



2023/24

PROSPECTUS

PROSPECTWS

| A Community School Committed to Excellence
| Ysgol Gymunedol wedi'i hymrwymo i ragoriaeth

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SCHOOL VALUES



Respect Parch

- Treat others how you would want to be treated
- Show kindness, empathy and an awareness of everyone
- Value and appreciate everything you do and what people do for you
- Care for your school, community and the environment
- Be positive in your language and actions

Responsibility Cyfrifoldeb

- Prepare for the day ahead
- Be the best you can be
- Think before you speak or act
- Make the right choice and one that will impact on others positively
- Take ownership of the consequences of your words and actions

Aspiration Uchelgais

- Have a 'can do' attitude and don't be afraid to fail
- Become a positive role model in school, at home and in the community
- Aim to improve your personal best
- Challenge yourself and be ambitious
- Have the courage to try



TREORCHY COMPREHENSIVE SCHOOL

Dear Parent/Carer/Student,

Below is our agreed vision for our school; it is very much around our Treorchy 'cynefin' – this is our sense of 'belonging' and our aim is to promote and celebrate this.

Treorchy is not just a school: it is at heart a community.

We strive to create an inclusive, empathetic and ambitious learning environment where everyone feels safe, can be their "best selves" and there is a positive sense of self and belonging: CYNEFIN.

We take pride in and develop our physical and emotional wellbeing. We challenge each other to be creative, reading and thinking individuals, who use language as a powerful tool for expression and communication.

We aspire to create a happy and healthy future together.

Welcome to our school and to a successful Wellbeing and Learning journey. Our values and vision for this community are very clear and we are committed to upholding these. We have the highest aspirations and ambitions for the young people in our care and for ourselves as a community.

In the new Curriculum for Wales, the Four Purposes state that 'all our children and young people will be:'

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

As a school we are very committed to these purposes and are working hard to ensure that we build an exciting and engaging curriculum to allow ALL young people to develop and be the best they can be. We believe that everyone – this includes the adults in our community – needs a role model and a champion and we use our morning 'Wellbeing and Skills' sessions to focus on this sense of aspiration.

At our school we invest in holistic tracking and assessment for all our students; we focus on their wellbeing, their Attitude to Learning and then their attainment. If students feel happy and safe we believe they can all show the best Attitude to Learning (ATL). If every student is working as hard as they can, and taking pride in their work and learning experiences, then we believe they will reach their potential across the whole curriculum and in their life beyond school.

A school that aspires to be excellent will work hard at partnerships and we very much want to develop strong relationships with parents and carers. We aim to be an inclusive, open school and will strive to create lots of opportunities for us to work very closely together. These will be around the formal curriculum, our work on teaching and learning and skill development, but also around music, drama, sport and student activism.

I view all our young people as leaders and we value student voice. There will be lots of opportunities for students, of all ages, to be involved in shaping our school and for getting involved in community projects. I encourage all our students to develop their sense of Cynefin, both here in Treorchy Comprehensive School and also in the wider world. We are very proud to be an Empathy Cluster and encourage ALL of the community to develop and extend this superpower in both the formal curriculum and the community work around this. For example, I am very proud of our student-led 'Code of Respect Policy' which outlines our very proactive approach to educating people about what bullying actually is and how we can all work together to tackle discrimination. Our community is inclusive and everyone can belong at Treorchy Comprehensive School.

Please take every opportunity to work with us; a face-to-face visit is the best way of getting to know us. I very much look forward to working with you as we continue to develop our learning journey together

Yours faithfully



Jennifer Ford
Headteacher



YSGOL GYFUN TREORCI

Annwyl Riant/Warchodwr/Fyfyriwr

Dyma ein gweledigaeth gytun ar gyfer ein hysgol; mae'n ymwneud yn bennaf â'n 'cynefin' lleol, sef ein synnwyr o ymberthyn, a'n hamcan ydy ei hybu a'i ddathlu.

'Nid ysgol yn unig yw Treorci; ond yn hytrach, cymuned ydyw yn ei chalon.'

Rydym yn ymdrechu i greu amgylchedd dysgu cynhwysol, empathetig ac uchelgeisiol, lle mae pawb yn teimlo'n ddiogel, yn gallu bod ar eu gorau a bod synnwyr bositif o ymberthyn: CYNEFIN.

Rydym yn ymfalchïo yn ein lles emosiynol a chorfforol ac yn ei ddatblygu. Rydym yn herio ein gilydd i fod yn unigolion sy'n greadigol o ran darllen a meddwl, sy'n defnyddion laith fel arf pwrerus ar gyfer mynegiant a chyfathrebiad.

Rydym yn ymgeisio i greu dyfodol hapus ac iach gyda'n gilydd.

Croeso i'n hysgol ac i siwrne lles a dysgu llwyddiannus. Mae ein gwerthoedd a'n gweledigaeth ar gyfer y gymuned hon yn glir iawn ac rydym yn ymroddedig i'w cynnal. Mae gennym ddyheadau ac uchelgeisiau o'r radd uchaf ar gyfer y bobl ifanc sydd o dan ein gofal ac i ni ein hunain fel cymuned.

O fewn y Cwricwlwm i Gymru, mae'r Pedwar Pwrpas yn nodi y bydd pob un o'n plant a phobl ifanc yn:

- 1) Ddysgwyr uchelgeisiol, galluog sy'n barod i ddysgu gydol eu bywydau
- 2) Unigolion iach, hyderus sy'n barod i fyw bywyd cyfiawn fel aelodau gwerthfawr o gymdeithas
- 3) Gyfranwyr mentrus, creadigol sy'n barod i chwarae rhan lawn mewn bywyd a gwaith
- 4) Ddinasyddion egwyddorol, gwybodus yng Nghymru a'r byd

Fel ysgol rydym yn hollol ymroddedig i'r pedwar pwrpas uchod ac rydym yn gweithio'n galed i adeiladu cwricwlwm cyffrous a deniadol er mwyn galluogi ein HOLL bobl ifanc i ddatblygu i fod y gorau y gallant fod. Rydym yn credu bod angen model ymddwyn a phencampwr ar bawb – gan gynnwys yr oedolion yn ein cymuned – ac rydym yn defnyddio ein sesiynau 'Sgiliau a Lles' boreol er mwyn ffocysu ar yr uchelgais hon.

Yn ein hysgol, rydym yn sicrhau bod cyfundrefn asesu a thracio gyfannol yn ei lle ar gyfer pob un o'n disgyblion; rydym yn ffocysu ar eu lles, eu Hagwedd tuag at Ddysgu ac yna eu cyrhaeddiad. Os yw disgyblion yn teimlo'n saff, rydym o'r farn y gallant ddangos yr Agwedd tuag at Ddysgu gorau posib. Os yw pob disgybl yn gweithio mor galed ag y gallant, gan ymfalchïo yn eu gwaith a'u profiadau dysgu, gallant gyrraedd eu llawn botensial ar draws y cwricwlwm.

Bydd ysgol sy'n dyheu i fod yn ardderchog yn gweithio'n galed i gynnal partneriaethau ac rydym am ddatblygu perthnasau cryf gyda rhieni a gwarchodwyr. Rydym yn anelu at fod yn ysgol gynhwysol ac agored a byddwn yn ymdrechu i greu nifer o gyfleoedd i ni weithio'n agos iawn gyda'n gilydd. Bydd hyn yng nghwlwm â'r cwricwlwm ffurfiol a'n gwaith ar ddysgu ac addysgu a datblygu sgiliau, yn ogystal â cherddoriaeth, drama, chwaraeon ac ymgyrchoedd gan myfyrwyr.

Rwyf yn ystyried ein pobl ifanc i gyd i fod yn arweinwyr ac rydym yn gwerthfarwogi lleisiau ein myfyrwyr. Bydd nifer o gyfleoedd i fyfyrwyr, o bob oedran, gael eu cynnwys mewn cynlluniau llywio dyfodol ein hysgol a chyfrannu at brosiectau cymunedol. Rwyf yn annog ein holl fyfyrwyr i ddatblygu ymdeimlad o 'Gynefin', yma yn Ysgol Gyfun Treorci yn ogystal â'r byd ehangach. Rydym yn falch iawn i fod yn Glwstwr Empathi ac yn annog yr HOLL gymuned i ddatblygu a lladaenu'r archbwer hwn yn y cwricwlwm ffurfiol ac yn y gwaith cymunedol o'n cwrmpas. Er enghraifft, teimlaf yn falch iawn o waith a arweinwyd gan ein disgyblion ar ein Côt Parch. Polisi sy'n tanlinellu ein dull rhagweithiol iawn o ddysgu pobl am wir ystyr bwlio a sut gallwn weithio gyda'n gilydd er mwyn goresgyn gwahaniaethu. Mae ein cymuned yn gynhwysol a gall pawb berthyn yn Ysgol Gyfun Treorci.

Gwnewch y gorau o bob cyfle i gyd-weithio gyda ni; y ffordd orau o ddod i'n hadnabod ydy trwy gwrdd â ni wyneb yn wyneb. Edrychaf ymlaen yn fawr at weithio gyda chi wrth i ni barhau i ddatblygu ein siwrne gyda'n gilydd.

Yr eiddoch yn gywir



Jennifer Ford
Prifathro



A NOTE FROM OUR HEAD STUDENT

Dear parent/carer/student,

First of all, I would like to say welcome on behalf of the School. I am Theo Caswell, and I was Head Student for the 2022/23 academic year. I decided to stay on in Sixth Form and study Criminology, Psychology and Medical Science. Since starting at Treorchy Comprehensive School in 2016, there have been loads of experiences and amazing opportunities that were available to us as students.

Throughout my time in the School, I have been able to grab these opportunities with both hands; I have been fortunate enough to have met astronaut Michael Foale. I have been to Patagonia in Argentina where we visited Welsh towns and worked closely with two Welsh/Spanish speaking schools; and I have also been on other trips such as outdoor pursuits with PGL and to Heatherton.

The school also offers many wider curricular activities such as the Combined Cadet Force, the Brass Band and Orchestra, Diversity Club, Board Games Club, Drama Club, and the Debate Team, not to mention other opportunities in sports, expressive arts and clubs related to subjects across the curriculum.

I took part in whatever I could, working up to being a Lance Corporal in the CCF, playing tenor horn for the band, joining the Eco Committee and Senedd yr Ysgol, even becoming a language and history ambassador. There is always something around for everyone and if a student feels like there isn't something for them then they can start a new club, society or action group!

For example, in 2021, a team of students including me weren't happy with the fact that hygiene products were difficult to get hold of, so we did something about it. With the help of one of the amazing Health and Well-being staff, 'The Shack' was born, of which I can proudly say that I am one of the leaders. All hygiene products are available whenever and for whoever needs them with no questions asked. If it wasn't for the drive from these amazing staff and the power of the students behind the project, it wouldn't have been possible.

At Treorchy Comprehensive, we want everyone to feel welcome in our 'Cynefin', I am also a strong believer in that anyone can do anything that they put their heart to, which I have been able to, thanks to the support offered to me by the school.

In our community, you can feel comfortable being who you are and reach for the stars. So, if there's any word of advice that I could give a student, it would be to step out of your comfort zone, try something new and make your ideas possible because no idea is a silly idea. As you go through the school younger students will look up to you as a role model so it's your job to show them in the right and positive direction.

I wish you all the best as you start at Treorchy Comprehensive School.

Yours faithfully,

Theodore-Rees Caswell
Head Student 2022/23



YEAR 7 / BLWYDDYN 7



Lily

Hi my name is Lily and I went to Ton Pentre Juniors. My favourite subjects in school are History and Science. The most enjoyable part of being at Treorchy Comprehensive this year has been meeting lots of new people. I have also really enjoyed having lots of different subjects this year, the teachers are really nice! My advice to anyone joining Treorchy Comprehensive School is to take advantage of every opportunity you can!



Joe

Hello, my name is Joe and I went to Penpych Primary School. My favourite subjects at school this year have been Maths and Science. This year I have really enjoyed having the chance to meet lots of people who went to different Primary Schools and making lots of new friends who have similar interests to me. The best thing about Treorchy Comprehensive School is it recognises everyone's talents. My top tip for all new Year 7s is to go for it and try your best at everything!



Elliot

Hi my name is Elliot and I went to Parc Primary School in Year 6. My favourite subjects this year have been Computer Science and Geography. I really like my teachers at Treorchy, they are really kind and helpful. This year I have taken part in after school activities like DJ club and Gaming club. They are really good fun and a great way to make new friends. My advice to anyone starting at Treorchy is: always be prepared and bring a pen!



Ashton

Bore da, my name is Ashton and I went to Penyreglyn Primary School. I love Science and Art, so they are my favourite subjects. I have really enjoyed trying out for the school football team this year, and there are lots of clubs and activities in school which everyone can try. One of my favourite things about school is being able to play sport at lunchtimes with students from other year groups. My advice to anyone starting at Treorchy is don't worry, everyone is here to help you.

THE SCHOOL / YR YSGOL

Treorchy Comprehensive is a co-educational secondary school, which offers a comprehensive education to pupils from the ages of 11-18 years. It is an English medium school and was recognised as Sector Leading in its provision for promoting Welsh in the Estyn Inspections of 2012 and 2016. The school roll was 1532 students, including 304 in the Sixth Form at the beginning of the last academic year. There are 100 members of teaching staff and 190 members of staff in total.



Governors and the Senior Leadership Team Llywodraethwyr a'r Uwch Dîm Arweinyddiaeth

- | | | |
|--|---|---|
| <p>■ CHAIR OF GOVERNORS
Cadeirydd y Llywodraethwyr
MRS S. WATKINS</p> | <p>■ HEADTEACHER
Pennaeth
MRS J. FORD</p> | <p>■ VICE CHAIR OF GOVERNORS
Dirprwy Gadeirydd y Llywodraethwyr
MRS L. JONES</p> |
| <p>■ DEPUTY HEADTEACHER
Dirprwy Bennaeth
MR M. DAVIES</p> | <p>■ DEPUTY HEADTEACHER
Dirprwy Bennaeth
MR J. DAVIES</p> | <p>■ ASSISTANT HEADTEACHER
Pennaeth Cynorthwyol
MISS R. DAVIES</p> |
| <p>■ ASSISTANT HEADTEACHER
Pennaeth Cynorthwyol
MR H. JAMES</p> | <p>■ ASSISTANT HEADTEACHER
Pennaeth Cynorthwyol
MRS J. JOHNS</p> | <p>■ ASSISTANT HEADTEACHER
Pennaeth Cynorthwyol
MRS S. BAGSHAW</p> |
| <p>■ MEMBERS OF THE LEADERSHIP TEAM
Aelodau'r Uwch Dîm Arweinyddiaeth
MR A. WARING
MR D. GILLIES
MR G. HUGHES</p> | | |



Address / Cyfeiriad:

Treorchy Comprehensive School,
Pengelli, Treorchy CF42 6UL



Phone Number / Rhif Ffôn:

01443 773128



Email / Ebst:

school@treorchycomp.org.uk



ADMISSION ARRANGEMENTS TREFNIADAU DERBYN

Students are admitted to the school in natural progression from the following primary schools:

- Bodringallt Primary School
- Gelli Primary School
- Parc Primary School
- Penpych Community School
- Penyreglyn Community Primary School
- Ton Pentre Junior School
- Treorchy Primary School

Many students transfer to the school from other English and Welsh medium primary schools, subject to availability of places. Transfer of learners into the school after year 7 is also subject to availability of places in the relevant year group.

Families that move into the catchment area are requested to contact the school for an appointment with a senior member of staff. The number of places available in year 7 last year was 265.

TRANSITION / PONTIO

Over the years close links have been developed between Treorchy Comprehensive and the local primary schools. They help to ensure a smooth transition from primary to secondary education.

During the Summer Term year 6 follow an extensive programme of events and meet an assistant headteacher and member of the wellbeing team, prior to spending a full day at Treorchy.

THE SCHOOL DAY Y DIWRNOD YSGOL

Registration/ Wellbeing and Skills	8.35 – 9.00
Lesson 1	9.00 – 10.00
Lesson 2	10.00 – 11.00
Break	11.00 – 11.15
Lesson 3	11.15 – 12.15
Lesson 4	12.15 – 13.15
Lunch	13.15 – 13.55
Lesson 5	13.55 – 14.55



SCHOOL TERMS AND HOLIDAYS 2023/2024

TYMHORAU A GWYLIAU'R YSGOL 2023/2024

Term	From	To
Autumn 2023	Monday, September 4 2023	Friday, October 27 2023
Half Term	Monday, October 30 2023	Friday, November 3 2023
Autumn 2023	Monday, November 6 2023	Friday, December 22 2023
Christmas Holidays	Monday, December 25 2023	Friday, January 5 2024
Spring 2024	Monday, January 8 2024	Friday, February 9 2024
Half Term	Monday, February 12 2024	Friday, February 16 2024
Spring 2024	Monday, February 19 2024	Friday, March 22 2024
Easter Holidays	Monday, March 25 2024	Friday, April 5 2024
Summer 2024	Monday, April 8 2024	Friday, May 24 2024
Half Term	Monday, May 27 2024	Friday, May 31 2024
Summer 2024	Monday, June 3 2024	Monday, July 22 2024

Mon 4 Sept 2023 and Monday 22 July 2024 will be designated INSET days for all LEA Maintained Schools.

The dates of the remaining INSET days will be confirmed later in the school year.

All schools will be closed on Monday 6 May 2024 for the May Day Bank Holiday.

OUR UNIFORM AND APPEARANCE / EIN GWISG A GOLWG

School Uniform and appearance guidelines are compulsory for all students, on the way to and from school as well as on the school site.

- Dark grey trousers (not skinny fit trousers)
- Knee-length grey skirt with dark grey or black tights
- Blue shirt
- School tie
- Navy V neck school sweater
- Plain black footwear (waterproof)
- Plain black, grey or navy waterproof outer coat (no hoodies, denim or leather jackets)
- Plain black, grey or navy hat, scarf and gloves
- Waterproof rucksack



JEWELLERY / GEMWAITH

One watch and one plain gold or silver stud earring per ear are the only pieces of jewellery allowed. All jewellery must be removed for physical education lessons for health and safety reasons. Treorchy Comprehensive cannot be held responsible for the loss of any jewellery worn to school.

HAIR, MAKE-UP AND NAILS / GWALLT, COLUR AC EWINEDD

Due to health and safety issues in practical subjects and for movement around the school, nails should be of a suitable length to allow students to fully participate in all learning activities. Hair needs to be safe and suitable for a work environment. Students may apply natural make-up if they wish to do so.



PHYSICAL EDUCATION KIT GWISG ADDYSG GORFFOROL

- Black t-shirt
- Plain black $\frac{3}{4}$ zip long-sleeve top (optional)
- Black tracksuit/leggings
- Black shorts
- Trainers
- Football boots (as required for students to play football or rugby)
- Red or black rugby shirts (as required for students who are chosen to play rugby for the school/can also be used in lessons)
- Appropriate swimming clothing and swimming caps

Students who wish to wear the current PE uniform may continue to do so for the academic year 2023-24

Students with long hair must wear a swimming cap or tie their hair back when swimming.

Uniform Suppliers / Cyflenwyr Gwisg Ysgol

The vast majority of school uniform for our school may be purchased from general suppliers such as high street stores, supermarkets or online shops. Some stores in our local area provide uniform that is specifically designed for the school.

Health and Safety Considerations

Ystyriaethau Iechyd a Diogelwch

Health and safety issues are extremely important and need to be given constant consideration, especially when students are taking part in practical lessons such as PE, science and technology. Students may be required to modify their school uniform to meet health and safety requirements. For example, we expect students with long hair or headscarves to tie them back safely for PE, work in science laboratories or technology workshops, where it would otherwise cause a risk to the student or other students and their surroundings.

Uniform Grants / Grantiau Gwisg Ysgol

Clothing vouchers/grants may be available to students whose parents receive Income Support or Family Credit. Further details and application forms are available from school.

Other Help / Cymorth Arall

The school has a 'uniform swap' which, in the summer term, encourages students to bring items of clean, usable uniform to school to pass on to other families.

MOBILE PHONES, VALUABLES AND DANGEROUS ITEMS

FFONAU SYMUDOL, PETHAU GWERTHFAWR A PHETHAU PERYGLUS

In order to avoid disruption of lessons, and to help learners' wellbeing, students are not allowed to use mobile phones on school site. If parents/carers want their child to have a phone during the day it should be off and in their bags. If there is an emergency, parents and students can be contacted via the wellbeing team or general office.

Students are expected to collect confiscated mobile phones from Main Reception at the end of the day. If this issue continues, parents and carers will be asked to come to collect them.

Students are also not permitted to bring to school any item or substance that is deemed to be dangerous, or that is illegal to have on your person. These items include lighters, matches or other ignitable items, weapons or replica weapons etc. This is not an exhaustive list and it is requested that parents/students show common sense when bringing any items to school. This includes medication.

HOME SCHOOL AGREEMENT

CYTUNDEB YSGOL A CHARTREF

New parents and students are asked to read the Home School Agreement. This agreement is based around our core values of respect, responsibility and aspiration. It states:

- The school's aims and values
- The school's responsibilities
- The parental responsibilities
- The school's expectations of students with regards to their conduct

By signing this agreement, parents are indicating that they have taken note of the school's aims and values and acknowledge and accept their responsibilities and the school's expectations of its students.



WELLBEING / LLES

The welfare of our young people is a prime concern for all staff and the school was praised for its “very caring, inclusive and supportive ethos” in the Estyn Inspection of 2016.

WELLBEING STAFF

TÎM LLES

- Headteacher
- Deputy Headteachers
- Assistant Headteachers
- Business and Finance Director
- Heads of Learning and Skills
- Learning Coaches
- Guidance and Learning Support Officers
- Attendance Support Officer

HEADS OF LEARNING & SKILLS

PENAETHIAID DYSGU A SGILIAU

2023/2024

Year 7	Mrs N. Hargreaves
Year 8	Mrs C. Hubbard
Year 9	Miss R. Piper
Year 10	Miss L. Slye
Year 11	Mrs A. Thomas
Director of Sixth Form Standards	Mrs J. Murray
Head of Year 12 Standards	Miss L. Evans
Head of Year 13 Standards	Mrs J. Harvey

THE WELLBEING TEAM

Y TÎM LLES

The school's Wellbeing Team is available throughout the school day and are based in our 'Hive' facility. The 'Hive' offers a safe inclusive space where students can discuss concerns, communicate appointments, contact key staff or home, and gain support with any uniform issues all with the support and guidance from our excellent Wellbeing Team.

LEARNING COACH GROUPS

GRWPIAU HYFFORDDIANT DYSGU

The Head of Learning and Skills manages a team of Learning Coaches who have daily contact with students. Students are encouraged to show empathy and be aspirational learners. They monitor the personal wellbeing, attendance, progress and achievements of all learners in their group. Whenever possible students will remain with the same Learning Coach and Head of Learning and Skills throughout the 5 years from Year 7 to Year 11.

WELLBEING INTERVENTIONS

YMYRRAETH O RAN LLES

The wellbeing team continually monitors students' wellbeing and progress and will employ a range of interventions when support is needed. The interventions include:

- Mentoring
- 'Eye to Eye' counselling
- Sixth Form Buddy System
- Attendance Support
- ELSA (Emotional Literacy and Support Assistance)

HOME/SCHOOL CONTACT / CYSWLLT CARTREF/YSGOL

Hive staff can be contacted by calling reception and asking to be put through to the 'Wellbeing Team'. The Attendance Team can be contacted by logging any absences using the 'ClassCharts' app on the day of absence or for a planned absence during the week leading up to the absence. You may also telephone.

EQUAL OPPORTUNITIES

CYFLEOEDD CYFARTAL

Treorchy Comprehensive School endorses the Education Authority's Equality Policy. We intend to actively promote equal opportunities in all aspects of school life. The Strategic Equality Plan is available on the school's website.

RACIAL EQUALITY & CULTURAL DIVERSITY

CYDRADDOLDEB HIL AC AMRYWIAETH DIWYLLIANNOL

Treorchy Comprehensive School fully endorses its duties under the Equality Act 2010. As a result, we aim to:

- Promote a positive, supportive ethos in which all students and staff feel that they are valued, their needs are met and they are able to achieve their full potential.
- Respect and value differences between people, promote good relations between different groups within the school and wider community and prepare all young people for life in a diverse society.
- Ensure equality is an integral part of planning and decision making across all areas of the school.
- Work in partnership with families and the wider community to tackle and eliminate all discrimination, making the school a place where everyone feels safe, welcome and valued.

CHILD PROTECTION AND SAFE GUARDING POLICY

POLISI AMDDIFFYN A DIOGELU PLANT

The school has a Safeguarding and Child Protection Policy and any concerns regarding the care of a child may be referred to Social Services. The named Designated Senior Person for the school is Mr J. Davies (Deputy Headteacher).

CHILDREN LOOKED AFTER

PLANT DAN OFAL

The school supports Children Looked After and the policy for their welfare and education is available at the school.

Mr J. Davies, Deputy Headteacher, is the member of staff designated for promoting Children Looked After's achievement.

CODE OF CONDUCT

CÔD YMDDYGIAD

Treorchy Comprehensive School will not tolerate bullying of any type. As a result the school has a Code of Conduct as required by the Local Authority. It is imperative that students inform staff immediately of any act of bullying so the school can address the problem swiftly.

Treorchy Comprehensive School has high expectations of all its students in terms of behaviour and conduct. School values and classroom expectations are clearly displayed throughout the school. Positive behaviour and hard work are rewarded, while those falling short of our high expectations are actively supported. Restorative approaches are embedded into our Code of Conduct.

Class Charts is a behaviour management system which will allow staff to award positive and negative points to all learners as well as setting homework and detentions. We look to encourage responsibility and respect in student conduct.

YOUNG CARERS

GOFALWYR IFANC

Young people who are under 18 who look after or help to look after someone at home who is disabled, sick, elderly, experiencing mental health problems, or who is unable to self-care for some other reason are probably young carers.

Students who are young carers at Treorchy Comprehensive are encouraged to see their Head of Learning and Skills and they can arrange for support to help them. The school can enable students to participate in Young Carers' Project work and will ensure that young carers have the best opportunities.

For more information on Young Carers, please look on the school's website.

THE CURRICULUM / Y CWRICWLWM

The school aims to:

- provide a curriculum that promotes the Four Purposes of the Curriculum for Wales
- provide a Curriculum which is broad enough to provide all learners with an excellent general education and which will leave them well placed and qualified to go into further education or into employment.
- help students acquire knowledge, skills and practical abilities, especially those of a problem solving and decision making nature to create independent and interdependent learners.
- help students develop the effective use of digital, language and number skills where they are relevant to adult life and employment in a rapidly changing world.
- help students understand the world in which they live and to recognise the interdependence of individuals, groups and nations.
- instil in students a respect for religious, ethical and moral values and encourage positive attitudes towards tolerance of other races, religions and ways of life.
- give students the skills and understanding to take their place in a democratic society as responsible citizens able to exercise their rights and duties.
- help students to appreciate human achievements and aspirations.

YEARS 7 AND 8

BLYNYDDOEDD 7 AC 8

The school offers a common Curriculum for all students:

- Mathematics
- English Language and Literature
- Science - Physics, Chemistry and Biology
- Welsh
- Humanities - History, Geography and Religious Education
- Performing Arts - Drama, Expressive Movement and Music
- Art
- Food and Nutrition
- Spanish
- Physical Education
- Design Technology
- Computer Science/Information Technology
- Health and Wellbeing

THIS CURRICULUM ALSO PROMOTES



EXPRESSIVE ARTS



HEALTH & WELL-BEING



HUMANITIES



LANGUAGES, LITERACY & COMMUNICATION



MATHEMATICS & NUMERACY



SCIENCE & TECHNOLOGY

YEAR 8 OPTION CHOICES 2023-26 / OPSIYNAU BLWYDDYN 8

All students will follow courses in the core subjects English, Maths, Science, Information Technology and statutory subjects Welsh, RE, PSE and PE.

OPTION A	OPTION B	OPTION C
ART & DESIGN	ART & DESIGN	DANCE
BUSINESS	COMPUTER SCIENCE	D&T ENGINEERING
DIGITAL TECHNOLOGIES	DIGITAL TECHNOLOGIES	ECONOMICS
DRAMA	D&T ENGINEERING	GEOGRAPHY
D&T PRODUCT DESIGN	D&T PRODUCT DESIGN	HEALTH AND SOCIAL CARE
FOOD & NUTRITION	FRENCH	LIFE SKILLS
GEOGRAPHY	HISTORY	MEDIA STUDIES
HISTORY	LIFE SKILLS	PE
LEARNING IN THE OUTDOORS	MUSIC	SPANISH
PERFORMING ARTS (DRAMA)	PE	TOURISM

For teaching purposes students in Years 7 and 8 are placed in mixed ability teaching classes.

In each year group some students with Additional Learning Needs or Special Educational Needs are placed in a separate teaching group.



YEARS 9, 10 AND 11

BLYNYDDOEDD 9, 10 AC 11

All students will study courses in English, Mathematics, Welsh, Science(s), Physical Education, and Religion, Values and Ethics. A personal guidance programme is delivered through Health and Wellbeing days where visiting speakers are invited into the school. In addition, each learner studies up to a maximum of three other optional subjects.

Provision is made for a range of examination outcomes depending upon the attainment and aptitude of the student.

Meetings are arranged to assist parents / carers and learners in making decisions about option choices prior to student entry into Year 9.

SIXTH FORM

Y CHWECHED DOSBARTH

The Sixth Form at Treorchy Comprehensive School is an open Sixth Form in which all learners are welcome.

The curriculum offered to post 16 students is broad and offers a full range of qualifications. In the Sixth Form, a total of 36 courses are on offer leading to AS, A2, BTEC, GCSE or NVQ qualifications.

Additional vocational courses at level 1 and 2 are offered in collaboration with Ysgol Hen Felin. Courses on offer include Teaching Assistant qualifications.

INCLUSION AND SKILLS / CYNHWYSIANT A SGILIAU

The Inclusion and Skills Department includes the ALNCO – Mrs R Macaulay-Lane, Deputy ALNCO – Mrs J Evans, ALN Administration Assistant – Mrs K Phillips and a team of trained support staff.

When identifying Additional Learning Needs, the school has adopted the definition outlined in the Additional Learning Needs Code for Wales 2021. Therefore, a student is classed as having Additional Learning Needs when they have a **significantly** greater difficulty in **learning** than the majority of their peers and require Additional Learning Provision.

The vast majority of our students will not have ALN and will not require provision which is significantly greater than that offered as universal provision across the school.

We are continually working to strengthen our universal provision, which will include:-

- high quality whole class teaching
- effective differentiation
- guided and group work
- group interventions (for example Language Link, Social Group, Literacy Intervention, Numeracy Intervention, Nurture, KAZ Touch Typing)
- appropriate reasonable adjustments to enable access to the school environment, curriculum and facilities for children and young people who are disabled.

A very small number of our students may have ALN. That is a need which is **significantly** greater than their peers, which requires Additional Learning Provision (ALP) over and above what is available to students within the school.

As stated in the Additional Learning Needs Code for Wales 2021 there is a wide range of learning difficulties or disabilities, but they can be broadly classified into the following 4 areas:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

All teachers are responsible for meeting the needs of students in the classroom setting through the use of relevant strategies, resources and differentiation. For a small number of students who are identified as having persistent and significant additional needs, which require Additional Learning Provision, the school will create an Individual Development Plan. It may also be necessary to involve external agencies, such as Educational Psychology, Behaviour Support or Learner Support Services for further advice.

A decision as to whether a student has ALN will be based on a wide range of evidence gathered over time including:

- standardised screening or assessment tools and frameworks
- observational data
- the quality of their work
- developmental checklists
- scaling questionnaires
- assessment from other agencies
- behavioural and social emotional questionnaires and standardised tests

The school will ensure that any student with ALN has the opportunity to play a full part in school life. Reasonable adjustments will be made to enable them to access the full range of curriculum opportunities.

The school recognises the importance of placing the student and their family at the heart of any ALN processes. To this end, the school will work with students and parents to ensure that they have the opportunity to contribute at all appropriate stages of the process.

Please go to our Inclusion and Skills section of the school website for further information.

The school has a policy for Additional Learning Needs (ALN), which is in line with the Additional Learning Needs Code for Wales 2021. This can be found on our website.

The named Governors for ALN are Mrs L. Barrett and Mrs J. Jeremiah.

ACCESSIBILITY / HWYLUSO MYNEDIAD

Arrangements for the Admission of Students with Disabilities

The arrangements for the admission of students with disabilities are the same as the arrangements for all learners in the school and this information can be found in the Admissions and Appeals Policy.

Our Coordinator for Additional Learning Needs liaises with staff from feeder schools and the appropriate LA officer. On occasions it is necessary to assess the situation carefully to ensure that we can fully meet the needs of the student concerned.

The admissions policy ensures that disabled learners are not treated less favourably. Like all other students, learners with disabilities are included in mainstream classes or the Additional Learning Needs (ALN) class as their academic ability requires.

The school has been fitted with ramps, lifts and a disabled toilet. A team of Learning Support Assistants are also employed to meet the needs of students.

The Governing Body has link governors with responsibility for learners with disabilities. The named governors with responsibility for this issue are Mrs L. Barrett and Mrs J. Jeremiah.

SKILLS / SGILIAU

At Treorchy Comprehensive School, we recognise every child's right to be taught the skills of literacy, numeracy and digital competency. These skills are essential for a young person to flourish in today's society.

We endeavour to give all learners every opportunity to improve their skills in literacy, numeracy and digital competency in order to achieve their full potential across all curriculum areas and therefore achieve their aspirations. We believe that we can support more able and talented students and those with ALN through an inclusive curriculum.



RELATIONSHIPS & SEXUALITY EDUCATION ADDYSG PERTHNASOEDD A RHYWIOLDEB

Relationships and Sexuality Education (RSE) plays an important role for the safeguarding and protection of all our learners. RSE is a mandatory element of the Curriculum for Wales. Young people should have the right to access information that keeps them safe from harm. This includes learning about healthy relationships, keeping safe, online and offline, and being confident to raise issues with responsible adults. Our curriculum is developmentally appropriate and is planned in open consultation with parents and students to meet local needs.

Our RSE Curriculum helps:

- students keep safe and keep each other safe;
- our learners to become healthy, confident individuals who form positive relationships based on mutual trust and respect and who build their mental and emotional well-being by developing confidence, resilience and empathy;
- the school to respond to a wide range of issues children face;
- ensure our learners have access to a wide range of support and advice.

HEALTH AND WELLBEING IECHYD A LLES

We are committed to supporting the wellbeing and personal development of all our students to allow them to become healthy, confident individuals, ready for the next chapter in their life after school. Our curriculum supports our students to have a clear understanding of their own physical and emotional wellbeing. We aim to support them to feel safe, valued and treated with respect to become positive contributors to the school and wider community. Learning experiences support students to develop self-esteem, aspiration, and empathy. Students will learn to form positive and trusting relationships with their peers and staff through respect and celebration of diversity.

Health and Wellbeing is embedded in all subjects ensuring our curriculum is inclusive, protective and preventative. Our students will have the skills necessary to play a full part in life and work.



CAREERS EDUCATION AND GUIDANCE

ADDYSG A CHYNGOR GYRFAOEDD

At Treorchy Comprehensive, we encourage our young people to be ambitious and aspirational. As such, Careers Education and Guidance is provided throughout each students education. At Key Stage 3 and 4 it is included as part of the Personal Social Education Programme. The school works closely with the Careers Service to provide a work related experience for every learner during each year of their education. A Careers Wales Advisor is available in school to help students plan for the future.

YEAR 7 AND 8

Work Related Education (WRE) days where local businesses and entrepreneurs come in to school to work with students.

YEAR 9

Students are involved in an "Industry Day". There is a visit from a Careers Wales Advisor.

YEAR 10

Students are visited by entrepreneurs and are also involved in an "Industry Day". One to one meetings are also available.

YEAR 11

Students are involved in an "Industry Day" where businesses and entrepreneurs come in to school to talk to them. There are also one to one meetings for all students.

YEAR 12

Students are involved in an "Industry Day" and participate for a week of work experience during the Summer Term.

YEAR 13

Industrialists come into school to provide mock interviews. They are also involved in an "Industry Day".

RELIGION, VALUES AND ETHICS / CREFYDD, GWERTHOEDD A MOESEG

According to the requirements of the Curriculum for Wales, Religion, Values and Ethics education is mandatory for students in years 7 to 11.

ASSEMBLIES / GWASANAETHAU

Assemblies are held regularly for all year groups and students are encouraged to lead assemblies for their peers to help build their resilience and confidence when speaking to an audience. All assemblies are inclusive, diverse and help develop our sense of 'cynefin' as well as our core values.

INFORMATION TECHNOLOGY / TECHNOLEG GWYBODAETH

Information Technology is taught across the curriculum to enable our students' digital competency skills in transactional work. Our excellence in this field has been rewarded with the NAACE ICT Mark and Microsoft Showcase School status. In addition, Apple technology is in use across the curriculum. This breadth of provision ensures our young people are prepared for the adaptable ICT skills necessary for the 21st Century.

HEALTH AND WELLBEING: PHYSICAL EDUCATION

IECHYD A LLES: ADDYSG GORFFOROL

For a student's wider health and wellbeing, an involvement in sport and physical activities can prove to be invaluable. It also contributes to a person's ability to participate in teamwork, as well as our core values of respect, responsibility and aspiration. The school has a very successful Health and Wellbeing Area of Learning and Experience. There are good facilities and many of our students have achieved distinguished records at District, County and National level. The excellence in provision and quality of Physical Education at the school has been recognised in the establishment of post 16 Rugby, Football and Netball Academies. We work closely with the Welsh Schools Rugby Union, Welsh Schools Football Association and Welsh Netball.

SPORTING FACILITIES / CYFLEUSTERAU CHWARAEON

- An Astroturf playing field.
- A large tarmac playing area which has grid lines for sports training.
- The local council playing fields i.e. Cae Mawr and Oval.
- The cricket and tennis facilities at the Ystrad Fechan sports area.
- An indoor swimming pool.
- A fully equipped gymnasium and weights room.
- An indoor playing area with provision for basketball, badminton, 5-a-side football, netball and also practice nets for cricket.
- A fully equipped Dance Studio.

CURRICULUM ENRICHMENT / CYFOETHOGI'R CWRICWLWM

We have a flexible out of hours learning model that enables us to develop as a Community Focused School. The programme is a Rhondda Cynon Taff County Borough Council initiative, designed to help schools provide:

- Activities and learning opportunities for young people, parents and the wider community
- Opportunities for involving students and young people in the design and delivery of activities

Working with local partnerships, the school has successfully introduced an exciting, enriching and extending programme of activities for students which complement those already in place at the school.

In partnership, we also aim to maximize the number of young people taking part in sport or physical activity regularly. Our after school programme increases opportunities for wider curriculum sport and physical activity sessions, and also complements the extensive wider curricular activities provided by the school.



TRIPS & WIDER CURRICULUM ACTIVITIES

TRIPIAU A GWEITHGAREDDAU ALLGYRSIOL

The school runs an extensive programme of trips and activities. The school will sometimes need to charge for these activities and our policy for charging is available on request.

USE OF THE WELSH LANGUAGE / DEFNYDD O'R IAITH GYMRAEG

In Ysgol Gyfun Treorci we believe that Welsh is more than just a language, it is a living, breathing entity in the world around us. It is part of who we are and how we interact with the cynefin around us. We actively seek out ways to engage all students in taking ownership of their very own piece of Welsh heritage.

The Welsh Government is aiming to reach one million Welsh speakers in Wales by the Year 2050. We here at Treorchy Comprehensive School believe that we can help the government in their goal through positive promotion of the Welsh Language. Our Criw Cymraeg has flourished over the past year and membership is growing all the time. They have taken part in a wide variety of Welsh initiatives and events.

Yn Ysgol Gyfun Treorci rydym yn credu bod y Gymraeg yn fwy nag iaith yn unig, peth byw yn y byd o'n cwmpas ydyw. Mae'r Gymraeg yn fyw nag iaith yr ydym yn medru'i siarad yn unig: mae'n rhan annatod o bwy ydym a sut rydym yn cyfathrebu â'n cynefin. Rydym yn annog ein myfyrwyr i werthfawrogi'r rhan bwysig hon o'u hetifeddiaeth.

Mae gan Llywodraeth Cymru nod o gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050. Rydym yn credu'n gryf y gallwn fod yn rhan o ymgyrch y llywodraeth trwy ddatblygu safbwyntiau cadarnhol tuag at y Gymraeg. Mae ein Criw Cymraeg wedi tyfu mewn poblogrwydd dros y flwyddyn ddiwethaf ac mae aelodaeth yn tyfu o hyd. Maen nhw wedi cymryd rhan mewn nifer o fentrau a digwyddiadau.

At the school, Welsh is promoted in the following ways:

- Welsh is taught to all students from Year 7 to Year 11.
- We hold an annual Welsh Eisteddfod in which students are encouraged to take part in recitation competitions as well as Music, Dance and Drama competitions.
- We take part in Eisteddfod y Rhondda and Eisteddfod yr Urdd competitions annually.
- Students celebrate a variety of Welsh cultural events such as Diwrnod Shwmae, Dydd Miswig Cymru, Diwrnod Santes Dwynwen, Dydd Gwyl Dewi and Jambori'r Urdd.
- The school's Criw Cymraeg is very popular and takes an active part in school improvement and the promotion of the Welsh language.
- We have recently been successful in achieving the Bronze Siarter Iaith award and are working towards the Silver Siarter Iaith award.
- A range of wider curriculum activities are organised including residential visits to the Welsh Language Centre at Llangrannog as well as regular theatre trips.
- We pride ourselves on have close working relationships with our cluster primary schools and have formed a 'Cluster Choir' which has performed in Parti Ponti and Cynefin Day.

COMPLAINTS PROCEDURE / CWYNIION

If you have any complaints regarding the Curriculum being offered to your child, the procedure to be followed is:

- Advise the school in writing, outlining the complaint.
- If you are not satisfied with the response contact the Chair of the Governing Body in writing.
- If you are not satisfied with this response, contact the Director of Education in writing.

ASSESSMENT AND REPORTING ASESU AC ADRODDIADAU

Students reports track Attitude to Learning (ATL), Wellbeing and their academic progress. As a school we are committed to focusing on a student's ATL (Attitude to Learning) as a key way of tracking progress and success at school. We firmly believe that if a student has an excellent Attitude to Learning they will make maximum progress. We believe ATLs are the fairest measure of this, as all students can work hard and show a commitment to learning, regardless of their current attainment. To support this aspect of school life students are issued their ATL and Progress Reports 5 times a year. Students are also involved in understanding and 'owning' this data and have 'Owning My Own Data' sessions to support their knowledge and understanding of this important work.

The school is also committed to ensuring that assessment is regular and a part of a student's regular classroom work. This commitment to regular, low stakes but high challenge assessment is another cornerstone of our work and a commitment to bringing back the joy into assessment rather than it being something to be feared.

Students undertake regular external standardised assessments in the form of Cognitive Abilities Tests 4 (CAT4). This allows the school to understand a young person's real potential as it does not require a student to have learnt any formal content; rather it focuses on their current cognitive ability. As a school we feel this is essential to allow staff to understand our students and in turn allow them to make the best progress in their time with us.

REPORTS / ADRODDIADAU

At present parents and carers receive Progress Reports and a full report for all students in Years 7 to 13.

EXAMINATIONS ARHOLIADAU

Students' progress is monitored by continuous assessment and formal examinations.

Students sitting external examinations are fully prepared for this important part of their journey through school by undertaking PPE (Pre-public examinations) during years 10, 11, 12 and 13.

External examinations take place in the Autumn, Spring and Summer Terms.

- Internal PPE (Pre-Public Examinations) take place in October and January for students in years 10-13 depending on their entries for the forthcoming year.
- External Examinations happen throughout the year, but formally in the Hall in November, January and during every summer term.
- Students are given copies of their examination timetable for every series of examinations.

PROGRESS EVENINGS NOSWEITHIAU CYNNYDD

Progress Evenings are vital to the assessment process as they provide feedback to parents and carers about the progress of their children.

These evenings are also critical in building the partnership between staff and families. The interchange of information involved is of mutual benefit in understanding the educational needs of learners.

INDEPENDENT WORK / GWAITH ANNIBYNNOL

Independent work is the work set for completion outside class. It may consist of written work, revision, preparation for classwork or project work. Parental support in ensuring that time and facilities for study are available is essential and parents and carers are reminded that it is their responsibility to ensure that students establish a regular work pattern.

In the vast majority of subjects, independent work is set on a fortnightly basis for students in years 7 to 13. In years 10 to 13, the length of independent work should be commensurate with the demands of the examination syllabi.

Students are required to record their independent work in their student planner. The Learning Coach monitors the planner. We would also like students to record their wider curriculum activities such as sport and social action work (e.g. volunteering/charity work).

We expect Sixth Form to take responsibility for their work life balance. There will be regular independent work which will be assessed, but the student is expected to work continuously at all aspects of the subject, not only to maintain the essential knowledge base for examinations, but also to read widely and deeply about the subject. We also expect ALL our sixth form students to contribute to our school community and this is outlined in the Sixth Form student contract.





MONITORING STUDENT PROGRESS

MONITRO CYNNYDD DISGYBLION

At Key Stages 3, 4 and 5 all departments are required to assess students' progress which is recorded on a centralised system 5 times a year.

This assessment data is scrutinised by Heads of Learning and Skills, Curriculum Leaders and Senior Leaders and, consequently, different interventions may be put in place to support students with their learning.

RECOGNISING & REWARDING ACHIEVEMENT

CYDNABOD A GWOBWYO CYRHAEDDIAD

An important feature, central to our values of respect, responsibility and aspiration, has been the establishment of Class Charts which is a behaviour management system where reward points can be awarded for all aspects of school life. Points are awarded for academic achievement, effort, wider curriculum activities, behaviour, attendance, social action and community participation. Certificates are awarded at the end of the year to students gaining a significant number of points. It is intended that our young people should be able to benefit through this system which recognises all levels and areas of achievement especially their Attitude to Learning (ATL).



ATTENDANCE / PRESENOLDEB

As a school we are committed to ensuring all students have an excellent education. We believe that an excellent education can only be achieved if students come to school on a regular basis and engage with their own learning. We expect students to attend 95% or above of the time and if their attendance falls below this expectation students and families will be appropriately challenged so school can support them with any barriers that might exist to having good attendance and then good progress.

We encourage all families to book holidays in the holiday periods. The school cannot authorise holidays unless attendance is inline with expectations. The school currently uses Classcharts to log all absences. This can be done on the morning of a given absence, or, if it is a planned absence, during the days leading up to it. Parents and carers can record the reason for any absence, indicate the length of any absence and upload medical evidence on the Classchart app which is an excellent single point of communication for all.

AUTHORISED ABSENCE ABSENOLDEBAU

If your child has an appointment to see the dentist, doctor or hospital, please notify the school in advance, with an appointment card if possible. The reason for absence will be recorded.

It would be preferable if parents and carers would make such appointments out of school hours.

Marks will be entered by the appropriate member of staff when students participate in courses (educational or sporting), or have home tuition.

HOLIDAYS / GWYLIAU

In line with the Local Authority's guidance on holidays in term time, the school adopts a firm approach. Each holiday authorisation request received will be considered on its own merits. Should there be special circumstances that prohibit taking a holiday during the generous school holiday periods, these will be taken into account.

Holidays requested during examination periods, or periods of preparation for examinations, including controlled assessments, coursework, etc. will NOT be authorised. If a student's attendance has fallen below 95% at the time of the request, the holiday is unlikely to be authorised. Should attendance fall below 95% during the period between the request and the commencement of the holiday, authorisation may be retracted. Any unauthorised holiday absence, regardless of length of time taken, may be subject to a Fixed Penalty Notice issued by the Local Authority.

OTHER AUTHORISED ABSENCES ABSENOLDEB Â CHANIATÂD

Your child will be marked absent, but the reason for absence will be noted if the following circumstances occur:

- Illness
- Bereavement of a close family member
- If permission for absence has been granted by the Headteacher
- Medical/dental appointments

UNAUTHORISED ABSENCE ABSENOLDEB HEB GANIATÂD

The school cannot accept any of the following excuses or other similar reasons:

- No uniform
- Missed bus
- Looking after family
- Holidays
- Slept late
- Looking after house
- Shopping
- A birthday

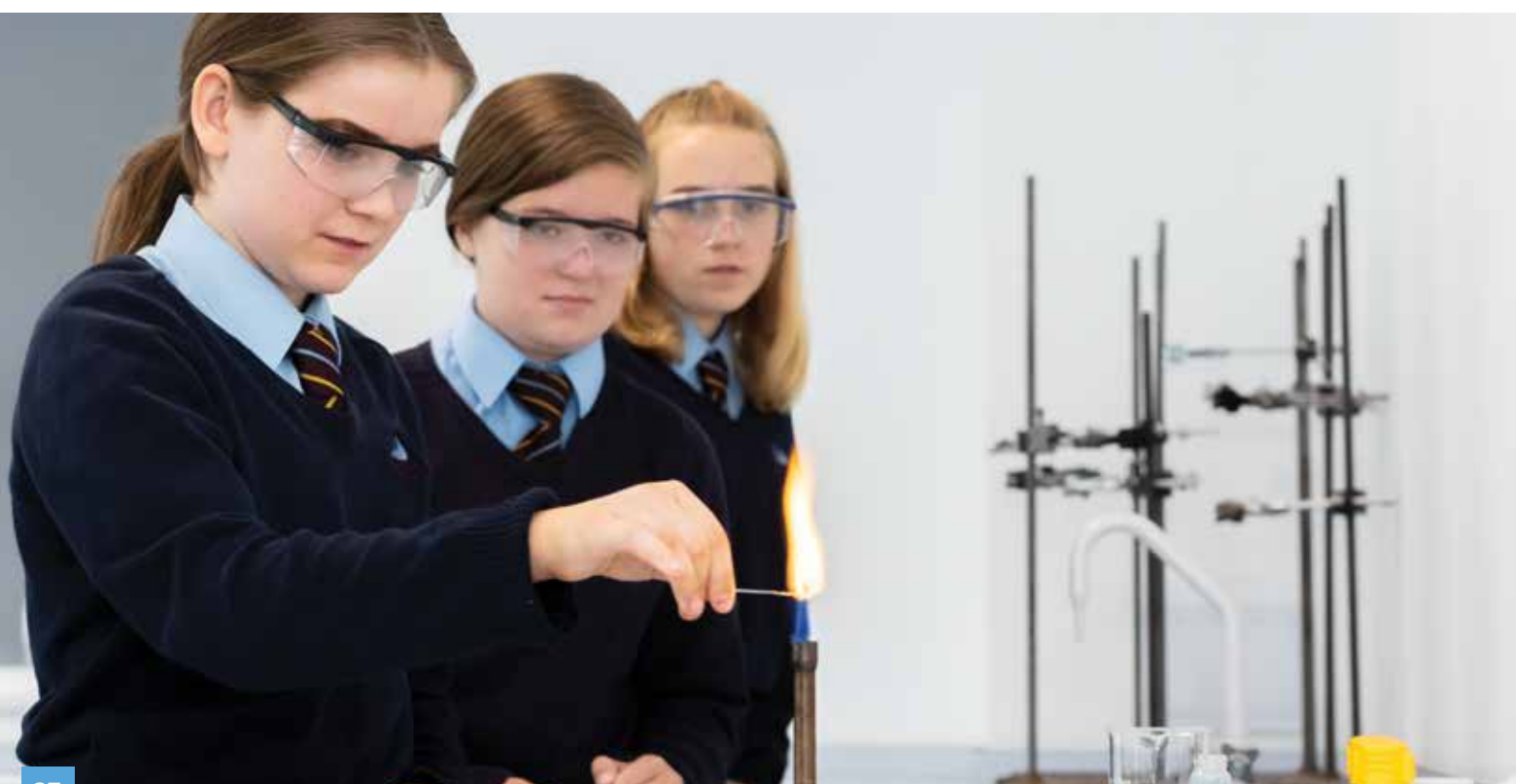
PUNCTUALITY / PRYDLONDEB

A late book is kept in which names are entered and a late mark is recorded in the register. This is counted as an attendance mark. If a student arrives after 9.00 a.m. a late mark is recorded.

By law only the school can authorise absence. The school is not obliged to accept a parent's explanation of absence if the reason given is not valid. The school may request you to provide medical evidence as proof of a student's absence. If your child's attendance falls below 90% the school will only authorise absences with the appropriate medical evidence.

Parentally condoned unjustified absence will be classified as unauthorised. Parents and carers who fail to send their children to school or condone absence for unacceptable reasons risk prosecution.

To comply with The Education (Penalty Notices) (Wales) Regulations 2013, the school will operate in accordance with the Local Authority's Code of Conduct for Fixed Penalty Notices for regular non-attendance at school.



THE SCHOOL / YR YSGOL

The school takes site safety very seriously and students, staff and visitors are protected by several security measures while on school site. The designated Health and Safety Officer for the school is Mrs C. Jones (Business and Finance Director).

SECURITY MEASURES TREFNIADAU DIOGELWCH

- CCTV CAMERAS**
 The school has a 24-hour CCTV system in operation.
- ACCESS CONTROL SYSTEM**
 Access to buildings is controlled by an electronic system.
- SURROUNDING PERIMETER FENCE**
 The school site is surrounded by a high and secure fence on all sides.
- SCHOOL ENTRANCE**
 There is a barrier and gated system.
- VEHICLE ACCESS TO SCHOOL SITE**
 Vehicle entry to school site is controlled by a barrier system linked to Reception. Restrictions are in place for vehicle movement on site during the school day.
- VISITORS**
 On arrival, all visitors must sign in at Reception. Visitors will be provided with an ID badge and a school Health and Safety leaflet. Visitors must report to reception to sign out before leaving site.
- THE SENIOR LEADERSHIP TEAM**
 A member of the Senior Leadership Team is on call throughout the school day.
- INTRUDER ALARM SYSTEM**
 This extensive alarm system is activated when the school is closed.
- THE POLICE**
 The school has close links with both the local force and British Transport Police. A designated Community Police Officer visits the school regularly.
- FIRE SAFETY**
 The school meets all relevant fire regulation requirements and carries out fire drills on a regular basis.
- SITE MANAGER**
 The Site Manager lives on site and 24-hour emergency cover is provided.
- LOCKDOWN**
 The school meets lockdown requirements and holds lockdown drills as required.

STUDENTS OFF SITE

YEARS 7 TO 9

Students from Years 7 to 9 are not allowed to leave the site during the school day, unless they have parental permission and authorisation from the school.

YEARS 10 TO 13

Years 10 to 13 must also have permission to leave site during the school day. They may leave lunchtime with permission, but Years 10 and 11 must provide an identification pass issued by the school to leave site. All students must return in time for the afternoon sessions. We also reserve the right to keep year 10/11 students in school if Attitude to Learning is poor.



FIRST AID & SUPPORTING INDIVIDUAL HEALTH NEEDS CYMORTH CYNTAF A CHEFNOGI ANGHENION IECHYD UNIGOL

A number of staff members are trained to administer First Aid. First Aid provision is available throughout the school day. Please can ALL parents/carers keep us well informed of medical needs. If a student has specific health concerns then the school will work closely with health partners to create an appropriate Risk Assessment (RA) and share with key staff.

When students are taken ill the school may deem it necessary to contact parents or carers to arrange for their child to be collected and taken home.

Medical emergencies will be dealt with appropriately and parents or carers contacted. Please inform the school of any change in contact details.

SCHOOL TOILETS TOILEDAU'R YSGOL

Sufficient toilet facilities are available for students, staff and visitors in various locations across the school site. They are checked and cleaned daily.

**For any other Health and Safety issues
please see the school's Health and Safety
Policy, available on our website.**



ATTENDANCE AND ABSENCE 2022/23

PRESENOLDEB AC ABSENOLDEB 2022/23

PERCENTAGE OF SCHOOL SESSIONS MISSED DUE TO ABSENCE BY PUPILS OF STATUTORY SCHOOL AGE	
	2022 / 2023
UNAUTHORISED ABSENCES	5.8%
AUTHORISED ABSENCES	10.3%
ATTENDANCE	83.9%*

*Attendance figures influenced by the impact of the Covid pandemic

2022 KEY STAGE 4 EXAMINATION RESULTS

CANLYNIADAU ARHOLIAD CYFNOD ALLWEDDOL 4, 2022

KPI YEAR 11	2022 RESULTS CDG
% COHORT 5A*-C (LEVEL 2)	68.8%
% COHORT 5A*-G (LEVEL 1)	95.8%
LEVEL 2 INC. ENG+MATHS	53%
% A*- C BEST ENGLISH	64.40%
% A*- C BEST MATHS	59.0%
% A*- C BEST SCIENCE	68.80%
CAPPED 9	356.9
AVERAGE POINTS SCORE	39.35

2022 KEY STAGE 5 EXAMINATION RESULTS

CANLYNIADAU ARHOLIAD CYFNOD ALLWEDDOL 5

THE FIGURES BELOW REPRESENT THE STUDENTS ENTERED FOR THE EXAMINATIONS IN JUNE 2022

KPI YEAR 13 KS5	RESULTS 2021 CDG
% A*-E (PASS RATE) (A LEVEL AND BTEC)	98.60%
LEVEL 3 THRESHOLD (ALL QUALIFICATIONS)	99.30%
2 OR MORE A*-C	67.50%
3 OR MORE A*-C	57.50%
3 OR MORE A*/A	17.50%
TOTAL POINTS (AVERAGE WIDER POINTS SCORE)	783
A*-A GRADES % (INCLUDING A LEVEL AND BTEC)	31%
A*-C GRADES % (INCLUDES A LEVEL AND BTEC)	71%
A*-B GRADES % (INCLUDES A LEVEL AND BTEC)	56.60%
% OF PUPILS ATTAINING 1 OR MORE A*-C GRADE (INCLUDES WBQ AND BTEC)	78%
NO OBTAINING WBQ CHALLENGE CERT. (2+ A LEVEL EQUIV)	80
WBQ CC PASS RATE (ENTERED 2+ A LEVEL OR EQUIVALENT)	83%
WBQ CC AS % COHORT	80%
WBQ MEASURE (WHOLE COHORT)	66%

PATHWAYS POST 16 DATA

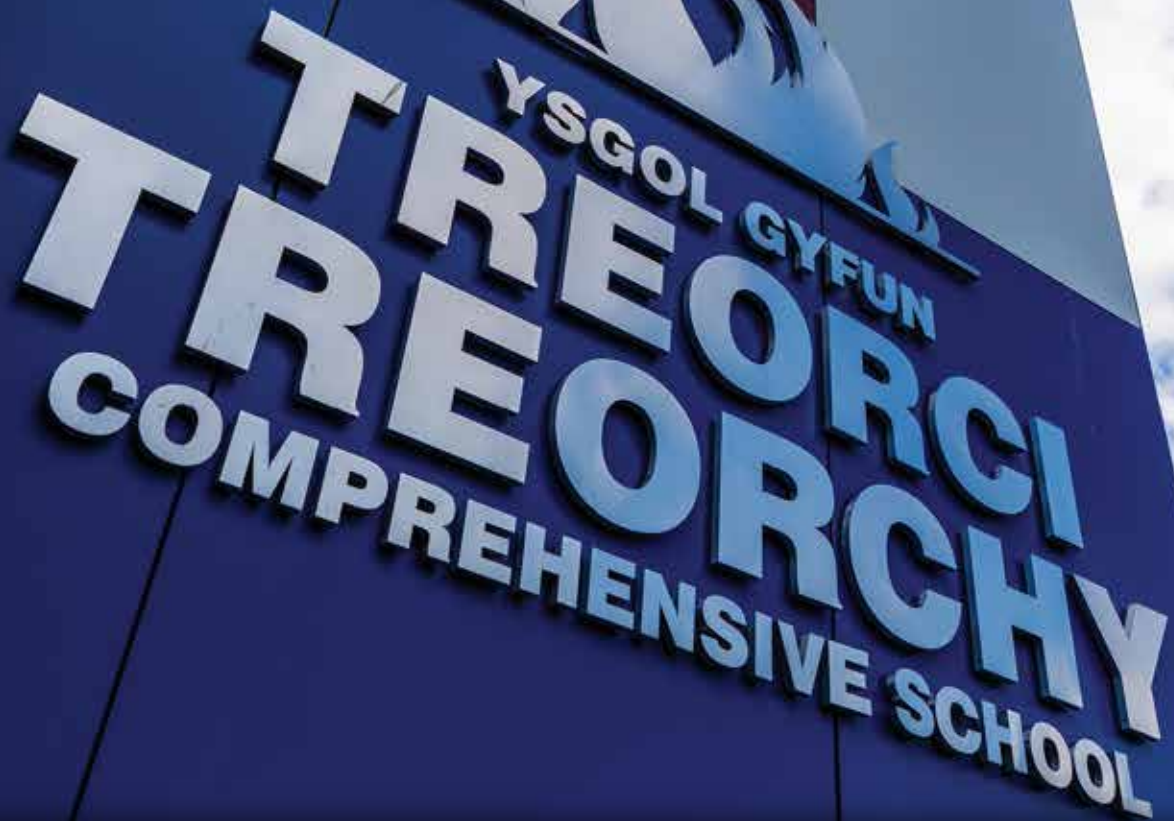
DATA LLWYBRAU ÔL 16

TREORCHY COMPREHENSIVE SCHOOL
2022 DESTINATION DATA

	TOTALS	%
CONTINUING IN FULL-TIME EDUCATION - SAME SCHOOL PARHAU MEWN ADDYSG AMSER LLAWN - YR UN YSGOL	152	58.69%
CONTINUING IN FULL-TIME EDUCATION - SCHOOL PARHAU MEWN ADDYSG AMSER LLAWN - YSGOL	4	1.54%
CONTINUING IN FULL-TIME EDUCATION - COLLEGE PARHAU MEWN ADDYSG AMSER LLAWN - COLEG	76	29.34%
CONTINUING IN FULL-TIME EDUCATION - HE PARHAU MEWN ADDYSG AMSER LLAWN - AU	0	0.00%
GAP YEAR BLWYDDYN FWLCH	0	0.00%
CONTINUING IN PART TIME EDUCATION PARHAU MEWN ADDYSG RAN-AMSER	0	0.00%
ENTERING EMPLOYMENT OUTSIDE WBTP DECHRAU CYFLOGAETH TU ALLAN I HYFFORDDIANT SEILIEDIG AR WAITH I BOBL IFANC	11	4.25%
ENTERING WBTP (EMPLOYED STATUS) DECHRAU HYFFORDDIANT SEILIEDIG AR WAITH I BOBL IFANC (STATWS CYFLOGEDIG)	7	2.70%
ENTERING WBTP - (WITHOUT EMPLOYED STATUS) DECHRAU HYFFORDDIANT SEILIEDIG AR WAITH I BOBL IFANC (HEB STATWS CYFLOGEDIG)	2	0.77%
ABLE TO ENTER EMP, ED OR WBTP (UNEMPLOYED) YN GALLU CAEL MYNEDIAD AT GYFLOGAETH, ADDYSG NEU WBTP (DI-WAITH)	0	0.00%
UNABLE OR NOT READY TO ENTER EMP, ED OR WBTP (E.G. DUE TO ILLNESS, CUSTODIAL SENTENCE) METHU NEU DDIM YN BAROD I GAEL MYNEDIAD AT GYFLOGAETH, ADDYSG NEU WBTP (E.E. SALWCH, DEDFRYD O GAETHIWED)	3	1.16%
KNOWN TO HAVE LEFT THE AREA YN HYSBYS IDDYNT ADAEL YR ARDAL	2	0.77%
NOT RESPONDING TO FOLLOW-UP AND THEREFORE UNKNOWN DIM YMATEB I'R AROLWG, FELLY'N ANHYSBYS	2	0.77%
TOTAL NUMBER OF 2022 STATUTORY SCHOOL LEAVERS CYFANSWM Y GADAWYR YSGOL STATUDOL YN 2022	259	100.00%







YSGOL GYFUN
TREORCHI
COMPREHENSIVE SCHOOL



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