

LEARN

GROW

THRIVE

FLOURISH

Pencoed Comprehensive

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School Prospectus 2023-24





Dear Parents, Carers, and Learners,

Croeso. Welcome to Pencoed Comprehensive, a thriving 11-18 school. It is always an exciting time when we welcome new learners, along with their parents and carers, to our school community.

At Pencoed we pride ourselves in our ground-breaking approaches to wellbeing and have acquired an excellent reputation for our work in this area. Alongside this we have also been successful in raising academic achievement, and strive in our work on the new Curriculum for Wales to provide all learners with every opportunity to learn, grow, thrive and flourish.

The four purposes of the Curriculum for Wales are at the heart of our school's vision and mission statement. The four purposes are that all children and young people will be: ambitious, capable learners who are ready to learn throughout their lives; enterprising, creative contributors who are ready to play a full part in life and work; ethical, informed citizens who are ready to be citizens of Wales and the world; healthy confident individuals who are ready to lead fulfilling lives as valued members of society.

At Pencoed we aim to provide all of our learners with the opportunity to:

- Learn - through enriching and equitable learning experiences within a curriculum that is flexible and responsive to the fast-changing world;
- Grow - through a nurturing culture of positive relationships;
- Thrive – through the provision of knowledge, skills and experiences;
- All of which ensure that our learners will flourish.

Working with the governing body, and supported by a great team of staff, my role as Head Teacher is to ensure that we continue to meet the progress and wellbeing needs of all learners, for many, this will include joining our 6th form, or accessing a range of courses at Bridgend College. We also take great pride in the success of our learners who attend the school's moderate learning difficulties, learning resource base.

My professional values as a school leader are straightforward. For learners, I believe strongly in high standards of engagement and achievement in lessons, excellent behaviour, a productive attitude to learning, a willingness to participate in all that the school offers, and a respect for others through positive relationships.

For teachers and support staff, I believe in high standards of professional accountability regarding pupil progress and achievement, excellent teaching and purposeful assessment, and pro-active engagement with the exciting changes to the curriculum for Wales. I share with colleagues and governors a desire to enable all of our learners to realise their full potential in a successful, inclusive, caring school.

As we work with your child, I urge you to work with us, and take an active interest in school life and the academic progress and learning journey of your child. Strong partnerships between parents and carers and schools are essential. Please support your child's participation in the wide range of sporting and cultural activities at Pencoed Comprehensive.

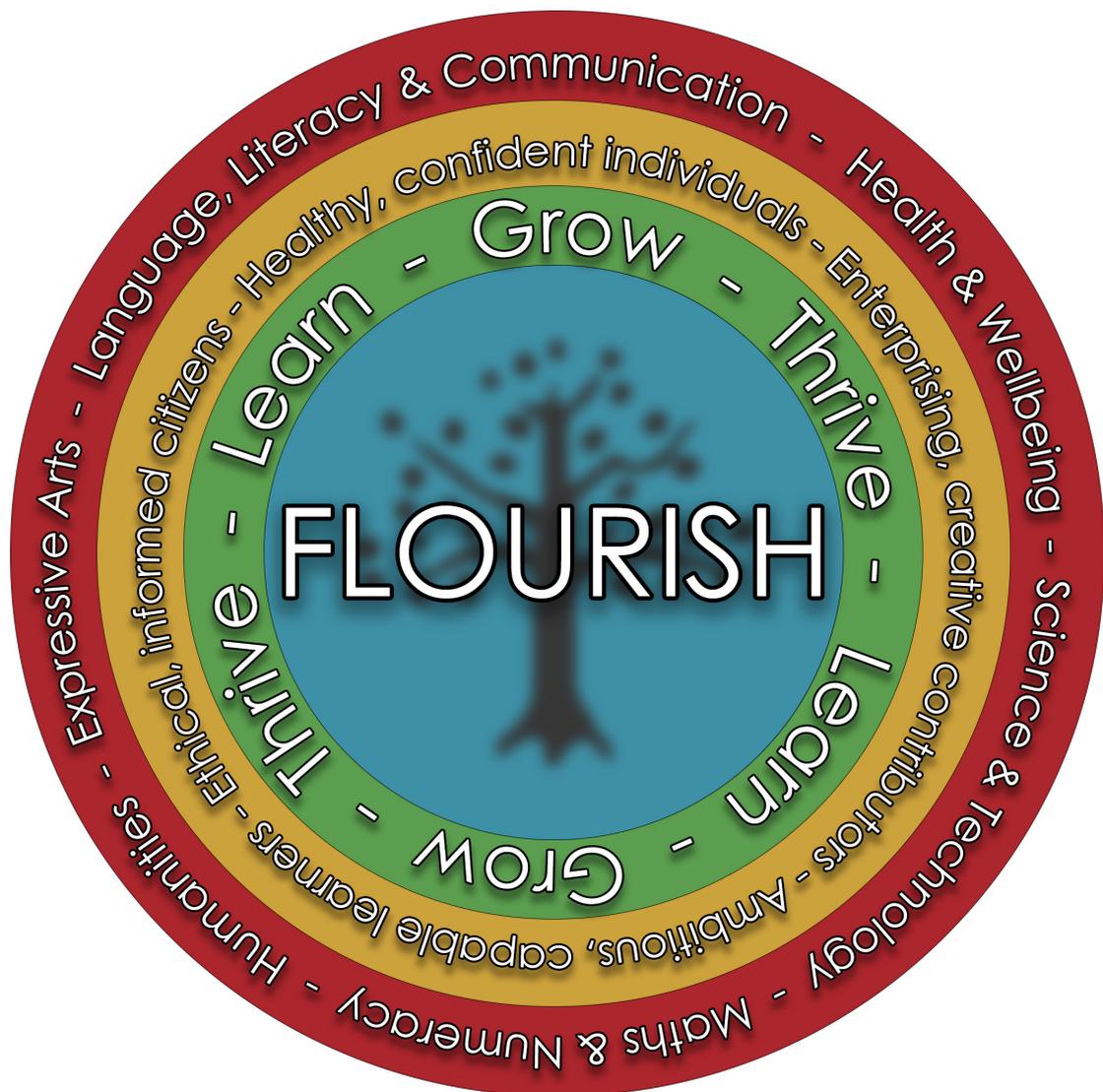


Help us to ensure excellent rates of attendance, take pride in our school uniform, and respect the policies we have in place to support positive behaviours for learning. Please make every effort to attend progress evenings - they are an important opportunity to discuss your child's progress. Share any concerns you have through our Progress and Wellbeing Leaders, or our Additional Learning Needs Co-ordinators.

Your role as parents and carers will make all the difference to the success of your child and we look forward to welcoming you to our school and joining us on our journey.

Edrychwn ymlaen at estyn croeso cynnes i chi a'ch plentyn.

Mr Edward H Jones B.A. (Hons), M.Sc.
Head Teacher/ Pennaeth





Pencoed Comprehensive - Our Journey to the Curriculum for Wales

How have Pencoed engaged practitioners, learners, parents, carers and the wider community to inform the curriculum's development?

The school vision was created in consultation with stakeholders. This included:

- Professional Learning days consulting with staff;
- Consultation meetings with governors;
- Consultation meetings with school council representatives;
- Online information sharing and consultation with parents, carers and guardians;
- engagement with the school community and local community through a variety of media including social media accounts.

The school's vision of Learn, Grow, Thrive, Flourish was launched in June 2022 and underpins all areas of school culture and ethos. The four purposes are at the heart of the school vision and mission statement.

How does Pencoed's curriculum meet the required elements set out in the new national framework, starting from the four purposes?

The curriculum has been designed and developed in consultation with stakeholders to realise our new school vision. This included:

- Staff engagement in professional learning, reading and research;
- All staff considering the learners needs and the school context related to the four purposes;
- Audits for governors, staff, parents, and pupils considering what pupils should know and be able to do how these link to our values and mission statement;
- Regular cluster working in planning to ensure progression along the 3-16 continuum and a shared understanding of knowledge, skills, and experiences;
- Partnership work with Central South Consortium in developing the new curriculum offer;
- Partnerships and networking with a range of providers from the local and wider community on providing learners with distinct and enriching experiences.

The school has designed and developed its curriculum ensuring equity for all in pursuit of the four purposes. The curriculum in Pencoed is broad and balanced and includes learning opportunities within and across all of the Areas of Learning and Experience. It encompasses the concepts in the What Matters Statements and provides appropriate progression in accordance with the Principles of Progression.

Our school's curriculum aligns to the mandatory requirements of teaching Welsh, English, Relationship and Sexuality Education (RSE) and Religion, Values and Ethics (RVE) and the cross curricular skills of literacy, numeracy and digital competency across the curriculum.

How is Pencoed approaching learner progression and its arrangements for assessment?

The school has prioritised pedagogical development in preparation for the implementation. Action research has taken place with an emphasis on professional learning opportunities surrounding skills across the curriculum and the latest teaching and learning approaches such as 'Reading Reconsidered'. Whole school inset has focused on Pencoed's Pedagogical Principles which underpin the whole school professional learning in ensuring excellent learning experiences and equity for all.

The school's assessment arrangements are informed by the principles of progression and are centred around supporting each individual learner to progress at an appropriate pace, ensuring



they are supported and challenged as they progress through their individual learning journey. Through staff Inset programmes and professional learning opportunities that have explored 're-thinking assessment', we have ensured assessment provides a holistic picture of each learner. Assessment is built from design and progression of the strands and pathways deriving from the 27 What Matters Statements.

Formative assessment in Pencoed is significant in providing learners with an understanding of what progress they have made and next steps for each learner. This is embedded in day-to-day practice through a variety of evidence informed assessment strategies and supports learners in making progress in relation to the school/setting's curriculum. More opportunity for real time feedback from teachers is being considered when building the curriculum with a focus on coaching pupils to understand their own progress and the progress of others.

The school is looking to establish a working group of staff and parents to further consider how best to meet the needs of parents in reporting on the progress of their child.

The school is regularly engaging in cluster working to further develop a shared understanding of progression and assessment across the 3-16 continuum. The school has considered how collaboration can support the planning of a continuum across different transitions. Cluster working has provided opportunities to share learning and develop joined-up experiences for learners across their learning journey.

How will the Pencoed curriculum be kept under review, including the process for feedback and ongoing revision?

The curriculum will be implemented in Year 7 from September 2022, with year-on-year roll-out in line with the national requirements.

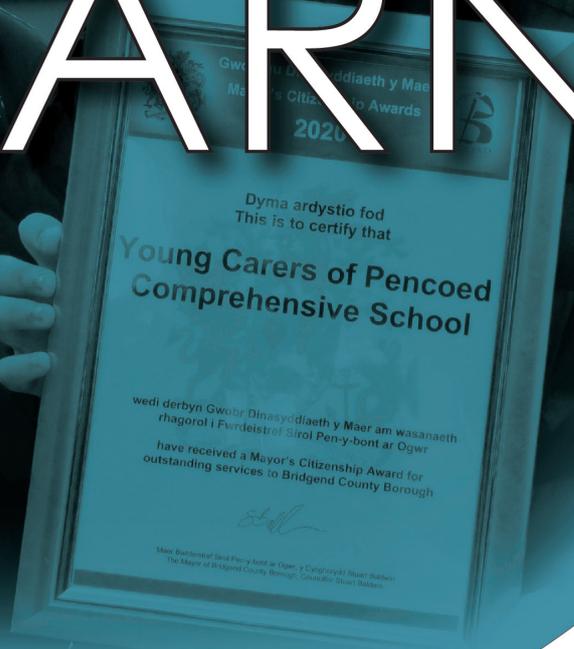
During the full Governing Body meeting on the 13th June 2022, the Governing Body has adopted and agreed the school's curriculum. The school plans to publish a summary of their curriculum on the school website by 11th July. They will inform parents and the wider school community of this through their usual communications, e.g., newsletter, social media, etc.

The school curriculum will be kept under review through the self-evaluation activities in the school's MER cycle. This includes learning walks, book scrutiny, pupil, parents and staff forums and questionnaires, etc. Termly reports of these will be shared with the Governing Body. During summer term 2023 the school plans a detailed review of the curriculum for refinement for September 2023.

The school ensures that it consider the impact on learners' mental health and emotional well-being in all curriculum decision making. The school has begun to use the framework on embedding a whole school approach to emotional and mental well-being to support this.

The school continues to foster close partnerships with their cluster schools, the regional consortia, the local authority and ITE partners as appropriate to fulfill their duties.

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Applications

Applications for Pencoed Comprehensive are initially dealt with by Bridgend County Borough Council (<https://www.bridgend.gov.uk/residents/schools-and-education/school-admissions/>), for both secondary school transition from Year 6 to Year 7, as well as mid-year transfers between schools.

For mid-year school transfers, once BCBC contacts us with your child's details, we will be in touch with parents/carers to arrange a meeting to facilitate the transition.

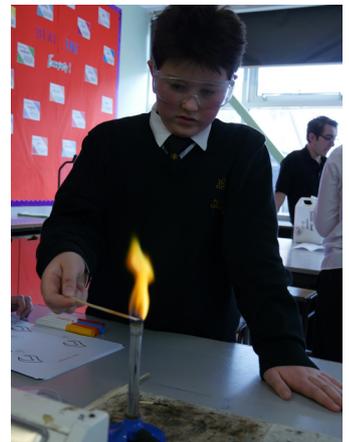
For those moving from feeder primaries, we have a series of transition events, which run throughout the school year. These include sporting activities, visits to primaries by Pencoed Comprehensive Staff, and a chance for learners to meet their Wellbeing Coaches. Secondary school applications are completed online via BCBC, and usually open around October.



Key Stage 3 – A Progressive Curriculum

In line with the new Curriculum for Wales, we are excited for pupils joining us at Key Stage 3 to experience a range of broad, balanced learning opportunities, taught by well-qualified and committed staff, designed to enable all learners to reach their full potential.

Subjects within the school are organised into Areas of Learning Experience, where shared topics and themes between individual subjects allow learners to make connections across the wider curriculum. These can vary from studying word classes and sentence structure across English, International Languages, and Welsh, to responding to the same stimulus, through the mediums of Art, Drama, and Music.



The Areas of Learning Experience are:

- Language, Literacy, and Communication – English, International Languages, Welsh
- Maths and Numeracy – Maths
- Science and Technology – Science, Information Technology, Design Technology
- Humanities – Religion, Values and Ethics, History, Geography, Business Studies
- Expressive Arts – Art, Drama, Media, Music
- Health and Wellbeing – Physical Education, Food Technology, Personal and Social Education



The cross-curricula skills of literacy, numeracy, and digital competency are woven throughout lessons in all Areas of Learning Experience. These wider skillsets underpin all parts of pupils' learning, and benefit their studies across the curriculum, as well as encouraging learners to make cross-curricula links between subject areas.



By placing learners at the heart of the learning experience, the Key Stage 3 curriculum supports and encourages learners to become more independent with their studies.

Learners progress through Year 7, 8 and 9 gaining the knowledge, skills and experience to prepare them for the challenges of Key Stage 4.



Key Stage 4 – Foundations for the Future

Key Stage 4, whilst maintaining a breadth of core subject studies, provides pupils with their first opportunity to begin to focus their learning on particular areas of interest.

Year 10 and 11 learners will all continue to study English, Maths, Science, RE, and Welsh to achieve qualifications. In addition, they will work towards gaining their Skills Challenge Certificate.

Within these core subjects, alternative pathways are available, to support learners of all abilities. For example, GCSE Maths and Numeracy papers have tiered entry, Science is taught as a Triple, Double or Single GCSE course. For those pupils who struggle with literacy, English lessons will focus solely on the GCSE English Language qualification, whereas more able learners will also take GCSE English Literature. Both RE and Welsh run more vocational, coursework-based qualifications including the NCFE Level 2 Certificate in Equality and Diversity.

Alongside core subjects, learners select a further three subjects of their choice to study over the two years. The courses on offer are subject to change annually, as pupil voice feeds into the design of the option columns. We aim to offer qualifications which encompass a range of disciplines, including Humanities, the Arts, and Technology. Current subject options include Media, History, and BTEC Engineering.



Learners select their GCSE option subjects in Year 9, receiving support from their Wellbeing Coaches, Progress and Wellbeing Leader, and subject staff. A Year 9 Progress Evening is typically scheduled before learners make their final choices, enabling parents and carers to have any queries answered.

The comprehensive educational experience learners receive at Key Stage 4 ensures their successful progression from school to 6th form, college, apprenticeships, or employment.



Equity for All

As an inclusive school, we firmly believe that every pupil has the right to reach their full potential, regardless of ability. We aim to minimize any barriers our learners may face when it comes to their education, enabling all to learn, grow, thrive, and flourish.

Here at Pencoed Comprehensive, we have a designated Learning Resource Centre, for pupils with moderate learning difficulties. These learners benefit from smaller class sizes, a high level of adult support and supervision, a specialized curriculum, and a comprehensive programme of tailored interventions.

At Key Stage 3, learners have a specific curriculum to meet their needs. Learners will all receive interventions in literacy and numeracy, as well as increased support in their social and emotional development.

At Key Stage 4, pupils study entry level courses in English, Maths, Science, and



ICT, and dependent on their ability, some GCSE subjects. Alongside these courses, all pupils in the group will follow ASDAN qualifications, the Agored Cymru award, and the NCFE Level 2 Equality and Diversity Qualification.

For those mainstream learners with additional learning needs, there is a range of support available, including:

- Small group dyslexia teaching, with a trained LSO;
- Individual and group support in lessons, from a Learning Support Assistant;
- Specialist learning resources, including the use of laptops and tablets.

Recent works around the school site have seen pupil with physical disabilities have greater access to specialised learning experiences. The addition of lifts to Block 1 and 5 enables pupils to use the Drama Studio, library, and specialist IT rooms. In addition, Pen-coed Comprehensive has a designated accessible classroom, which includes a wider door frame, an adjustable height sink, and flexible furniture arrangements.

Most recently, the refurbishment of the old caretakers house, the newly named Ty Gwyn, will allow pupils to gain hands on knowledge, skills and experiences to prepare them for life after school. A working kitchen, new interactive IT equipment, and the use of a dedicated garden area, will provide pupils with a unique learning experience whilst studying the Agored Cymru Life Skills qualification.

We are committed to ensuring that all pupils with additional learning needs are fully supported in examinations and assessments. In line with the JCQ regulations, learners can be assessed in order to receive appropriate exam access arrangements. These are subject to sufficient evidence of need, and must reflect pupils' normal ways of working in the classroom.





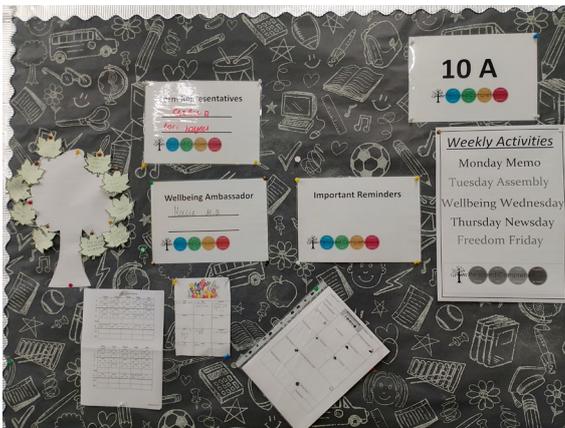
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Pastoral Organisation

Each year group has a designated Progress and Wellbeing Leader (PWL), who is responsible for pupil's pastoral care, and monitoring their overall academic progress. By organizing pastoral supervision in this way, PWLs are able to focus on the curriculum needs and issues specific to each year group – for example, the transition from primary to secondary school in Year 7, and the selection of GCSE options in Year 9.



In addition, learners are arranged into form groups for registration at the start of each day. Teaching staff take on the role of Wellbeing Coach to pupils in their form group. Alongside the cohort's PWL, Wellbeing Coaches will follow pupils on their learning journey through the school, from Year 7 to Year 11. This provides learners with a consistent support structure, fostering positive relationships between staff and pupil.



Each registration classroom has a 'wellbeing wall', to share key information, reminders, timetables, and the schedule of registration activities.

At Pencoed Comprehensive, we believe morning registration time is invaluable, as for many learners, it can set the tone of their day. Not only is taking a physical register of pupils present an important part of safeguarding learners, morning registrations are focused on activities and conversations which focus on promoting wellbeing first, setting a positive start to the day, maintaining standards, and ensuring learner's preparedness.

In line with Welsh Government legislation, a 'daily act of collective worship' is included in morning registrations. Pencoed Comprehensive is not affiliated with a particular religious denomination, and Religion, Values and Ethics lessons incorporate general and varied religious

education. Parents and carers who do not wish their child to attend religious worship, or religious instruction should express their wishes in writing to the school.



House System

The names Branwen, Gwenllian, Llywelyn and Owain are the stuff of Welsh legend and folklore, but learners at Pencoed Comprehensive are more likely to recognise them as the names of the four houses in the school!

The coloured stripes on pupils' ties corresponds to one of the four Houses, which they will represent with pride during their time at the school. There are a number of House competition throughout the year, including earning flourish points, the Summer and Winter Sports Days, and of course, the legendary Pencoed Comprehensive School Eisteddfod!

Our school Eisteddfod celebrations take place over two days, with a whole range of challenges and competitions for Key Stage 3 and Key Stage 4 pupils to participate in. There is something for every learner to get involved in, from off stage competitions including creative writing and artwork, to performing on stage during the day. The Charing of the Bard is a significant accolade for one deserving pupil, who has produced a piece of outstanding written work, in either English or Welsh.



As well as being studied as a core subject in year 7 to 11, celebrations of Welsh language and culture take place across the school. Signage around the site is bilingual, and classroom use of incidental Welsh by staff and pupils is seen across the curriculum.



Wellbeing First

Pupils' wellbeing is a major priority for us as a school. We have a number of designated, specialist staff, including a Learner Hub Manager, two Pastoral Support Officers, an Intervention Support Officer two Pupil Support Officers and a Behaviour Support Hub Co-ordinator. There is also an ALN and Associate ALN Co-ordinator. These staff work with various groups of learners and in conjunction with the pastoral and teaching staff, to ensure pupils are provided with the support to enable them to succeed academically.

In line with governmental regulations, all staff are subject to DBS checks before taking up posts, and throughout their employment at the school all staff receive regular training with regards to Child Protection and Safeguarding. We have a Designated Child Protection Officer, (Mr. M. Thompson, Acting Assistant Headteacher), two Senior Deputy Designated Child Protection Officers (Mrs N. Charles, Deputy Headteacher, and Mrs. G. Pring, Learner Hub Manager) and two Deputy Designated Child Protection Officers (Mrs. M. Halse, and Mrs P. Goss, Pastoral Support Officers).



As well as dedicated staff supporting and assisting learners in their academic studies, we recognize that some pupils may face barriers to learning involving emotional or behavioural issues. We are proud to run various sessions and groups to support learners' specific wellbeing needs. Our Young Carers group has been recognized with a number of accolades, including the Mayor of Bridgend's Citizenship Award, and as a school, we were the first in Bridgend to be awarded 'Young Carer Friendly' status.

In addition to this, staff run a number of other groups, including Girl Power, Peer Support, ASSENT project, and Supporting Service Children in Education. There are also more tailored individual or group interventions, designed around learners needs.



Health and Wellbeing lessons, and Relationships and Sexual Education

The Health and Wellbeing, and RSE curriculum takes a proactive and preventative approach to wellbeing. Health and Wellbeing lessons support the whole school mission statement of 'Wellbeing First', an approach that involves every individual in the school community, and permeates through all aspects of school life.

The Health and Wellbeing and RSE Curriculum at Pencoed plays a vital role in supporting pupils, parents, carers and the wider school community in creating safe, non-judgmental environments, to ensure pupils flourish at school.

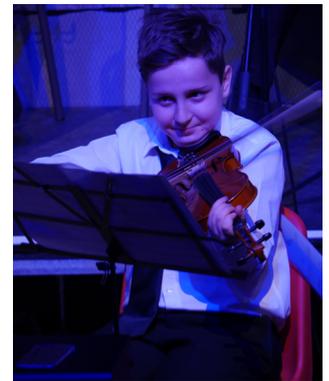
Inclusive topics, themes and activities are learner informed and planned to explore and support the lived experiences of the pupils. Topics include resilience and growth mindset, empathy and compassion, reproductive health and wellbeing, and emotional health and wellbeing.



Extra-Curricular Activities

We believe that school should be more than academic studies. We are committed to providing a range of enrichment activities and events to enhance learning, giving our pupils breadth and depth of experiences.

There are a whole host of extra-curricular clubs and projects for pupils to get involved in - there's guaranteed to be something for everyone!



We are lucky to have a fantastic P.E. department, who lead various year group and age grade teams in a number of sports, including netball, football and rugby - for boys and girls! Close links with the wider sporting community mean our pupils are able to participate in unique experiences, including meeting the New Zealand netball team, and a training session with the South African rugby team the Southern Kings.



Pupils with a passion for performing have the opportunity to join the choir, orchestra, dance and drama clubs, led by members of our talented Expressive Arts staff. The orchestra and choir put on fantastic Christmas and Spring Concerts each year, rehearsing at lunchtimes. Drama club runs after school, and is open to any and all pupils, and there is also the opportunity to audition for roles in the annual school show - which is always a sell out!

If neither sports, nor performing arts are your thing, there are still plenty of activities to get involved in; from our award winning Formula 1 in Schools projects, to our Reading Groups and Language Ambassadors programme.

At Pencoed Comprehensive, we are keen to offer pupils the chance to expand and apply their knowledge beyond the classroom. Pupils are invited to take part in a real

variety of field trips, residential courses, and educational visits. These range from Geography field trips to support coursework, visits to museums with History, Cenin Renewables with Science, Hay Festival with English, as well as visits to Paris, Italy, and Iceland.





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Home-School Agreement

When learners join Pencoed Comprehensive School, we ask all parents, carers and learners to complete our Information and Consent forms, which includes our Code of Conduct. We believe it is vital to our learners' success that all parties – staff, parents, carers, and learners – agree to uphold certain values and standards to ensure learners are able to thrive. These include maintaining the correct uniform, adhering to school rules, and supporting the culture of positive relationships within the school.



Uniform

School uniform will be an expectation at all times and is non-negotiable at Pencoed Comprehensive School as it contributes to the ethos of the school. Cooperation from parents/carers is essential in ensuring that the appearance of pupils is of a consistently high standard. Please note that shops will often place products in the 'uniform' section, which do not meet the criteria for our school uniform, as stated below:

- Black trousers, tailored shorts or knee length black skirts – tight, short lycra skirts are not allowed. Jeans, leggings, jeggings, tracksuit bottoms, sports shorts, gym shorts or cropped trousers are also prohibited.
- White shirt
- Tie in one of 4 house colours (red, blue, green, yellow). Students will be allocated a house colour.
- Black V-neck sweater with school logo – no cardigans, round neck jumpers or hoodies allowed.
- Warm, waterproof/water-resistant outer coat – no hoodies (with or without zips) or tracksuit tops.
- Optional – white polo shirt with school logo – summer term only, after Easter holidays.
- Black leather school shoes – no suede or fabric shoes. Following pupil consultation, plain black leather trainer 'style' shoes are now permitted.
- Shorts (New from September 2022) - Students are now permitted to wear black tailored shorts, should they wish, at any point during the school year instead of black trousers or a knee length skirt. The only permitted style of black tailored shorts can be purchased by contacting Uniform 2 Go. Contact details are available at <https://www.uniform2go.co.uk/>.

PE Kit (New) From September 2022

Pupils must come to school in their school uniform and bring their PE kit in their bag on the days they have PE lessons. From September 2022 pupils will continue to change in school for PE lessons. It is expected all new Year 7 pupils will wear the new PE kit. We understand that some pupils may have kit passed down from older siblings, and this is still acceptable.

The new PE Kit consists of:

- Multi-sport jersey, with school logo
- Technical t-shirt, with school logo
- Black shorts or skort with school logo, or plain black leggings
- Long sports socks, in school colours
- Trainers/studded boots
- Optional 1/4 zip mid-layer top

Jewellery, make-up and hair colour

Make-up must be kept to a minimum – No heavy eyeliner, mascara or foundation. No dark lip colours or lip liners. No false nails.



On health and safety grounds we do not allow pupils to wear any loose jewellery in our school. The exceptions to this rule are a wristwatch and one pair of small, round stud earrings - NO TUNNELS OR SPIKED GAUGES. We ask the pupils to remove jewellery during PE and games, to prevent them from causing injury. PLEASE NOTE, NO FACIAL JEWELLERY SUCH AS NOSE, LIP, TONGUE OR EYEBROW PIERCINGS ARE PERMITTED.

The school does not permit pupils to have 'extreme' haircuts and unnatural hair colours (e.g. Blue, green, pink hair colour, tramlines etc.). Only basic hair accessories to be worn i.e. bobbles and narrow, plain hairbands.



Mobile phones and devices

Whilst we understand that mobile devices have benefits and are now an integral part of our culture, they are having a negative impact on student wellbeing through cyber bullying, inappropriate use of the Internet and telecommunications, and the misuse of social media such as Twitter, Facebook, Snapchat and Instagram. In addition to this, they are having a detrimental impact on students developing the important social skills that are needed throughout their lives.

In order to safeguard all learners, develop social skills, and to ensure students can flourish without distractions from learning experiences, the use of mobile devices is banned at Pencoed Comprehensive. Mobile devices will not be permitted at any point in the school day, including break and lunch, and transitions between lessons. If a phone/device is brought into school, it must remain switched off and kept in a school bag. If a phone/device is used at any point during the school day, it will be confiscated and the appropriate sanctions will follow.

This rule similarly applies to the use of headphones/airpods. These must not be used at any point in the school day and should be left at home.

If a phone or electronic device is brought into school, the school accepts no responsibility for any theft, loss, damage or costs incurred.

Parents/carers are reminded that in cases of emergency, the school Reception, Main Office, and Pupil Reception are the most appropriate point of contact. Our office staff can ensure your child is reached quickly and assisted in any relevant way. Passing on messages through the school office also reduces the likelihood of disrupting lessons inadvertently. It is important that all communication is made through the school.

Similarly, if a pupil is unwell, and wishes to go home, this communication must also be made by the school. Pupils are to visit Pupil Reception, where a member of our Wellbeing Hub Team will contact home.



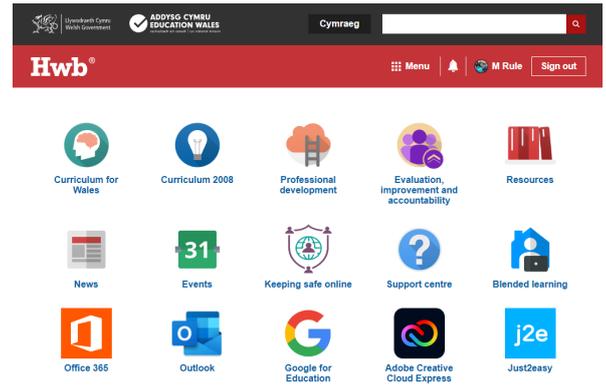
Homework

Homework, or home learning tasks, allow us to ensure the learners at Pencoed Comprehensive develop the work ethic needed to learn, grow, thrive and flourish as members of our school community. It provides pupils with the opportunity to extend and consolidate the learning taking places in the curriculum area, or AoLE.



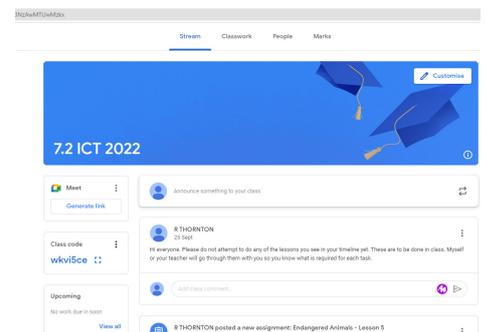
Homework tasks are set at the discretion of the curriculum area, but will always ensure that ample time is provided for learners to complete tasks set to the very best of their ability. Homework activities will take a variety of forms, created in response to the demands of the course, and pupils' needs. These can include, but are not limited to:

- Writing essays;
- Exam question response;
- Multiple choice;
- Extended projects;
- Independent research;
- Revision;



Google Classroom is used to set all homework for pupils. Parents and carers will be invited to receive either daily or weekly updates from their child's classrooms, which will include upcoming assignment deadlines and any which have been missed.

Learners can access their Google classrooms via their Hwb accounts, and classroom codes will be provided by teaching staff. It is the responsibility of learners to ensure that they have joined all of the relevant classrooms. As well as the tools and functions available within Google classroom, Hwb accounts also allow learners the use of Office 365, either online, or to download to their device.



Attendance

At Pencoed Comprehensive, we believe that a child should attend school fully and punctually at all times, so as to get the maximum benefits from their education.

- We have to account for the absence of all pupils from school. We ask all parents and carers to contact the school by telephone (01656 867104) or by email (admin@pencoedcs.bridgend.cymru) on the first morning of the child's illness to explain the absence. Unless we receive this information, we have to assume that it is an unauthorised absence and that the child is truanting from school. Further days of absence still require telephone confirmation from parents and carers. We are required by law to telephone all parents and carers on the first day of a child's absence, unless we have received notice from them to explain the absence. A text will also be sent to parents and carers, to notify them of the child's absence. Clearly, your help here will save us a lot of work following up absence.
- When a child becomes unwell at school, and is unable to attend lessons, it is our policy to ask parents and carers to collect their child from school, and take them home to comfortable surroundings to recover. We therefore need an emergency contact number (or numbers) at which parents and carers can be contacted in the case of illness, accidents or emergencies. Please advise the school of any changes in contact details. Please note that pupils who are under the age of 16 would need to be collected to go home, if they are ill.



- Pupils in Years 7-11 are not allowed to leave the school site during the school day. Pupils who go off site will be classed as truanting, and will face an internal exclusion within the Behaviour Support Hub at school.
- Medical and Dental appointments should be made whenever possible out of school hours, in order to ensure that attendance remains high, except in an emergency. Permission will not be granted except in such circumstances. Please note that pupils who are under the age of 16 would need to be collected to leave school for any appointments.
- Pupils must sign out at Pupil Reception before they leave the school site for any reason. Pupils in Years 7-11 must be collected by a parent or adult representative.
- Any pupils arriving after school begins between 8.40-8.55 should go to registration as normal, unless it is an assembly day, in which case they will need to sign in at Pupil Reception. Anyone arriving after 8.55 should sign in at Pupil Reception.

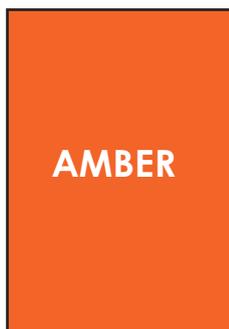
Attendance Strategy

The school has adopted the Callio System to monitor attendance. Callio translates as 'wise up', and makes clear the links between the effect of absence on attainment.

Pupils' attendance is monitored in three categories as follows:



100% attendance - not missing any lessons.
 99% attendance - missing about 10 lessons.
 98% attendance - missing about 20 lessons.
 97% attendance - missing about 30 lessons.



96% attendance - missing about 8 days of school. It will be difficult to catch up on the lost learning from about 40 lessons.
 95% attendance - missing about 2 weeks of school. Time to 'callio'.
 93% attendance - missing about 14 days of school. This is almost 3 weeks which is a significant amount of education to lose.



92% and below attendance - missing more than 3 weeks of education. A serious loss of learning which is likely to have a detrimental effect on achievement and life chances.





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Home - School Communication

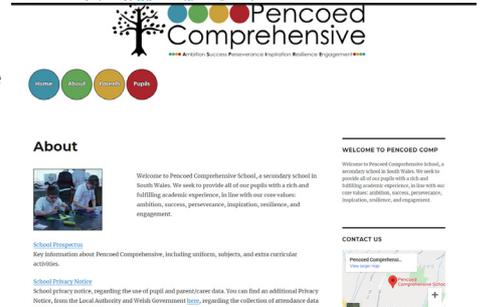
Parents and carers are kept up to date with pupils' academic progress through an annual report, complete with targets and comments from staff. In the interim, regular progress updates are sent via the SIMS Parent App, or by email. These may include information about pupils' attitude to learning, their progress to date, and any targets they may have. Parents, carers and pupils also have the opportunity to speak with individual subject teachers on parents evenings.

Parents and carers can now receive all communication electronically, via the SIMS Parent App, which is accessible via phone, tablet or PC. Information such as attendance, homework, timetables, school reports and conduct can easily and quickly be shared with parents and carers.

However, we aim to keep parents, carers and pupils as informed and up-to-date as possible, through a variety of means. Our social media feeds (@PencoedComp on Twitter, and www.facebook.com/PencoedComp) are regularly updated with information and notices, as is our website (<https://pencoedcomp.wales>). Parents and carers can also email admin@pencoedcs.bridgend.cymru, and messages will be forwarded to appropriate staff.



As a large and busy school, we will do our utmost to deal with requests and queries from parents and carers who contact us, as soon as possible. Ideally, calls will be responded to by the most appropriate person to deal with the enquiry, on the same day, though this is not always possible due to teaching commitments.



We ask that parents and carers who wish to arrange an appointment with a particular member of staff contact the school in advance, to arrange a mutually convenient time. On arrival, parents and carers are asked to report to the Main Reception area, where our Receptionists will be able to contact the person you are meeting. We also ask that parents and carers sign in and out, for safeguarding reasons.

Parents and carers can also arrange, with prior notice, to have details of all school policies, procedures, and guidelines made available to them. A number of these can also be found on the 'About' page of our website.



Flourish Points

At Pencoed Comprehensive, pupils earn flourish and behaviour points, which are logged via SIMs, and subsequently are visible on the Parent App. Each pupil has a set number of flourish points at the start of term, which can be earned and added to. Flourish points are awarded under 3 categories:

- Learn: willingness to learn; positive attitude; engagement.
- Grow: progress; confidence; knowledge; developing skills.
- Thrive: ambitious; capable; resilient; extra-curricular; homework.

These broad categories enable us recognize achievements for ALL pupils, regardless of ability – participation, effort and enthusiasm are just as likely to be rewarded. Should pupils' accrue any negative behavior points, these will be deducted from their flourish point total.



Results

Pencoed Comprehensive staff were delighted to celebrate the fantastic achievements of our Year 11 GCSE learners this summer, with 37% of the whole year group attaining 5 or more GCSEs at A-A*, and 6 learners earning themselves 12 or more A-A*!

In addition, each of the core subjects of English, Maths, and Science had more than 75% of the year group gain A*-C grades. Overall, 83% of the year group achieved 5 or more GCSEs at A*-C, with 70% achieving 5 or more A*-C in their subjects, including Maths and English.



Pencoed Comprehensive 6th Form

We are delighted that so many of our learners choose to stay at Pencoed Comprehensive to continue post-16 education.

Since 2017 the school has worked in partnership with Bridgend College in developing Penybont 6th Form College as a joint venture, based in a dedicated 6th Form block. From 2023 onwards, the 6th form based at the school will revert to Pencoed 6th Form as an integral part of the school. However, are maintaining our partnership with Bridgend College, benefitting current learners, and building on successful outcomes achieved over the last 5 years. This continuing partnership allows us to deliver a range of courses taught either at the school or delivered at the Bridgend College STEAM Academy, based in Pencoed. These include a range of twilight courses, which are accessible to Pencoed 6th Form learners.

Year 12 and 13 learners are supported in school by a dedicated Progress and Wellbeing Leader, and a 6th Form Engagement Officer. 6th form learners are also able to loan Chromebooks for the academic year, to support and enhance their studies.

Learners attending Pencoed 6th Form follow 3 or 4 AS/A Level or BTEC L3 qualifications in Years 12 and 13, with all students following the Skills Challenge Certificate as part of the Welsh Baccalaureate Qualification.

Where there is insufficient take up of any course, the school will endeavor to support learner pathways through collaboration courses taught by other schools across Bridgend, as well as Bridgend College.

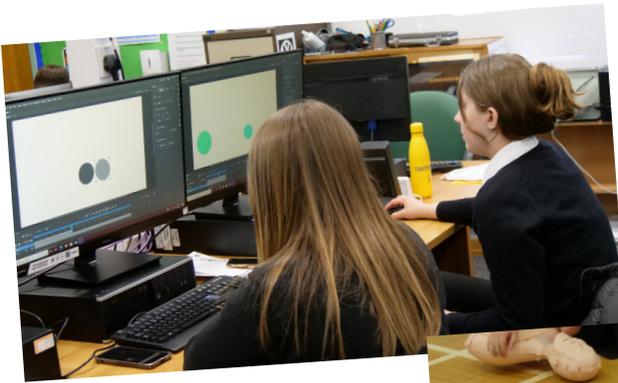
As a 6th Form we welcome applications from students who may not have studied previously at Pencoed Comprehensive School, we have an envious record in securing university places for our students.



Careers and Alternative Pathways

Learners at Pencoed Comprehensive are encouraged to explore the world of work at all stages of the curriculum. In particular, Yr9 pupils benefit from sessions with our in-school Careers Wales Advisor to begin considering their career choices, and the qualifications, courses, and experience they may need for various professions.

For those learners who feel traditional post-16 academic study is not for them, there are numerous pathways open to learners, including vocational college courses, apprenticeships, and employment. Working closely with their Progress and Wellbeing Leader, Wellbeing Coach, and our Careers Wales Advisor, learners receive guidance and input to ensure that whatever path they take after Pencoed Comprehensive, they continue to learn, grow, thrive, and flourish.





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