study and extra-curricular activities that will enable students to make informed, appropriate choices from the range of KS4 pathways we offer.

BUSINESS STUDIES DEPARTMENT

Subject Leader: Mr J Williams

The Business Studies Department offers a range of courses including GCSE, A Level and BTEC courses that allow students to follow pathways that suit their strengths and future aspirations. Students will not only be expected to learn about academic and theoretical models but will also develop their skills, knowledge and understanding of the world of work, through undertaking practical tasks, trips and visits and having the opportunity to speak with industry professionals.

The Business Studies Department is unique in that its subjects are only studied at Key Stage 4 and Key Stage 5. Each room is fully equipped with up to date learning materials and laptops, and every student will receive the help and support they need throughout their studies from specialist teaching and support staff.

Business courses are suitable for those studying in preparation for employment or further education in the business sector including law, accountancy, advertising and marketing, human resources and management. Students will be expected to use communication and IT skills, liaise with industry professionals and explore the dynamic nature of businesses including the impacts of external and internal pressures placed upon them.

KEY STAGE 4

GCSE Business Studies

The GCSE in Business is dynamic, challenging and increasingly relevant during these turbulent economic times. Students will develop an in depth understanding of how businesses are set up and operate and will become highly proficient in the use of ICT and the use of a wide variety of research methods.

This course encourages students to develop a critical understanding of organisations, their legal structure, organisational structures, sources of finance, marketing and operations.

KEY STAGE 5

BTEC Level 3 Subsidiary Diploma in Business

The level 3 BTEC National Subsidiary Diploma in Business is designed to provide highly specialist work-related skills in the Business sector. Students will gain the knowledge, understanding and skills that they need to prepare for employment within Business.

The four core units give students an introduction to, an understanding of, the business environment, management of resources, marketing and communication - all fundamental to the success of business organisations.

The assessment approach of the BTEC Nationals in Business allows learners to receive feedback on their progress throughout the course as they provide evidence towards the assessment and grading criteria. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation.

GCE A Level Economics

A Level Economics is a contemporary and dynamic course that provides a coherent combination of micro-economic and macro-economic content. Students will develop an understanding of economic concepts and theories through critical consideration of current economic issues, problems and institutions that affect everyday life, drawing on local, national and global contexts.

Economics is a study of scarce resources and how those resources are allocated to various uses in a market economy. Students will be required to understand the economic behaviour of consumers, producers and governments. This course enables students to develop an in-depth understanding of the role markets play and the way in which governments seek to manage them.

The subject is split into two main sections; micro-economics and macro-economics. Macroeconomics looks at the big issues affecting the economy as a whole such as unemployment, inflation, stability and growth, whereas micro-economics looks at individuals and businesses focusing on supply and demand and other forces that determine the price levels seen in the economy.

ICT DEPARTMENT

Subject Leader: Mr L McAtee

Resources

The ICT Department is housed in purpose designed air-conditioned accommodation in the Phoenix Building. There are four ICT rooms, each with 26 student workstations. All ICT rooms have multimedia projectors, interactive whiteboards, video cameras and sound systems.

KEY STAGE 3

A challenging and exciting programme exists for all students. As the new curriculum evolves, Digital Literacy will be integrated within the Integrated Curriculum and other subject areas. Dedicated Computing provision exists for the further development of ICT and Computer Science specific skills.

All KS3 students have two hours of Computing per fortnight. Class size is approximately 20 students and all are able to work one per workstation.

The KS3 curriculum provides students with the opportunity to develop a range of ICT/Computer Science skills including Databases, Spreadsheets, Desk Top Publishing, Website Creation, Computer Science (Algorithms, HTML and programming), How Computers Work, Graphics, Video Editing and Internet/E-safety.

Students have a choice of pathways at both KS4 and KS5. The examination board for all courses is WJEC.

KEY STAGE 4

GCSE ICT

This course offers students an opportunity to identify and solve real problems by designing information and communication systems in a wide range of contexts. It develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

Assessment is 60% controlled assessment (completed in lessons) and 40% external examinations.

Year 10

Unit 1: Understanding ICT
Exam – 1.5 hrs 20%

Unit 2: Solving problems with ICT
Controlled Assessment 30%

Year 11

Unit 3: ICT in Organisations
Exam – 1.5 hrs 20%

Unit 4: Developing Multimedia ICT
Controlled Assessment 30%

GCSE Computer Science

This course offers students an opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes. It will provide students with valuable programming and computational thinking skills, which are increasingly relevant to a wide variety of jobs.

Structure of Course

Unit 1: Understanding Computer Science
Exam - 1.45hrs 50%

Unit 2: Computational Thinking and Programming On screen
Practical Exam - 2hrs 30%

Unit 3: Software Development
Controlled Assessment - 20hrs 20%

KEY STAGE 5

A-level ICT

A-Level ICT encourages students to become discerning users of ICT. Students develop a broad range of ICT skills and knowledge and understanding of ICT.

AS

IT1 Information Systems
Written Exam – 2 1/4 hours 24% of A Level

IT2 Presenting Information Task
Coursework 16% of A Level

AS

IT3 Use and Impact of ICT
Written Exam – 2.5 hours 36% of A Level

IT4 Relational Database Project
Coursework 24% of A Level

A Level Computer Science

A Level Computer Science enables learners to develop a broad range of skills in the areas of programming, system development, computer architecture, data, communications and applications.

Unit 1: Fundamentals of computer Science
Written Examination – 25% of A Level

Unit 2: Practical Programming to Solve Problems
On-screen examination – 15% of A Level

Unit 3: Programming and System Development
Written examination – 20% of A Level

Unit 4: Computer Architecture, Data, Communication – Written examination – 20% of A Level

Unit 5: Programmed Solution to a Problem – Coursework – 20% of A Level.

Every opportunity is provided to allow students to follow their own interests and achieve their full potential.

ENGLISH FACULTY

Faculty Leader: Mr N Jones

KEY STAGE 3

English is taught in line with the requirements of the National Curriculum in Wales and the National Literacy and Numeracy Framework.

Students follow modules of work designed by the English Faculty in concordance with the themes of our innovative skills based curriculum. All learners are introduced to writers from across the literary canon and have the opportunity to explore a wide range of genre and written forms. The Faculty is well resourced with individual class libraries, and technologies including DVD, projectors and interactive whiteboards.

In Year 9, learners will begin their GCSE in English Literature. They will complete one of three units of assessment and this will be assessed by non-examination assessment.

KEY STAGE 4

At KS4, students will study English Language and English Literature.

In English Language, controlled assessment accounts for 20% of the total marks and the terminal examinations 80% of the total marks. In English Literature, controlled assessment accounts for 25% and the terminal examinations 75% of the total marks.

KEY STAGE 5

The English Faculty offers AS/Advanced courses in English Literature and English Language.

ENGLISH LITERATURE

This course appeals to those students who are looking for natural progression from GCSE English Literature and who wish to develop further appreciation and enjoyment of the subject based on an informed personal response to a range of texts.

ENGLISH LANGUAGE

English Language allows students the opportunity to further their knowledge and understanding of the ways in which the English language can be used. In addition to being able to develop their own original writing skills, learners will be studying a wide selection of theoretical topics, including language and gender; language and self representation and language and culture.

The course is skills-based and students will become adept analysts of linguistic data and will also have the opportunity to pursue independent language investigations that reflect their own individual interests.

FACULTY OF HUMANITIES

Faculty Leader: Mrs R Porter

The incorporation of Geography, History and Religious Education and Philosophy and Ethics encompasses the full range of Humanities within one area.

We aim to promote a shared vision of creating a plethora of opportunities for students to study topics and joint projects across these disciplines in a variety of media. A number of field visits and extra-curricular activities throughout the year will further enhance students' learning and enjoyment of these diverse subject areas. This year, at Easter, a number of History, Geography and RS and A Level students will join us for our trip to Rome.

In Year 7, students follow a skills based integrated curriculum that covers the subject areas of Geography, History and RE. The course gives students the opportunity to bring their own experience to discussions and allows for choice within set tasks, in order to stimulate interest

and enthusiasm for learning. The course takes students through topics ranging from Medieval Monarchy, Rites of Passage and Topical Geography.

GEOGRAPHY DEPARTMENT

Lead for KS3 Humanities with responsibility for Geography and Geology: Mr A Curnow

Geography is a unique subject! It bridges the worlds of science and social science and seeks to interpret the 'real world' for students of all ages and abilities.

Particularly important is the opportunity for all students to take part in fieldwork. Geography is a popular and successful option subject at GCSE and in the Sixth Form.

KEY STAGE 3

In Years 8 and 9, students follow a modular course that covers the full range of the diverse and exciting subject. In Year 8, students study Africa and in Year 9, Asia. We investigate their formation, from physical, political and human perspectives. Students are challenged to look at how modern Africa and Asia impacts upon the world and how our choices impact on these regions. At all times, students will be challenged on their thinking and opinions on topics that vary from the impact of conflict to the rise of China and the impact of tectonic hazards such as earthquakes. Students will develop skills that will enable them to understand the constant changes taking place in the dynamic world around them. Fieldwork opportunities include visits to Cardiff and the local region.

KEY STAGE 4

The course challenges students to look at the world around them and to see the way that it impacts upon peoples' everyday lives.

The new WJEC GCSE Geography specification adopts an enquiry approach to the study of geographical information, issues and concepts. It enables learners to become critical and reflective thinkers by engaging them actively in the enquiry process. Content is organised around key questions and our students are encouraged to pose geographical questions of their own.

As ever, fieldwork is an essential aspect of this qualification. By posing enquiry questions, learners develop the ability to relate these concepts to real world situations in order to make sense of wider spatial patterns.

Our enquiry approach enables learners to develop the ability to think 'like a Geographer' and:

- think creatively by posing questions that relate to geographical processes and concepts that include questioning about spatial pattern and geographical change
- think scientifically by collecting and recording appropriate evidence from a range of sources, including fieldwork, before critically assessing the validity of this evidence and synthesising their findings to reach evidenced conclusions that relate to the initial aim of their enquiry
- think independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts

In so doing we develop an appreciation that Geography can be 'messy' i.e. that real geography does not always match typical or predicted outcomes.

IN THE SIXTH FORM

The modular course enables students of all abilities to succeed in the subject.

This new WJEC GCE AS and A-Level in Geography encourages learners to apply geographical knowledge, theory and skills to the world around them. In turn this will enable learners to develop a critical understanding of the world's people, places and environments in the 21st Century. With a broad mix of Human and Physical Geography, our students develop both knowledge and understanding of contemporary geographical concepts together with transferable skills that will enable them to progress to higher education and a range of employment opportunities.

We use contemporary real-world contexts and engagement with, and practical application of, geographical skills and techniques in the field.

This mix of both Physical and Human Geography, explores people-environment interactions and we have many opportunities for fieldwork at the local level to enable learners to pose enquiry questions.

The subject content has an appropriate level of rigour and challenge for a GCE A level qualification.

Regular fieldwork to various local locations form an integral part of the qualification. In addition to this, enrichment fieldtrips take place to Southern Italy alternating annually with a trip to Iceland. This is conducted in conjunction with the Science Department. The extensive computer facilities and use of Internet research means students may access academic papers to consolidate learning.

HISTORY AND CLASSICAL STUDIES DEPARTMENT

Subject Leader: Mrs R Porter

History is a popular subject at Monmouth Comprehensive School. We believe that understanding our past is vital to understanding our present and to forging our future. Taught by a passionate and committed team of historians, we offer our students a unique doorway to explore their past through the use of a variety of media and learning opportunities. To support our classroom learning we use artefacts and skills based learning to allow our students to enquire into the past.

We believe such variety allows our students to build a range of essential transferable skills from literacy, numeracy and digital competency to critical thinking, citizenship and empathy.

KEY STAGE 3

Here, our students can explore and discover History in a local, national and international context. Year 8 students explore monarchy, warfare and anarchy from Henry VII to the Civil Wars, voyage to the New World, abolish the International Slave Trade and access the impact of the Industrial Revolution.

Year 9 students embark on an overview of the 20th Century 'Extreme History' including crime in late Victorian London, the Titanic, trench warfare during World War One and the rise of Hitler. Our fieldtrip to Belgium further enhances our students' experience of History through empathy and reflection.

KEY STAGE 4

History is a popular option at GCSE. The course allows students to enhance their understanding of change over time through the development of warfare and its impact on society, the impact of the rise of Hitler and life in Britain during the The Second World War and Government initiatives to aid recovery such as the birth of the NHS and the Welfare State. The Controlled Assessment component promotes the analysis of a range of sources and interpretations in order to make informed judgements on key issues of the American Civil Rights Movement.

IN THE SIXTH FORM

Our successful and well subscribed course allows students to further their understanding of the history of Europe from 1878 to 1989, including in-depth studies of the two World Wars, the Cold War; the formation of the European Union as well as Fascist Italy, Nazi Germany and Stalinist Russia. The British History component focuses

upon Welsh and English history from 1783 to 1848, and considers the extension of the franchise, urban and social protest, factory reform and public health issues. The course concludes with an exploration of American history 1890-1990. In Year 12, students visit the Houses of Parliament and every two years the Department organises a week-long field visit to Europe in order to study the impact of the Third Reich, the Cold War and celebrate European cultural diversity.

RELIGIOUS EDUCATION

Subject Leader: Mrs S Perry Phillips

The beliefs, practices and values of several world religions delivered in a dynamic and thought-provoking way has led this subject to be extremely popular in the school.

All students are encouraged to think about the different beliefs that people hold throughout the world. This equips young people with the knowledge and skills to live in a pluralistic, multi-cultural society.

KEY STAGE 3

Students are given the opportunity to investigate topics on Freedom and Responsibility, Beliefs about life after death, The Power of Religion, Judaism, Rites of Passage, Religion and Conflict, Evil and Suffering, Islam and Religious attitudes to prejudice and discrimination. The use of IT is encouraged to support autonomous learning and to investigate issues further. Learning is supported by audio-visual stimuli and artefacts of the different religions studies, with an emphasis on experiential learning.

KEY STAGE 4

Religious Studies at GCSE is an objective and academic study of people and how religion affects their lives in this country and abroad. Philosophical and Ethical issues and fundamental questions of life and death are an integral part of this study. Assessment will be by means of two written examinations at the end of Year 11.

All students have opportunities to develop their skills in Religious Education at Key Stage 4. This is covered in the Welsh Baccalaureate course and gives students the opportunity and freedom to explore moral issues through various viewpoints of different religious teachings. All students are encouraged to develop their own opinions about the different moral issues as well as to appreciate that others may hold different views.

IN THE SIXTH FORM

At A Level, students follow the Edexcel specification for Religious Studies: Philosophy and Ethics, and Hinduism, giving them the opportunity to explore fundamental questions of human existence.

Year 12 students take part in a Global Choices conference in which they have the opportunity to debate with faith representatives from a variety of traditions and to develop discussion, communication and critical argument skills.

Religious Education does not attempt to lead students towards a particular faith but it teaches tolerance of, and respect for, the differences which exist between people.

MATHEMATICS FACULTY

Faculty Leader: Miss R Osman

KEY STAGE 3

Mathematics enables all students to be numerate in their world and to think in a way that encourages critical awareness through problem solving, reasoning and communicating understanding. Students need to be able to apply, combine and adapt skills to be able to use Mathematics independently throughout their lives.

Students follow programmes of study that are designed by the Mathematics Faculty to support the Numeracy Framework and are encouraged to use real life Mathematics and approaches used including problem solving, investigations and group work

At the end of this Key Stage, students should be able to perform mental calculations, discuss and use problem-solving strategies and appreciate the breadth of applications of Mathematics, as a source of enjoyment, as well as a vital set of skills.

KEY STAGE 4

In Key Stage 4, students prepare for two GCSEs: GCSE Mathematics - Numeracy and GCSE Mathematics. Both qualifications are with WJEC.

For GCSE Mathematics/Numeracy, students can be entered at three levels:

Foundation Tier involves basic mathematical content and avoids abstract algebraic work. The examination grades available for both GCSEs are D - G

Intermediate Tier develops mathematical understanding and students will be introduced to the concepts of Trigonometry and Algebra. Grades available are E - B.

Higher Tier is considerably more demanding, covering concepts and skills needed for Advanced Level work. Grades available are A* - C.

IN THE SIXTH FORM

At Monmouth we offer A/AS Level Mathematics and Further Mathematics using the WJEC course.

The course covers both Pure and Applied Mathematics. Both A Levels are assessed through external examinations. We also give some students the opportunity to improve on their previous GCSE grade by attending a 'one-year' GCSE class. This is useful to students studying AS levels in other subjects where there is a university entrance requirement to have a grade C or B in Mathematics.

MODERN LANGUAGES FACULTY

Faculty Leader: Miss J Snook

The Faculty has an exceptionally rich language provision, offering French, German and Spanish; all are taught to examination level by specialist teachers.

The MFL Faculty is exceptionally well resourced with interactive whiteboards and projectors which help an enthusiastic team of teachers to deliver a variety of teaching and learning methods. Constant use of current material, through access to the Internet, ensures lively and up to date materials are used in lessons.

KEY STAGE 3

Students study French in KS3. In Year 7, French is studied for four periods per fortnight and this provision continues into Year 9. Students also have the opportunity to sample taster sessions in German and Spanish in Years 8 and 9.

KEY STAGE 4

Modern Languages are optional in KS4, but parents and students are advised to have regard for their importance in a balanced curriculum. Students may continue their French and may also take an ab initio German or Spanish course: all three courses lead to examination at GCSE level. There are varied opportunities for foreign visits offering

IN THE SIXTH FORM

The Faculty offers French, German and Spanish to AS and Advanced Level. These courses enable students to develop their linguistic skills through a variety of activities and resources related to the syllabus topics.

At AS Level, students study units on the young person in society, culture and region in addition to critical analysis of a film.

At A2 Level, students also have the opportunity to study literature and history which supports language and a wider understanding of culture.

FACULTY OF PERFORMING AND EXPRESSIVE ARTS

Faculty Leader: Mrs A Ritter

This Faculty encompasses the three creative subject areas of Music, Art and Drama.

As a Faculty we aim to deliver high quality courses within the three specialist areas. Opportunities to be involved with activities outside the classroom are encouraged as are links between the subjects through visits, workshops, concerts and performances.

ART AND DESIGN DEPARTMENT

Subject Leader: Mrs K Rosser

The Art Department is a large and popular Department within the school, housed in four main teaching areas. Facilities include three general purpose classrooms, a photography studio, a Sixth Form art studio with exhibition space and a kiln room and store.

Links with professional artists is seen as an important part of the art curriculum and is encouraged where possible. Regular visits are made to museums and galleries both locally and nationally.

KEY STAGE 3

In Years 7-9, all students are allocated a lesson each week, where they follow a modular course, which allows them to develop a wide variety of skills in ceramics, textiles, 3D and design as well as painting and drawing. In Year 7, Art is taught as part of an Integrated Curriculum with both Drama and Music, by specialists and non-specialists alike. In Years 8 and 9, a thematic approach is taken to project work which provides range and variety across the course. Each year students build on their previous experience as well as develop new skills..

KEY STAGE 4

At the end of Year 9 students are able to opt for Art at GCSE. This is a popular option with around 80 students taking the subject in each year. The course followed is the WJEC syllabus. Students will be introduced to art and design through painting and drawing, sculpture and other fine art practices. They will learn to follow a concept from investigation through to realisation as well as study a range of art, craft and design from a variety of cultures, recent and from the past. They will also develop new skills in a variety of craft and design-based areas.

The coursework accounts for 60% of the assessment. The exam is set by the Board and accounts for 40% of the marks awarded.

IN THE SIXTH FORM

At Post 16, students can take A Level Art unendorsed allowing them to specialise in a wide variety of Art areas including Graphics, Textiles, 3D, Fine Art and Lens Based Media. The Department enjoys a high degree of success at this level with many students going onto study art in further and higher education. The course follows the WJEC syllabus.

At As, the course consists of one unit whilst at A2, a personal study makes up the coursework content with an externally set assignment completing the year with a 15 hour exam.

Careers in Art, Photography and Design are both wide and varied, incorporating opportunities in graphic and computer aided design, theatre design, fashion, 3D design, ceramics, illustration, film, television and set design, animation, advertising, photojournalism, fashion photography, interior design and architecture, as well as fine art options in gallery and museum work, restoration, lecturing and teaching.

DRAMA DEPARTMENT

Subject Leader: Mrs A Pearce

The Drama Department is vibrant, energetic and successful.

The results are excellent, both at A Level and GCSE. The subject is taught by three specialist teachers in facilities that include two equipped studios.

Drama offers exciting opportunities outside the classroom such as whole school performances, theatre visits and workshops.

KEY STAGE 3

All students have two hours of drama per fortnight. Drama at KS3 focuses on skills. The practical work will help students increase their skills in:

- Performance – performing using a range of styles and genre
- Improvising and Devising – as a group or as an individual
- Evaluation and Reflecting – peers, self and others.

Drama aims to help students with their confidence and communication and reflection skills. Year 7 are taught in Form Groups as part of Performing and Expressive Arts in the Integrated Curriculum. Years 8 and 9 are taught in smaller groups of around 20.

KEY STAGE 4

WJEC: GCSE Drama

In Year 10, the students will be introduced to, and practically explore, a variety of theatre styles and genres.

Students will devise their own performances, influenced by new and exciting theatre practitioners. They will review their own works and that of others in a written portfolio.

In Year 11, students will rehearse a scene from a published play in preparation for an assessed performance in front of a visiting examiner.

Students will then take a written exam (40% of the qualification) where they will get the opportunity to discuss theatre from the perspective of a director and performer.

IN THE SIXTH FORM

WJEC: A Level Drama

Year 12 students will study a text and get an opportunity to reinterpret and perform their adaptation. Students will use practitioner and a live theatre performance to influence any decisions made.

In Unit 2, students will prepare for a written paper in which they answer a series of questions based on Media.

Unit 3 will ask students to devise their own piece of theatre. Students will rehearse an extract from a script influenced by a practitioner and a live theatre visit. This will be performed to a visiting examiner.

The final Unit will consist of an open book written paper with two questions based on two set texts. This will form 24% of the overall qualification.

MUSIC DEPARTMENT

Subject Leader: Mrs A Ritter

The Music Department is highly successful with academic results at all levels being consistently above the national average. The subject is taught by five specialist teachers in facilities that include three teaching rooms, three practice rooms, a purpose-built Music Technology Suite and a fully equipped digital recording studio. A wide range of extra curricular activities are available to students.

Year 7 are taught in Form Groups as part of Performing and Expressive Arts in the Integrated curriculum. Years 8 and 9 are taught in smaller groups of around 20.

KEY STAGE 3

All students have two hours of Music per fortnight. The work is practically based and helps students increase their skills in:

- Performing – singing and playing in a range of styles
- Composing/Improvising – group and individual work
- Appraising – detailed listening to a wide range of music

Year 7 are taught in Form Groups as part of Performing and Expressive Arts in the Integrated Curriculum. Years 8 and 9 are taught in smaller groups of around 20.

KEY STAGE 4

At GCSE the Specification of WJEC is followed. By requiring active involvement in performing, composing and listening/appraising, an appreciation and enjoyment of music of all kinds is encouraged.

It is hoped that this will give students a lasting love of music which they may then use in preparation for further study or in pursuit of leisure activities. All students take a listening test, a practical examination – playing alone and as a member of an ensemble – and submit a folio of compositions.

IN THE SIXTH FORM

AS and A level in Music (WJEC) and Music Technology (Edexcel) are offered. The courses provide opportunities for students to develop a range of musical skills and interests.

AS Music:

Performing recital, Composing folio, Historical Study - listening exam based on extracts of music (set works) taken from the two areas of study. Aural perception (melodic diction, keys, chords, cadences) based on unprepared musical extracts.

A2 Music:

Performing recital, Composing folio, Historical Study based upon set works and unprepared 20th/21st Century music.

AS Music Technology:

Sequenced performance, multi-track recording, composing, analysing and producing.

A Level Music Technology

Two Practical Tasks – Multi-track Recording, Technology Based Composition

Two written papers – Listening and Analysing, Producing and Analysing (written exam with practical music production tasks).

Three Areas of Study: Recording and Production Techniques; Principles of Audio and Sound Technology; the Development of Recording and Production.

PHYSICAL EDUCATION FACULTY

Faculty Leader: Miss E Biddle

The Faculty is highly successful and provides a sport for all ethos. As a Beacon of Excellence for Physical Education and School Sport, the Faculty is committed to the development of every student. The curriculum is varied and balanced, offering activities to meet the needs of the students.

KEY STAGE 3

At Year 7 and 8, each student has four hours of Physical Education a fortnight. At Year 9, students have three hours per fortnight.

KEY STAGE 4

Students opt for a variety of pathways, all of which emphasise healthy lifestyles and an understanding of at least four activities in the Faculty. All students receive two hours of National Curriculum Physical Education a fortnight.

Students choose pathways of activity through this Key Stage with many students opting to gain Level 2 accreditation in GCSE PE or WJEC Sports.

IN THE SIXTH FORM

A variety of pathways are on offer: Level 3 PE and BTEC Sport and Exercise Sciences.

AS and A Level Physical Education Courses are offered and may be attractive to students wishing to gain accreditation in a subject they enjoyed in

KS3 and KS4 and wish to continue. The courses are practically based with a range of practical assessments.

The Level 3 Vocational route allows students to follow:

- 1) Subsidiary Diplomas, equivalent to one A2
- 2) Diploma, equivalent to two A2s
- 3) Extended Diploma, equivalent to three A2s. These are taught through practical application.

Extra-Curricular

The Faculty offers students of all abilities the opportunity to take part in a wide variety of extra curricular sporting activities. There are clubs/teams in a variety of sporting activities as well as the opportunity to join sport residential visits.

Students regularly gain representative honours in a range of sports and compete locally, regionally and nationally.

FACULTY OF SCIENCE AND TECHNOLOGY

Faculty Leader: Mr G Sinkowski

*Subject Leader for Social Sciences:
Mr G Sinkowski*

*Subject Leader for Design & Technology:
Mr P Bland*

This Faculty encompasses Science, Social Sciences and Technology. The aim of the Faculty is to build on the expertise within individual subject areas to ensure that Monmouth Comprehensive School is a beacon for STEM Education (Science, Technology, Engineering and Maths) on a national level.

STEM subjects are integral to the UK's success, yet have been taught independent of each other for generations. Our vision is that students' learning at Monmouth Comprehensive School will benefit hugely from a collaboration of subject areas and that this will prepare many of them

for rich and varied career pathways within STEM subjects. Our students will have the STEM knowledge and skills they need to be an informed citizen in an increasingly scientific and technological society.

SCIENCE DEPARTMENT

With a team of 15 highly qualified specialist teachers supported by two lab technicians, we are a well resourced Department with access to a number of computers and all laboratories and classrooms are fitted with computer projectors.

Our varied curriculum across the Department allows students to follow science pathways which suit their aptitudes, interests and aspirations. We allow students to discover new ideas and concepts themselves through practical experience, discussion or research. We aim to create a lifelong interest in all things scientific and allow our young people to be able to access scientific debate and understand how science affects their everyday lives.

Skills are developed which not only produce scientists of the future but will be useful in all walks of life and further study.

KEY STAGE 3

Science at Key Stage 3 is designed to cover all aspects of the National Curriculum as well as to promote the thinking and investigative skills that will be essential later in life. Schemes of Work are designed to be hands on and encourage discovery with students engaging in a wide variety of activities to support their learning. In Years 7 and 8, students are taught in broad ability groups. Students will be developing many key learning skills through relevant, thought provoking scientific contexts.

In Year 9, students are taught the core Science concepts and skills by one teacher, ensuring they are developed and honed, ready for the demands of GCSE study.

Science Club is a popular after school activity during which students can work towards their Crest and STEM Science Awards, as well as having lots of fun.

KEY STAGE 4

We have a number of Science pathways at KS4, catering for the needs of citizens of the 21st Century. Students may follow a double or triple award pathway at KS4.

Many of our students will study a GCSE Science course that teaches the core scientific principles and skills needed to understand the world around them and to engage in public debate about future scientific innovations.

All students will study GCSE courses from the WJEC Science Suite of qualifications. They will be graded on the A*-G scale

A LEVEL

We have highly qualified specialist teachers in all three A Level Science subjects attracting a large number of students year on year. Our triple award GCSE courses provide excellent preparation for the AS study and many students take more than one Science subject and go on to study further at University.

SOCIAL SCIENCES

Subject Leader: Mr G Sinkowski

The innovative creation of a Social Science Department at Monmouth Comprehensive is indicative of the school's commitment to supporting students in the acquisition of skills for life. An enthusiastic team of subject specialists can offer students expert input into the opportunity to study Health and Social Care at Key Stage 4 creating pathways to qualifications at Key Stage 5 in Health and Social Care, and Psychology.

The range of skills offered by Social Sciences is extensive and the methods of teaching diverse. All students are encouraged to develop practical, social and academic skills that will improve their knowledge and understanding of both the individual and society and provide them with a solid foundation for their future.

GCSE Health and Social Care

This is a vocationally related qualification. It is suitable for those who want a broad background in this area, those who want to progress to higher education and also offers valuable preparation for the world of work. It may lead to further study of Health and Social Care at Level 3, other Level 3 study, apprenticeships or work based training, most particularly in the Health and Social Care Sector.

Learners interested in careers with children, the elderly, disabled and those with health needs would find this course particularly rewarding. Careers in teaching, nursery nursing, care work, social work or nursing are all relevant pathways from this course. Assessment for this course is through controlled assessment (60%) and external examination (40%).

GCSE Psychology

Psychology is the study of the mind and human behaviour and explanations cover a range of approaches to explain behaviour such as social, biological and cognitive. The emphasis on this course will be to learn through practical experience and students will spend time investigating, analysing data, evaluating findings and writing reports.

Many of the approaches covered by GCSE Psychology are also considered in greater depth at A Level and the course will help students to make an informed decision about the study of Psychology at a higher level.

Psychology is a very versatile subject that can be combined equally well with Sciences, PE, Business Studies, Geography, English and Drama.

It is a valuable subject in the world of Business and Law but students of Psychology can also specialise as Educational, Sport or Clinical Psychologists. It also supports the study of Health and Social Care and is useful for students considering careers in Social Work, Teaching, Nursing or the Police.

You do not have to study Psychology at GCSE to be able to take an A Level in the subject and many students successfully combine Psychology with both Science and Humanities based courses in the Sixth Form.

KEY STAGE 5

Students do not need to have completed a Social Science course at Key Stage 4 in order to access

BTEC Nationals in Health and Social Care. This course may be assessed as a Subsidiary Diploma. This offers students the opportunity to combine modules of this course with the study of other A Levels. The Subsidiary Diploma is equivalent to 1 A Level and the Diploma is equivalent to 2 A Levels. Students may opt for the Extended Diploma which offers a full programme of study which is equivalent to 3 A Levels.

It is now also possible to study this course for one year only in Sixth Form to achieve a Level 3 Certificate; equivalent to one AS Level.

This course offers specialist, work-related qualifications providing preparation for employment and to further career opportunities. This course is designed to develop knowledge and understanding required in Health and Social Care sectors.

Diploma and Extended Diploma students participate in a work experience placement, one day a week, in a relevant care setting.

Following this wide-ranging and stimulating course, students will be able to uncover all the aspects of health and social care that make this a fulfilling and motivating subject. Opportunities to discuss debate, observe and explore will be created and students will acquire skills and knowledge, which are transferable and help to meet future changes at home and at work. Assignments are based on realistic workplace situations, activities and demands. This provides a good basis for progression to 'people related' careers. With further training or study, students follow careers in nursing, social work and residential care management, dentistry, teaching and the police. All welcome the 'people' skills gained during this course.

GCE AS/A2 Psychology

This popular and successful course offers students the chance to underpin knowledge gained at Key Stage 4 with a deeper theoretical understanding of the human mind and behaviour. Through a range of resources and a variety of teaching methods students are encouraged to develop their skills of accurate description and critical analysis of theories and studies. The course also further develops practical skills in gathering, analysing and recording data through the student's own psychological research. Study of Psychology at A Level engages students in fundamental psychological theory while also relating theory to current issues such as ethics, eyewitness testimony, the treatment of children and eating disorders.

Many students go on to study psychology at university but the subject has also supported students undertaking degrees in law, medicine and more vocational courses in social work, counselling and teaching.

DESIGN & TECHNOLOGY DEPARTMENT

Subject Leader: Mr P Bland

The Design & Technology Department aims to create an environment that provides exciting stimuli for boys and girls of all ages, abilities and cultures, giving a broad and balanced approach to Design and Technology with a special attention to "hands on" experience across a wide range of activities.

Projects undertaken take into account the wide variety of interests that students may have and enable them to learn about and use a process in which they need to identify, design, make and evaluate, as well as acquiring knowledge of design methods, experience of materials and techniques and an awareness of technological concepts. The students should develop a sound understanding of safety requirements as an integral part of all Design & Technology activities. They should also develop an awareness of the social implications of Design & Technology, perceptual sensitivity, aesthetic judgement and the ability to design functionally for a variety of situations.

The approach to Design & Technology in the school integrates all parts of the subject and makes the student aware that there is not always one correct answer. Open mindedness is encouraged and divergence of thought sought. It would be hoped that the Design & Technology process would encourage and foster in students an independence of thought and action.

The Department consists of well-equipped learning environments including two light workshops, a construction workshop, theory suite, textiles room and two food technology rooms, one with a more commercial set-up.

KEY STAGE 3

At Year 7 we follow a skill based learning programme incorporating projects that will introduce and develop skills such as finding out and reporting, problem solving, teamwork and communication.

The Food and Textile projects included in Years 8 and 9 effectively combine theoretical and practical tasks that encourage students to encompass these fundamental skills throughout the design process.

In Textiles Technology, students are taught and embellish fabrics through a variety of mediums such as dyeing methods, appliqué and CAD/CAM. These are combined with a range of sewing styles to produce quality and original outcomes and products.

In Food Technology, students are taught to develop their individual capabilities, knowledge and understanding through focused practical tasks, product analysis activities and design and make assignments. The students will have the opportunity to take part in a number of projects, these will focus on healthy eating, multicultural foods and designing and making their own products that meet a variety of client and customer needs.

As they progress through, the students continue to develop Design & Technology capability by combining designing and making skills with knowledge and understanding. They begin to study existing products to see how others have solved similar problems.

Throughout Key Stage 3, students are taught techniques for exploring and developing ideas including sketching and rendering, annotated drawings, 3D mock ups and computer simulation. Sometimes the students work on their own, sometimes in pairs and, on occasions, as a member of a team. They will use aspects of mathematics, science and art.

KEY STAGE 4

In Design and Technology, a range of courses allow students to study an area of technology in depth. The focus areas offered are WJEC

- (a) Product Design
- (b) Textiles

These are taken as a full GCSE Course.

Each course has a 2 hour written examination worth 50% of the overall grade with the remaining 50% consisting of the NEA. This will involve students producing an individual design and make project in which they are required to research a design context, generate a number of iterations and manufacture a solution which best satisfies the requirements they have identified. Evaluation of their ideas and research, materials, production techniques and their own performance is an important and integral part of each project. Both courses are taught through a range of theory and practical tasks with an emphasis on learning through experience and consolidating knowledge through exam style questions.

Hospitality and Catering - Technical Award

Aims of the course

This is an exciting course, new in 2016 from Eduqas (WJEC) offering a level 1 / 2 qualification in Hospitality and Catering. Learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. It will also equip learners with the knowledge, understanding and skills required to cook and prepare food. It will also allow them to apply the principles of nutrition, sustainability and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food, nutrition and budgeting to allow them to be able to feed themselves and others affordably and nutritiously, now and in later life. It will also allow students to explore sustainability issues related to food issues, including seasonality, food miles and availability, Fairtrade and freedom foods.

Course Content

The course will be made up of the following modules;

- Hospitality in catering in context. You will investigate and learn how the hospitality service operates, learn about the environment in which operators work and visit local hotels to help visualise the services offered.
- Investigate food hygiene, including completing a basic food hygiene qualification.
- Principles of nutrition, diet and good health. You will be looking at the role of the main nutrients in the diet, their sources, function and deficiency disease.
- Where food comes from and food related sustainability issues.
- Cooking and food preparation

Assessment

Eduqas WJEC Hospitality & Catering Level 1/2

Unit 1

The Hospitality and Catering Industry.

External assessment;

Written examination 90 minutes.

40% of qualification.

Unit 2

Hospitality and Catering in Action.

Internal assessment, External modification;

Non-Examination Assessment. Research, prepare, cook and present dishes.

9 hours (including 4 hour practical assessment)

60% of qualification.

Beyond Technical Award

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 2 Diploma in Professional Cookery or Hospitality and Catering Principles (professional cookery)
- WJEC Level 3 Food, Science and Nutrition
- GCE in Home Economics/Design and Technology (Food Technology)
- Level 3 Diploma in Hospitality and Tourism Management (VRQ)
- Level 3 Diploma in Hospitality, Supervision and Leadership principles (QCF)
- Level 3 Certificate in Hospitality and Catering Principles (professional cookery)
- Level 3 Award in Practical Food Safety Supervision for Catering (QCF)

This course can also lead to careers in Environmental Health, Childcare, Dietician and Nutrition, Food Industry Nutritionist and New Product Development.

ENGINEERING

The Department offers a **BTEC L2 Certificate in Engineering** qualification relevant to students wishing to pursue a career in engineering, which will complement their studies in science and mathematics.

This qualification is a nationally recognised work-related course that is broadly equivalent to one GCSE grade A*-C. It consists of the study of two mandatory units including an online examination and one optional unit based on engineering, chosen to give students the most relevant skills for employment in the area.

The optional unit involves some practical work such as making engineered products by cutting, shaping and joining materials in the workshops, learning how to apply mathematics and physics to engineering.

Issues and ideas will be explored that make students consider factors such as the appearance and quality of a product, how it is produced safely and to be environmentally friendly, the part that new technologies have to play in engineering and manufacturing and the effects they all have on society.

CONSTRUCTION

We also offer **WJEC Level 1/2 Award in Constructing the Built Environment** which offers a learning experience that focuses applied learning, such as acquiring and applying knowledge, skills and understanding through relevant and purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

It is also the means by which learners are enthused, engaged and motivated to study how buildings are constructed. The applied purpose provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The WJEC Level 1/2 Award in Constructing the Built Environment is assessed through a combination of internal and external assessment:

Unit 1

Safety and security in construction is externally assessed. This is an online assessment which is 60 minutes long.

Unit 2

Practical construction skills is internally assessed, through students demonstrating their practical skills for given tasks.

Unit 3

Planning construction projects will be internally assessed where students will be required to demonstrate their planning skills for a given context in the form of a detailed written assignment.

IN THE SIXTH FORM

The WJEC A/S and the full A Level course in Product Design give students the opportunity to further develop their skills in designing and making which were gained through the study of any one of the three Design and Technology options at GCSE.

Both courses are essentially about identifying and solving real problems, with students able to work in a wide range of contexts relating to their personal interests or intended careers.

In studying Design and Technology, students will develop the transferable skills of analysis, research, and evaluation. The high degree of coursework develops the ability to work independently through a tutorial system. The case-study gives an opportunity for candidates to look in depth at a possible career area or study design in its broadest sense.

BTEC L3 Subsidiary Diploma in Engineering, broadly equivalent to one GCE A Level, is offered to students wishing to extend their GCE AS and A Level studies towards the area of employment that they wish to enter. It consists of studies in two mandatory units plus four further optional units, chosen for the most relevant skills and build upon many of the skills studies in the BTEC Extended Certificate.

THE WELSH BACCALAUREATE

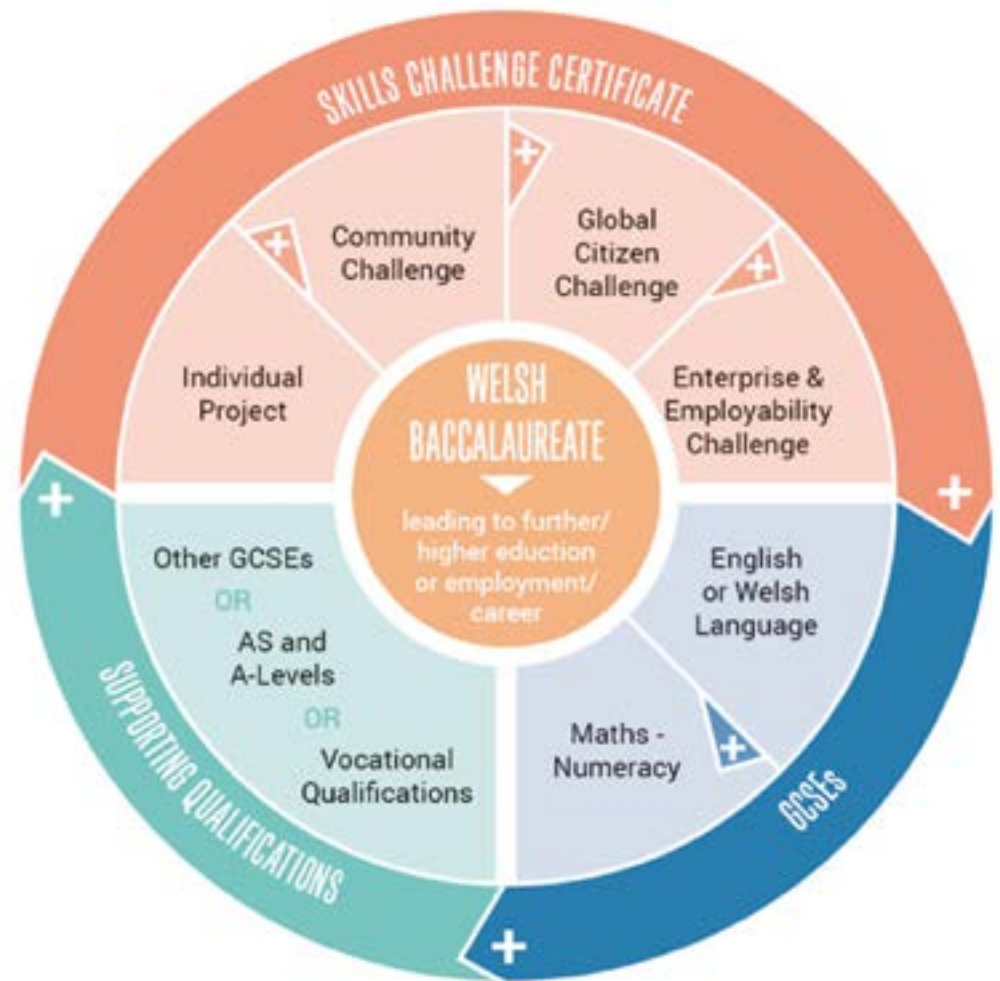
All students in Years 10 and 11 follow the National Welsh Bacculaureate programme (Graded A*-C at GCSE) through the Integrated Curriculum. In Year 12 and 13 all students follow the Advanced Welsh Bacculaureate programme which is graded A* - E at A level.

Through the Skills Challenge Certificate component of the qualification learners are able to develop and demonstrate an understanding of and proficiency in essential and employability skills: Literacy, Numeracy, Digital Literacy, Planning and Organisation, Creativity and Innovation, Critical Thinking and Problem Solving, and Personal Effectiveness. The emphasis is on applied and purposeful learning and to provide opportunities for assessment in a range of real life context through Challenges:

	Focused Skills	Weighting
Enterprise and Employability Challenge	Develop enterprising skills and attributes and enhance employability	20%
Global Citizenship Challenge	Understand and respond appropriately to a global issue	15%
Community Challenge	Identify, develop and participate in opportunities that will benefit the local community	15%
Individual Project	Independent, research based activity	50%

"It is always encouraging to hear how widely valued and respected the Welsh Bacculaureate has become. It gives learners an added dimension, adds breadth to their learning and offers the skills which both employers and universities are looking for."

Carwyn Jones AM
First Minister of Wales



WELSH FACULTY ADRANY GYMRAEG

Faculty Leader: Mrs A Aggleton

Welsh as a Second language is taught to all students in Years 7 to 11 and AS and A2 Levels are also offered to Sixth Form students. 20% of the population of Wales speak Welsh fluently and this figure is rising. Amongst 3 to 15 year olds, the figure is 40%.

Research shows that understanding more than one language allows us to think more flexibly and creatively. Learning Welsh opens the door to experiencing a different culture of music, literature, TV and radio. A qualification in Welsh is now widely sought for careers including the Welsh Government and Local Government, the media and teaching.

At MCS, students are given many opportunities to use their Welsh outside lessons. The weekly Clwb Cymraeg (Welsh Club) holds a variety of activities. There are also regular visits to the Urdd Centres in Llangrannog and in Cardiff Bay and trips are arranged to the Millennium Stadium to watch Wales playing football and rugby.

KEY STAGE 3

Students start Year 7 with a wide range of experiences of Welsh. Some will have had regular lessons at primary school, whilst others are just starting out! For those students transferring from a primary school in England, there will be plenty of opportunities to learn some Welsh during the 'Taster Days' in the summer term before joining the school.

In learning Welsh in Years 7, 8 and 9 our emphasis is on enjoying learning and using everyday spoken Welsh. Students learn through a wide variety of games, role plays, conversations and use of the internet. Topics covered include School, Time, Holidays, Family, Sport and Entertainment. The four subject specific skills area of speaking, listening, reading and writing are all developed but the greatest emphasis is placed on speaking as well as the skills that are to be developed as part of the Year 7 Integrated Curriculum.

The annual school Eisteddfod is an exciting highlight in the school calendar. Each year students compete in their tutor group in an array of competitions to win the Year Cup. The climax of the day is the awarding of the Eisteddfod Chair which is given to the student who is judged to have written the winning Welsh poem.

KEY STAGE 4

At Key Stage 4, all students will study for a full GCSE qualification in Welsh Second Language. This will be the new GCSE qualification which has been implemented across the whole of Wales since September 2017. 50% of the GCSE is allocated to oral examinations and the other 50% is allocated to two reading and writing exams.

Lessons will focus on the development of all three skills.

KEY STAGE 5

Welsh as a Second Language is also offered to AS and A2 Levels. Students are able to study the Welsh language plus a variety of topics including Welsh literature, poetry, films, drama and short stories.

ADDITIONAL LEARNING NEEDS

Assistant Headteacher (Inclusion and Additional Learning Needs, including SNRB Programmes) – Miss H Page

FACILITIES AND STAFFING

The Additional Needs Team supports students with a wide range of needs throughout the School. In accordance with the School's aim to be a fully inclusive community, we are able to provide support for students with specific and moderate learning challenges.

The Additional Needs Team is led by the Assistant Headteacher - Inclusion who looks at the needs of the students as they enter our school and supports the progress and development of students as they advance through our school. The Assistant Headteacher - Inclusion leads a group of fully trained and experienced Learning Support Assistants, who work with the students in a variety of contexts.

Special Needs Resource Base Programmes are run alongside Monmouthshire Local Authority to meet the needs of learners with moderate to severe learning difficulties. Individualised programmes of learning are developed with parents, the learner and other professionals, to meet individual needs.

Students with additional needs are taught mainly within mainstream classes. We recognise that students develop and learn when they feel comfortable, valued and safe. Therefore, a number of provisions are available, dependent upon the needs of individual students.

These range from

- Literacy Support through the Better Learning Partnership, Spelling Clinic and The Fresh Start Reading programme
- Numeracy Support through the Better Learning Partnership and support groups
- Development of Social and Emotional Skills
- Mentoring and Wellbeing
- Handwriting/Touch Typing Programmes
- After School Homework Club

Small Group Literacy Support

A facility exists for a small number of students to receive literacy support, whilst still enjoying a maximum level of integration with all aspects of the school curriculum. Courses for such students are aligned to mainstream National Curriculum requirements.

Pathways

A diverse range of courses exist at Key Stage 4 to support all learners in accessing relevant qualifications for future learning and development.

Specific Learning Difficulties

The school provides a support clinic to provide advice and support for staff working with students with Specific Learning Difficulties.

Mainstream Support

The additional needs of the majority of students are met within fully inclusive mainstream classes. The Assistant Headteacher - Inclusion works with a team of Learning Support Assistants to support the skills of literacy and numeracy, as well as behaviour, relationships, social and organisational skills.

All students with identified needs at a whole school level have an Individual Development Plan which is overseen by the Additional Learning Needs Team and Director of Learning.