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# YSGOL STANWELL SCHOOL

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*Learning to Excel*

November 2011

Dear Parents / Guardians,

The Governors invite you to The Annual Parents' meeting on Thursday 24th November 2011 at 6.00 p.m. in the Sixth Form Study Centre. The purpose of the meeting is to give parents the opportunity to meet the Governors of the School and to consider the attached annual report.

I have pleasure forwarding the annual report of Stanwell School Governors. The report includes examination results, pupil attendance statistics, a destination of leavers form, the Additional Learning Needs policy, the behaviour and discipline policy with the school rules and a financial report summary for the year April 2010 to April 2011. Also included is the most recent (February 2010) school summary inspection report.

The outstanding achievement of Stanwell pupils brings great credit to themselves, their parents and the staff. I believe that the stance taken by the Governors in expecting and praising the highest possible pupil standards of achievement, appearance, behaviour and discipline is correct. On behalf of governors and staff I would also like to thank the parents who contact the school directly to give us feedback on the quality of learning experiences we provide.

If any parent wishes to discuss the report please contact Mr A Lewis at school before Wednesday 23<sup>rd</sup> November 2011.

Yours sincerely

Derek Jones  
Headteacher

## Stanwell School Governing Body

<u>Name</u>	<u>Category of Governor</u>	<u>Terms of Office</u>
Mrs J Bispham	Community Governor	15 Sep 11 - 15 Sep 15
Mr C Britten	Parent Governor	11 Dec 07 - 11 Dec 11
Mrs P Caple	Parent Governor	30 Nov 10 - 30 Nov 14
Mr A Carter	Community Governor	15 Sep 11 - 15 Sep 15
Mrs A Cawley	Staff Governor	11 Nov 08 - 11 Nov 12
Mr J Dix	Partnership Governor	15 Sep 11 - 15 Sep 15
Councillor A Ernest	LA Governor	23 Oct 07 - 23 Dec 11
Mrs A Esseen	Parent Governor	11 Dec 07 - 11 Dec 11
Mr D Jones	Headteacher Governor	14 Mar 11 -
Mrs C Kynaston	Parent Governor	02 Sep 09 - 02 Sep 13
Mr A Lewis	Teacher Governor	13 Mar 11 - 13 Mar 15
Ms E Lougher	Parent Governor	11 Dec 07 - 11 Dec 11
Mrs S Plenty	Partnership Governor	15 Sep 11 - 15 Sep 15
Mrs J Rattray	Partnership Governor	08 Nov 05 - 08 Nov 13
Mrs H Rees	Partnership Governor	15 Sep 11 - 15 Sep 15
Mr A Rogers	Community Governor	15 Sep 11 - 15 Sep 15
Mr M Sims	Parent Governor	30 Nov 10 - 30 Nov 14
Mr P Thomas	Parent Governor	24 Mar 09 - 24 Mar 13
Mr R Ward	Associate Pupil Governor	01 Jul 11 - 01 Jul 12
Councillor C Williams	LA Governor	18 Jul 07 - 18 Dec 11
Mrs P Williams	Staff Governor	06 Sep 10 - 06 Sep 14
Miss C Young	Associate Pupil Governor	01 Jul 11 - 01 Jul 12
TBC	Partnership Governor	Nov 11 - Nov 15

Governors Expenses = nil

Chairman – Mr A Rogers  
Clerk of the Governing Body – Mrs S Pratt  
c/o Stanwell School, Archer Road, Penarth, Vale of Glamorgan, CF64 2XL

### ***LEARNING TO EXCEL***

***“Learning and teaching in a safe, stimulating and supportive environment are paramount, with teamwork, discipline and effort providing opportunities for all Stanwell pupils to make progress, achieve success and enjoy excellence.”***

## **CHAIRMAN'S REPORT**

This annual report is for parents of pupils attending Stanwell School (English Medium, Foundation School).

The aim of the Governing Body is to provide the best possible education for pupils in a safe environment where learning and teaching are paramount. To this end, the Governors have been busy with the review and development of a wide range of policies, procedures and the school prospectus which contains details of the school in accordance with Welsh Government documentation.

Parents give high standards of teaching, discipline, behaviour and uniform as major reasons for choosing Stanwell. Although infrequent, any disruptive actions will not be tolerated and governors require that a consistently firm line is taken with any illegal activities e.g. permanent exclusion for any pupil in possession of illegal drugs in school. The governors place on record their support and appreciation of parents and the school staff in attempting to achieve the highest standards. Stanwell continues to receive much support from parents and local organisations. The links with primary schools, the community police officer and local industries are good examples of the continuing efforts of parents, teachers, governors and local organisations who all work to support Stanwell pupils. Apart from the PTA, whose generosity is much appreciated, there have been no significant gifts to the school.

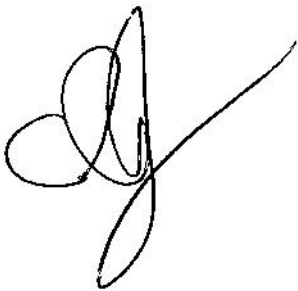
There have been many developments at Stanwell in recent years, the most visible improvement being the building programme. The new Sixth Form Study Area and Computer Suite for Media Studies are the most recent improvements. Many areas of the school have been re-decorated and re-carpeted and improvements have been carried out to the school grounds. This has enhanced the facilities for all at Stanwell. Pupils are taught in either modern buildings constructed to a high standard or in the refurbished original school buildings. The teaching takes place in classrooms that are organised into distinctive areas. Mathematics, English, Welsh, Humanities, Modern Foreign Languages, Learning Support, Computing and Business teaching are based in departmental suites of rooms. Science, Music, Drama, Dance, Physical Education, Art, Media Studies and Technology each have specialist accommodation. Details of the school are contained in the school prospectus which has been recently updated without significant change.

To complement the high quality educational facilities, the strategic building plan for the school has placed security and safety of the pupils at its heart and more space for the pastoral support of pupils has been created including an improved reception area for parents to meet pupils in special circumstances. The current facilities are a testimony to the hard work of the governors and staff.

The Board of Governors consists of twenty three governors. Two are elected teachers and two are appointed by the local authority. Sixteen are parents of present or past pupils of the school and two are Associate Pupil Governors. The work of the governors is done on a voluntary basis and takes considerable time and effort on the part of the members of the board. The praise of the Inspectors and Auditors for the Governors is much appreciated and I place on record my appreciation for the work that the Governors have carried out for the school over the last twelve months.

Since the last Annual Report for parents there have been 6 meetings of the full Board of Governors and many meetings of committees of the Governing Body. The committees report to the full board with Finance/Staffing, Building, Curriculum and General Purposes Committees reporting at almost every Board meeting. The Finance Committee oversees all aspects of the school finances including staffing. It is able to report a healthy financial position and a positive audit report. The Site and Buildings Committee continues to address issues of maintenance and improvement. The Curriculum Committee considers all aspects of the curriculum available for Stanwell pupils and has led the introduction of the Welsh Baccalaureate in the Sixth Form and a shorter Key Stage 3 (2years) with a longer Key Stage 4 (3 years). The General Purposes Committee considers many aspects of school life and receives official reports particularly from the Welsh Government, Estyn and examination boards. The other committees including Admissions, Discipline, and Appeals Committees meet as necessary. At governors' meetings there is a formal procedure where minutes of the previous meeting are approved after any appropriate amendments and then matters arising are considered. There are then reports from the three principal committees. This clear structure has enabled governors to formally introduce significant improvements after careful consideration and consultation e.g. the timing of the school day.

The school's Additional Learning Needs (ALN) policy has been drawn up in line with the Special Educational Needs and Disability Act. Stanwell has a whole school policy and aims to develop the full potential of each pupil in all aspects of school life. ALN pupils have access to a broad, balanced and relevant curriculum in line with the National Curriculum and the school's stated aims. There are currently 10 pupils with statements. Their success is reflected in the school's examination results. Resources are allocated to subject departments and to the ALN Team to meet the requirements of these pupils. This provides a variety of learning support, various teaching resources and materials and has enabled the school to develop a team of support staff dedicated to helping pupils in all areas of the curriculum.

A handwritten signature in black ink, appearing to be 'Tony Rogers', written in a cursive style.

Tony Rogers  
Chair of Governors

# 2011 STANWELL SCHOOL YEAR 11

## EXAMINATION RESULTS

Percentage of pupils achieving 5 or more Level 2 passes is 87%.

Percentage of pupils achieving 5 or more Level 2 passes including English and Mathematics is 78%.

<b>GCSE</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U/X</b>	<b>Total</b>
Art	14	30	18	10	6	4	0	0	0	82
Biology	20	31	15	10	6	0	0	0	0	82
Business Studies	3	12	29	23	8	10	11	4	1	101
Chemistry	17	29	19	13	3	1	0	0	0	82
Child Development	1	8	4	6	3	1	0	1	1	25
Chinese	1	0	0	0	0	0	0	0	0	1
DT - Resistant Materials	2	2	4	4	5	2	1	0	0	20
DT - Graphics	7	10	4	14	1	1	0	2	0	39
Drama	15	22	18	19	5	3	0	0	0	82
Economics	1	7	6	1	0	1	0	0	0	16
English Language	32	60	68	66	30	9	3	2	4	274
English Literature	42	35	63	65	21	1	0	0	1	228
Food	0	1	5	2	0	2	2	0	1	13
French	10	17	20	17	10	1	1	2	0	78
Geography	11	9	14	10	5	2	1	0	0	52
German	7	10	10	4	8	2	0	0	0	41
History	32	51	49	36	20	5	6	2	1	202
Mathematics	50	55	47	78	20	9	8	3	3	273
Media Studies	6	19	27	18	14	9	7	3	2	105
Music	14	3	6	5	1	0	0	0	0	29
Physical Education	2	8	14	8	5	5	1	0	0	43
Physics	17	30	13	14	7	0	1	0	0	82
Science	4	26	41	80	26	11	1	2	0	191
Science Additional	9	20	37	70	40	7	6	2	0	191
Textiles	8	8	8	3	0	0	0	0	0	27
Welsh	18	50	44	72	16	11	12	8	4	235
<b>Total</b>	<b>343</b>	<b>553</b>	<b>583</b>	<b>648</b>	<b>260</b>	<b>97</b>	<b>61</b>	<b>31</b>	<b>18</b>	<b>2594</b>
<b>Percentage</b>	<b>13</b>	<b>21</b>	<b>22</b>	<b>25</b>	<b>10</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>100</b>
<b>Cumulative Percentage</b>	<b>13</b>	<b>35</b>	<b>57</b>	<b>82</b>	<b>92</b>	<b>96</b>	<b>98</b>	<b>99</b>	<b>100</b>	<b>100</b>

<b>GCSE Short Course</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U/X</b>	<b>Total</b>
Physical Education	14	21	25	24	10	1	0	0	0	95
Religious Education	87	59	38	26	10	7	2	3	4	236

<b>Vocational - GCSE Equivalent</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>	<b>Total</b>
Automotive Learning	0	0	8	0	0	0	0	0	0	8
Construction	0	0	2	2	0	0	0	0	1	5
IT	53	88	73	128	0	0	0	0	31	373
Public Services	0	0	2	2	0	0	0	0	1	5
Work Skills	0	0	19	0	0	0	0	0	0	19

## 2011 – STANWELL SCHOOL – YEAR 13 EXAMINATION RESULTS

### A2 ADVANCED LEVEL

SUBJECT	A*	A	B	C	D	E	U	Total
Art	3	16	4	5	3	4	0	35
Biology	1	8	5	6	2	0	0	22
Business Studies	0	1	7	7	3	3	0	21
Chemistry	3	11	4	2	2	3	0	25
Computing	1	2	3	0	4	3	0	13
Design Technology	0	1	4	3	3	0	0	11
Drama	0	7	2	3	0	1	0	13
Economics	1	8	2	0	0	0	0	11
English Lang & Literature	2	1	4	5	2	1	0	15
English Literature	5	12	10	6	3	2	1	39
French	0	5	1	0	1	0	0	7
Further Mathematics	5	2	1	0	0	0	0	8
General Studies	0	0	0	1	0	1	0	2
Geography	2	4	2	3	0	1	0	12
German	1	2	0	2	1	0	0	6
History	2	25	22	12	7	2	0	70
Human Biology	0	4	2	1	1	0	2	10
Mathematics	19	24	8	5	7	1	0	64
Media Studies	1	14	16	7	1	1	0	40
Music	1	2	2	0	1	0	0	6
Physics	4	4	8	2	2	2	0	22
Physical Education	1	0	1	0	1	1	1	5
Politics & Government	0	3	5	0	0	0	0	8
Psychology	0	7	9	1	3	4	1	25
Religious Studies	0	2	3	3	3	2	0	13
Sociology	0	2	2	4	0	2	0	10
Spanish	1	0	0	0	0	0	0	1
Welsh	0	0	1	1	1	0	0	3
Total	53	167	128	79	51	34	5	517
Percentage	10	32	25	15	10	7	1	100
Cumulative Percentage	10	43	67	83	92	99	100	100

### APPLIED A2 ADVANCED LEVEL

SUBJECT	A	B	C	D	E	U	Total
Information Technology	2	10	13	2	0	0	27
Total	2	10	13	2	0	0	27
Percentage	7	37	48	7	0	0	100
Cumulative Percentage	7	44	93	100	100	100	100

### AS LEVEL

SUBJECT	A	B	C	D	E	U	Total
Applied Science	0	0	0	2	0	0	2
Art	0	1	0	0	1	0	2
Biology & Human Biology	1	1	2	5	5	0	14
Business Studies	0	1	0	3	1	1	6
Chemistry	1	2	2	1	3	0	9
Chinese	1	0	0	0	0	0	1
Computing	0	0	1	0	0	0	1
Design Technology	0	1	1	2	0	0	4
Drama	1	2	0	1	0	0	4
Economics	3	0	0	1	1	0	5
English	0	6	4	7	0	0	17
French	1	1	0	3	0	0	5
General Studies	2	1	0	0	1	0	4
Geography	1	0	0	0	1	0	2
German	1	1	2	2	1	0	7
History	3	1	2	2	1	0	9
Information Technology	0	2	0	0	0	0	2
Mathematics	4	3	0	1	3	0	11
Media Studies	0	2	1	0	1	0	4
Music	0	0	1	2	0	0	3
Physical Education	0	0	0	2	1	0	3
Physics	3	5	3	0	5	1	17
Politics & Government	0	1	1	1	1	0	4
Religious Studies	0	1	0	1	1	0	3
Science Applied	0	0	0	1	0	0	1
Psychology	0	0	2	4	1	0	7
Sociology	0	0	0	3	3	0	6
Total	22	32	22	42	31	2	151
Percentage	15	21	15	28	21	1	100

Average points per student = 1138 (which exceeds 4 A s)

165 Students (92%) gained the Welsh Baccalaureate qualification

**Pupils aged 15**

**Number of pupils aged 15 who were on roll in January 2011 : 276**

**Percentage of pupils aged 15 who:**

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2010/11	100	99	87	76	73	366	509
LA Area 2010/11	99	91	75	56	54	329	471
Wales 2010/11	100	90	67	50	48	310	414
School 09/10/11	100	98	86	76	74	..	508
School 08/09/10	100	98	85	74	71	..	510

**Number of boys aged 15 who were on roll in January 2011 : 139**

**Percentage of boys aged 15 who:**

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2010/11	100	98	80	68	66	350	482
LA Area 2010/11	98	90	72	53	51	318	457
Wales 2010/11	100	88	62	46	45	297	392
School 09/10/11	100	98	81	73	71	..	492
School 08/09/10	100	97	81	73	71	..	493

**Number of girls aged 15 who were on roll in January 2011 : 137**

**Percentage of girls aged 15 who:**

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2010/11	100	99	94	83	80	384	538
LA Area 2010/11	100	93	78	59	56	340	485
Wales 2010/11	100	92	72	53	51	324	437
School 09/10/11	100	98	90	79	76	..	525
School 08/09/10	100	98	88	74	72	..	526

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

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

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

(4) Entry Level Qualification.

(5) For the final SSSP this definition will be replaced with the percentage of pupils aged 15 leaving education with no qualifications as defined under the National Performance Indicator EDU/002.

(6) Used for all Free School Meal benchmarking tables.

.. Data not available.

**Pupils aged 15**

	Percentage of pupils aged 15 who:		Percentage of boys aged 15 who:		Percentage of girls aged 15 who:	
	achieved one or more ELQ (4) only	achieved no recognised qualification (5)	achieved one or more ELQ (4) only	achieved no recognised qualification (5)	achieved one or more ELQ (4) only	achieved no recognised qualification (5)
School 2010/11	0	0.4	0	0.7	0	0.0
LA Area 2010/11	1	2.8	1	3.4	0	2.2
Wales 2010/11	2	2.0	2	2.4	1	1.6
School 09/10/11	0	..	0	..	0	..
School 08/09/10	0	..	0	..	0	..

**Pupils aged 17**

	Number of pupils aged 17 who were on roll in		Number of boys aged 17 who were on roll in		Number of girls aged 17 who were on roll in	
	January 2011:	189	January 2011:	105	January 2011:	84
	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2010/11	100	1139	100	1094	100	1194
LA Area 2010/11	97	964	96	924	97	1003
Wales 2010/11	96	792	95	746	97	832
School 09/10/11	100	983	100	990	100	977
School 08/09/10	100	901	100	910	100	894

- (1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>
- (2) For information about which syllabuses are included in each subject area see Notes for Guidance.
- (3) Average capped wider point scores are calculated using the best 8 GCSE results or the vocational equivalent.
- (4) Entry Level Qualification.
- (5) For the final SSSP this definition will be replaced with the percentage of pupils aged 15 leaving education with no qualifications as defined under the National Performance Indicator EDU/002.
- (6) Used for all Free School Meal benchmarking tables.
- .. Data not available.

**Stanwell School**

**School Type:** Comprehensive 11-18

**Linguistic**

**Delivery:** English medium

# Provisional SSSP

LA/School No.673 / 5400

**Number of SEN Unit/Special Classes:** 0

**Number of Pupils on Roll in NCY 11:** 275

**Percentage of compulsory school age pupils eligible for FSM 09/10/11<sup>(6)</sup>:**

**Percentage of 15 year old pupils on SEN register:** 12.0

**Welsh Bacallaureate**

**Offered:** Yes

**Level of Welsh Bacallaureate Offered:**

Advanced for post-  
16 pupils

Intermediate for post-  
16 pupils

Foundation for post-16 pupils

Yes

No

No

- (1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>
- (2) For information about which syllabuses are included in each subject area see Notes for Guidance.
- (3) Average capped wider point scores are calculated using the best 8 GCSE results or the vocational equivalent.
- (4) Entry Level Qualification.
- (5) For the final SSSP this definition will be replaced with the percentage of pupils aged 15 leaving education with no qualifications as defined under the National Performance Indicator EDU/002.
- (6) Used for all Free School Meal benchmarking tables.
- .. Data not available.

**Summary of the National Curriculum Assessment Results of Pupils in the School (2011) and Nationally (2010) at the end of Key Stage 3 as percentage of those eligible for assessment**

		8+	7	6	5	4	3	2	1	NCO 1,2&3	N	D	Total	5+
<b>English</b>														
Teacher	School 2011	7	31	36	18	7	2	0	0	0	0	0	100	92
Assessment:	Nationally 2010	1	8	23	41	19	6	1	0	0	0	0	100	73
<b>Mathematics</b>														
Teacher	School 2011	13	24	31	24	7	1	0	0	0	0	0	100	92
Assessment:	Nationally 2010	2	16	28	31	17	5	1	0	0	0	0	100	76
<b>Science</b>														
Teacher	School 2011	7	21	40	27	5	0	0	0	0	0	0	100	95
Assessment:	Nationally 2010	0	10	27	40	18	4	1	0	0	0	0	100	77

**Key Stage 3 Core Subject Indicator**

(The percentage of pupils who attained level 5 or above in English, Mathematics and Science)

In the School (2011)  By Teacher Assessment

In Wales (2010)  By Teacher Assessment

**Key:**

D: Pupils disapplied under Sections 113 - 116 of the 2002 Education Act.

NCO 1, 2 & 3: Pupils achieving National Curriculum Outcome Levels 1, 2 or 3. These levels describe the achievement below level 1.

N: Pupils who have not been awarded a level for reasons other than disapplication.

8+: Pupils who have been awarded level 8 or have demonstrated Exceptional Performance (E).

5+: Percentage achieving the expected level (Level 5 or higher).

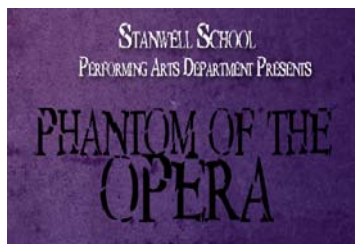
**Summary of End of Key Stage Teacher Assessment results in the non-core subjects  
as percentage of pupils (in the school) eligible for assessment (2011)**

		8+	7	6	5	4	3	2	1	NCO 1,2&3	N	D	Total	5+
<b><u>Art</u></b>														
Teacher	School 2011	2	17	34	38	9	0	0	0	0	0	0	100	91
Assessment	Nationally 2010	1	8	26	44	17	3	1	0	0	1	0	100	79
<b><u>Design and Technology</u></b>														
Teacher	School 2011	5	11	28	47	8	0	0	0	0	0	0	100	92
Assessment	Nationally 2010	0	5	26	47	17	3	1	0	0	1	0	100	78
<b><u>Geography</u></b>														
Teacher	School 2011	3	24	21	41	9	2	0	0	0	0	0	100	89
Assessment	Nationally 2010	1	10	26	38	19	4	1	0	0	1	0	100	74
<b><u>History</u></b>														
Teacher	School 2011	4	21	37	26	9	2	0	0	0	0	0	100	89
Assessment	Nationally 2010	1	9	25	39	19	4	1	0	0	1	0	100	74
<b><u>Information Technology</u></b>														
Teacher	School 2011	3	27	46	23	2	0	0	0	0	0	0	100	98
Assessment	Nationally 2010	0	7	30	44	15	3	1	0	0	1	0	100	81
<b><u>Modern Foreign Language</u></b>														
Teacher	School 2011	0	13	37	27	14	10	0	0	0	0	0	100	76
Assessment	Nationally 2010	0	7	24	36	20	8	2	1	0	1	2	100	67
<b><u>Music</u></b>														
Teacher	School 2011	2	3	29	59	7	0	0	0	0	0	0	100	93
Assessment	Nationally 2010	0	4	20	49	21	3	0	0	0	1	0	100	77
<b><u>Physical Education</u></b>														
Teacher	School 2011	0	3	27	58	12	0	0	0	0	0	0	100	88
Assessment	Nationally 2010	0	4	20	49	21	3	0	0	0	1	0	100	74
<b><u>Welsh Second Language</u></b>														
Teacher	School 2011	3	19	25	31	16	6	0	0	0	0	0	100	78
Assessment	Nationally 2010	0	3	19	37	23	11	3	1	1	1	1	100	59

## STANWELL P.T.A.

The P.T.A. is delighted to work alongside the governors, teachers, parents and pupils to enhance the activities of the school. Financial support is given to many areas of the school including the curtains installed in the auditorium, the school minibus and equipment for Duke of Edinburgh Award Scheme. Support is also given to many school events including the forthcoming School Production in December.

**TICKETS ON SALE  
FROM MONDAY 28<sup>th</sup> NOVEMBER**



**Monday 12<sup>th</sup> – Thursday 15<sup>th</sup> December  
7.30 p.m.**



**P.T.A. QUIZ NIGHT**

**FRIDAY 20<sup>th</sup> JANUARY 2012**

**For tickets, please contact the school  
office in January**

## SCHOOL PERFORMANCE INFORMATION

### **PUPILS' ATTENDANCE 2010-2011**

Number of half-day sessions that the school was open for pupils from the beginning of the academic

Year 2010/11 up to and including 27<sup>th</sup> May 2011: 309 (S)

Total number of half-day sessions missed due to:

Authorised absence 33136 (A)

Unauthorised absence 2417 (U)

All absence 35553 (T)

The number of pupils of statutory secondary school age on roll at 17<sup>th</sup> January 2011 1519 (P)

Percentage of sessions missed due to unauthorised absence  $\frac{(U \times 100)}{(S \times P)} = 0.5 \%$

Percentage of sessions missed due to authorised absence  $\frac{(A \times 100)}{(S \times P)} = 7.1 \%$

	<u>Authorised Absence</u>	<u>Unauthorised Absence</u>	<u>Attendance</u>
<b>2010/2011</b>	<b>7.1%</b>	<b>0.5%</b>	<b>92.4%</b>
2009/2010	6.9%	0.1%	93.0%
2008/2009	7.3%	0.2%	92.5%
2007/2008	6.7%	0.4%	92.9%

# SCHOOL HOLIDAY DATES

<b>2011 - 2012</b>				
<b>Term</b>	<b>Begin</b>	<b>Half – Term</b>		<b>End</b>
		<b>Begin</b>	<b>End</b>	
<b>Autumn 2011</b>	<b>Tuesday 6 September 2011</b>	<b>Monday 24 October 2011</b>	<b>Friday 28 October 2011</b>	<b>Friday 16 December 2011</b>
<b>Spring 2012</b>	<b>Wednesday 4 January 2012</b>	<b>Monday 13 February 2012</b>	<b>Friday 17 February 2012</b>	<b>Thursday 5 April 2012</b>
<b>Summer 2012</b>	<b>Tuesday 24 April 2012</b>	<b>Monday 4 June 2012</b>	<b>Friday 8 June 2012</b>	<b>Friday 20 July 2012</b>

**INSET DAYS for 2011/12:** Monday 5<sup>th</sup> September, Tuesday 3<sup>rd</sup> January,  
Monday 23<sup>rd</sup> April, Monday 22<sup>nd</sup> July  
Additional INSET days are to be taken; due notice will be given.

<b>2012 – 2013</b>				
<b>Term</b>	<b>Begin</b>	<b>Half – Term</b>		<b>End</b>
		<b>Begin</b>	<b>End</b>	
<b>Autumn 2012</b>	<b>Tuesday 4 September 2012</b>	<b>Monday 29 October 2012</b>	<b>Friday 2 November 2012</b>	<b>Friday 21 December 2012</b>
<b>Spring 2013</b>	<b>Tuesday 8 January 2013</b>	<b>Monday 11 February 2013</b>	<b>Friday 15 February 2013</b>	<b>Friday 22 March 2013</b>
<b>Summer 2013</b>	<b>Monday 8 April 2013</b>	<b>Monday 27 May 2013</b>	<b>Friday 31 May 2013</b>	<b>Friday 19 July 2013</b>

**INSET DAYS for 2012/13:** Monday 3<sup>rd</sup> September, Monday 7<sup>th</sup> January,  
Additional INSET days are to be taken; due notice will be given.

# SCHOOL CALENDAR

## 2011 - 2012

**Please note some dates may need to be changed, see School website for updated version**

Date	Event
5 <sup>th</sup> September 2011	Start of Autumn Term
9 <sup>th</sup> September 2011	Year 12 Enterprise Day
21 <sup>st</sup> September 2011	Year 12 Dragon's Den
21 <sup>st</sup> September 2011	Year 11 English Trip to Monmouth – Macbeth
27 <sup>th</sup> September 2011	Years 11, 12 & 13 DT Trip
3 <sup>rd</sup> October 2011	Year 12 Engineering Trip to Cardiff
4 <sup>th</sup> October 2011	Year 10 Welsh Trip to Glan-Llyn
7 <sup>th</sup> October 2011	Year 8 Geography Trip to Cadbury World
10 <sup>th</sup> October 2011	Local Democracy Week
10 <sup>th</sup> October 2011	Year 12 & 13 DT Trip to Sophia Gardens
11 <sup>th</sup> October 2011	Opening Evening
11 <sup>th</sup> October 2011	Year 9 Performing Arts Trip to The New Theatre
12 <sup>th</sup> October 2011	Year 13 Welsh Trip
12 <sup>th</sup> October 2011	Year 12 Engineering Trip in Education Scheme – UWIC
17 <sup>th</sup> October 2011	Year 12 & 13 Film Studies Trip to Chapter Arts Cinema
18 <sup>th</sup> October 2011	Year 13 Parents' Evening
20 <sup>th</sup> October 2011	Year 10, 11, 12 & 13 Geography Trip to Italy
31 <sup>st</sup> October 2011	Year 12 Engineering Trip to Ford, Bridgend
2 <sup>nd</sup> November 2011	Year 12 Engineering Trip to Aberthaw PowerStation
3 <sup>rd</sup> November 2011	Year 9 & 10 Workskills – Litter picking in Penarth & Barry
8 <sup>th</sup> November 2011	Year 7 Pastoral Parents' Evening
10 <sup>th</sup> November 2011	Year 8 Art Trip to Cardiff
10 <sup>th</sup> November 2011	Year 9 & 10 Workskills – Litter picking in Penarth & Barry
15 <sup>th</sup> November 2011	Drama Department Trip to The Theatre in Bath
16 <sup>th</sup> November 2011	Year 10 Duke of Edinburgh visit to The Cotswold Shop
17 <sup>th</sup> November 2011	Year 8 Trip to London
17 <sup>th</sup> November 2011	Year 12 Interim Reports are issued
18 <sup>th</sup> November 2011	Non Uniform Day – Raising money for Charity
23 <sup>rd</sup> November 2011	Year 11 Duke of Edinburgh visit to The Cotswold Shop
24 <sup>th</sup> November 2011	Year 13 English Trip to Bristol to see King Lear
24 <sup>th</sup> November 2011	Year 12 & 13 Drama Trip to the Millennium Centre
28 <sup>th</sup> November 2011	Year 11 Science Trip to London
9 <sup>th</sup> December 2011	German Trip to Cologne
16 <sup>th</sup> December 2011	Last Day of Term
3 <sup>rd</sup> January 2012	Inset Day
4 <sup>th</sup> January 2012	First Day for Pupils
17 <sup>th</sup> January 2012	Year 11 Parents' Evening
31 <sup>st</sup> January 2012	Year 9 Parents' Evening

10 <sup>th</sup> February 2012	Year 11, 12 & 13 Art Trip to Paris
13 <sup>th</sup> February 2012	Year 10, 11, 12 & 13 Ski Trip (During Half Term)
21 <sup>st</sup> February 2012	Year 11 Options Evening
28 <sup>th</sup> February 2012	Year 8 TEAMX Parents' Evening
6 <sup>th</sup> March 2012	Year 8 WORKL Parents' Evening
8 <sup>th</sup> March 2012	Year 8 French and Welsh Trip to Paris
13 <sup>th</sup> March 2012	Year 12 Parents' Evening
20 <sup>th</sup> March 2012	Year 10 Parents' Evening
27 <sup>th</sup> March 2012	Year 8 Options Evening
28 <sup>th</sup> March 2012	Year 11 English Trip – An Inspector Calls
30 <sup>th</sup> March 2012	Year 12 History Trip to London
5 <sup>th</sup> April 2012	Last Day of Term – Easter Holidays
6 <sup>th</sup> April 2012	Year 7, 8 & 9 Ski Trip (During Half Term)
23 <sup>rd</sup> April 2012	Inset Day
24 <sup>th</sup> April 2012	First Day of Term for Pupils
8 <sup>th</sup> May 2012	Year 7 TEAMX Parents' Evening
15 <sup>th</sup> May 2012	Year 7 WORKL Parents' Evening
21 <sup>st</sup> June 2012	Year 6 Enterprise Day
22 <sup>nd</sup> June 2012	Year 9 Proto-Toy Day
25 <sup>th</sup> June 2012	Year 10 Work Experience Preparation Day
26 <sup>th</sup> June 2012	Award Ceremony (Provisional)
3 <sup>rd</sup> July 2012	New Year 7 Parents' Evening
9 <sup>th</sup> July 2012	Year 10 Work Experience
20 <sup>th</sup> July 2012	Last Day of Term for Pupils (Provisional)

**Details of the Report distribution will be added to the website in due course.**

**ADDITIONAL LEARNING NEEDS POLICY**

This policy has been drawn up in line with the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 2007.

The aims and objectives of the policy.

- 1 : 1 The main aim at Stanwell School is to develop the full potential of each pupil in all aspects of school life and in order to achieve this aim, the school has a whole school approach towards pupils with Additional Learning Needs (A.L.N.).

**The aims of the school apply equally to pupils with Additional Learning Needs and they are:**

- \* To help pupils to use language effectively when reading, writing, listening, and speaking.
- \* To enhance numeracy.
- \* To provide a scientific and technological base which assists the acquisition of skills, knowledge, and understanding.
- \* To encourage pupils to participate in A.L.N. assessment procedures, in agreeing and implementing appropriate strategies, setting targets and involvement in self assessment.
- \* To develop creative and aesthetic skills and appreciation.
- \* To teach pupils about the development of mankind, and help them understand the history, geography, religions and all aspects of the world in which we live.
- \* To develop mental and physical skills which promote physical well-being and self awareness.
- \* To instil respect for moral values and tolerance of others.
- \* To help pupils develop lively, enquiring minds that approach tasks logically and persevere to achieve success.

**The school plays an important part in assisting the personal and social development of pupils as they mature and the objectives are:**

- \* To encourage pupils to have high expectations of themselves.
- \* For pupils to develop a set of values which includes truth, honesty, consideration for other people, and good manners.
- \* To encourage pupils to develop sensitive relationships within the school community and their lives outside the school.
- \* For pupils to develop self-discipline.

The whole school approach to A.L.N. gives all pupils access to a broad, balanced and relevant curriculum in line with the National Curriculum and the school's stated aims.

The named person for A.L.N.

- 1 : 2 Mrs P Williams is the school's A.L.N. co-ordinator with responsibility for the day-to-day operation of the school's A.L.N. policy.

**ADDITIONAL LEARNING NEEDS POLICY**

1 : 3 Mrs P Williams, in her role as Head of Learning Support, is responsible for organising a variety of learning strategies throughout the school.

1 : 4 The A.L.N. team, together with Heads of Department co-ordinate the education of pupils with A.L.N.

Admission Arrangements.

1 : 5 All pupils are admitted to the school in accordance with the school's admissions policy.

Issues related to access.

1 : 6 Buildings recently completed at Stanwell have been built in accordance with current legislation and therefore have lift facilities, disabled toilets, wide door access and wheelchair access. Extensive computer facilities are available in several areas of the school and are intended for the use of all pupils.

2 : 1 Allocation of resources to and amongst pupils with A.L.N.

Resources are allocated to subject departments and to the special needs team to meet the requirements of the A.L.N. pupils. This provides for specialist teaching for pupils with specific learning difficulties, support teachers in subject departments, additional support teaching for designated pupils and various additional learning needs teaching resources and materials.

2 : 2 Identification and assessment arrangements.

A.L.N. pupils are identified by various means:

- i) as part of the school's extensive Primary/Secondary transfer procedure. A.L.N. forms an important aspect of the information gathered in this process;
- ii) information from outside agencies e.g. educational psychologist;
- iii) referral by parents;
- iv) referral by teachers;
- v) as part of the school's assessment procedures.

Detailed assessments are made of all A.L.N. pupils by the A.L.N. team as part of the teams assessment programme and procedures.

Extensive records are maintained for each pupil together with the school's A.L.N. register. All these procedures are in accordance with the Code of Practice introduced by the *S.E.N. and Disability Act 2001* and are reviewed regularly.

2 : 3 Arrangements for providing curriculum access.

Within the context of the whole school approach to A.L.N. all teachers are deemed to be teachers of children with additional learning needs. Each department has a designated member of staff with responsibility for pupils with A.L.N. and, together with the Head of Department and A.L.N. Co-ordinator, are responsible for developing strategies to meet the additional learning needs of pupils in line with all pupils' right to a broad, balanced and appropriate education.

**ADDITIONAL LEARNING NEEDS POLICY****2 : 4 Integration**

All pupils with A.L.N. are integrated within their peer groups with those pupils experiencing the greatest difficulties receiving support from the A.L.N. team, subject departments and the pastoral teams. The varied provision of the A.L.N. department includes learning support lessons, support teaching for pupils in mainstream classes, team teaching, smaller differentiated groups based on ability, differentiated material, individual programmes of work, together with individual tuition and counselling.

Pupils are encouraged to work to their full potential and fully participate in all aspects of school life staff recognising their strengths as well as appreciating their A.L.N.

**2 : 5 Criteria for evaluation.**

The school evaluates the success of its A.L.N. policy by:

- i) close monitoring of the use of resources;
- ii) regular reporting from support staff;
- ii) having effective assessment and identification procedures;
- iv) maintaining individual programme and results;
- vi) keeping detailed records of A.L.N. pupils;
- vi) monitoring the number of pupils on the A.L.N. directory and the numbers of pupils at each stage of the A.L.N. directory and the numbers of pupils at each stage of the code.

**2 : 6 In the event of any complaint regarding pupils with A.L.N. contact should initially be with the A.L.N. Co-ordinator who will investigate the matter fully. Should this prove unsatisfactory, the complaint would be referred to the Headteacher who will follow the procedure set out in the school's Curriculum Complaints Procedure.****3 : 1 A.L.N. Training development forms an important part of the school's INSET programme of staff development for the whole school, subject departments and the A.L.N. team.**

There is a planned programme of INSET designed to meet current needs and proposed future developments.

A.L.N. staff are encouraged to obtain further qualifications as part of their personal professional development.

**3 : 2 The school makes regular use of, and works closely with, the support services and outside facilities such as the school's E.W.O. school medical officer, occupational therapist, nurses concerned with diabetes and cystic-fibrosis when appropriate.****3 : 3 The school recognises the importance of working closely with the parents of pupils with additional learning needs and the partnership involved. Parents are encouraged to contact the school at anytime to discuss their child's progress or any concerns. A set time is allocated each week to enable parents to meet with members of the A.L.N. team.**

**ADDITIONAL LEARNING NEEDS POLICY**

Regular contacts are made with A.L.N. pupils' parents both on an individual basis and as part of the school's established programme of parental meetings. Good working relationships are developed with parents and close and positive links are maintained. Parents discuss particular issues and make useful contributions and their children's progress is regularly reviewed in line with the Code of Practice.

- 3 : 4 Links have been established when appropriate with other mainstream schools e.g. special schools and colleges.
- 3 : 5 The school works closely with Social Services where appropriate, various health services and the educational welfare services.

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**PUPIL BEHAVIOUR**

**Staff at Stanwell aim to teach effectively in a disciplined environment setting the highest standards in work and behaviour.**

**Parents/guardians are encouraged to take an active and supportive interest in their children's work and progress.**

**Pupils are expected to co-operate with staff, to respect the feelings and property of others and accept the authority and rules of conduct of the school.**

**RULES TO FOLLOW**

- Be punctual and bring all the necessary equipment
- Listen to and follow instructions promptly
- Work hard on your task and complete it in the given time
- Allow others to work and speak undisturbed
- Follow the safety rules for each room or area
- If in doubt: ask

**REWARDS**

**To help you and help your learning:**

- Awarded subject stamps/stickers/certificates/merits
- Praise from subject/department staff
- Praise from senior staff
- Letter of praise/phone call home
- Privileges

**BEHAVIOUR CHECKS**

**When you choose not to follow the rules**

- Warning/Demerits
- Removal to another place in room
- Detention during school day
- After school detention – letter home
- Removal to another room to Head of Dept/Year Tutor

**SERIOUS MISBEHAVIOUR**

Serious misbehaviour such as theft, vandalism, fighting, bullying, the use of unacceptable language or persistent misbehaviour may result in a letter home, exclusion from lessons and/or exclusion from school.

**REPEATED SERIOUS MISBEHAVIOUR OR VERY SERIOUS MISBEHAVIOUR INCLUDING ILLEGAL ACTIVITIES WILL RESULT IN PERMANENT EXCLUSION FROM SCHOOL.**

July 2011

## **ACCOMMODATION/SECURITY AT STANWELL SCHOOL**

We are very pleased that the programme of rebuilding and refurbishment of the school has removed the inherent problems previously linked to the age and layout out of the site. The governing body, staff and pupils have continued to work together to respond to the challenges that a combination of curricular development and a steadily increasing population bring.

Within the buildings great attention has been paid to the details required for effective learning and organisation, with high quality teaching and specialist rooms grouped together. Teaching takes place in classrooms that are organised into distinct areas: English, Humanities, Mathematics, Modern Foreign Languages, Special Needs and Welsh are based in departmental suites of rooms. Art, Business Studies, Dance, Design Technology, Drama, Information Technology, Media Studies, Music, Physical Education and Science each have specialist accommodation.

The school also has a variety of dining facilities and a purpose - built auditorium/assembly hall. The buildings include the provision of lifts, ramps and toilets to allow access for pupils and visitors with disabilities.

Security has been given high priority and improved by the construction of inter-linking buildings, forming an enclosed space for pupils at the heart of the site. The single entry point to the school is directly in front of the Reception building and allows supervision of entry to and exit from the site.

The school is very proud of its current facilities and makes every effort to ensure that the maximum use is made of them for the benefit of all its pupils. Recent developments include a Sixth Form Cafe with outside seating areas, fully equipped Business, Learning and Year 12 Study Centre, Year 13 Study Centre, Media Computer Suite and a Fitness Suite within the Sports Hall complex. In addition, an ongoing maintenance and development programme ensures that Stanwell will continue to provide an excellent learning environment in the years ahead.

### **Latest Developments**

A new facility is currently being built near to the main entrance of the school, which is scheduled to be completed at the end of the Autumn Term. The building will consist of three teaching areas for Textiles, Graphics and ICT, together with multi use spaces providing sports, drama and lecture facilities. This new facility will incorporate the latest technology and serve to enrich the learning experience of all Stanwell School pupils.

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**STANWELL SCHOOL**

**YSGOL STANWELL**

## **COMPLAINTS POLICY PROCEDURES**

This policy and the procedures which accompany it have been drawn up in line with *Section 29(1)* of the Education Act 2002. There are other statutory processes for complaints and appeals relating to the curriculum, Special Educational Needs, religious worship, admissions, exclusions, staff grievance, teacher capability and staff disciplinary.

### **The Role of the Complaints Policy and Procedures**

The policy is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and, if well founded, addressed in an appropriate and timely fashion. The policy and procedures make it clear how complaints will be dealt with, that all complaints will be treated seriously and responded to as quickly as possible in order that they can be resolved at an early stage and without recourse to additional procedures.

The complaints procedures aims to be impartial, fair to all parties and applied consistently

**COMPLAINTS POLICY**

The person dealing with the complaints will endeavour to:-

- Establish what has happened so far and who has been involved
- Clarify the nature of the complaint and what remains unresolved
- Meet with the complainant or contact them if unsure or further information is necessary
- Clarify what the complainant feels would put things right
- Talk to those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- Approach matters with an open mind and;
- Keep records

Complaints will be kept confidential with only those involved in investigating and making decisions being made aware of the nature of the complaint.

As a general principle the accused person is entitled to know the substance of the accusation, however there may be occasions when the governing body decides to withhold information.

The Complaints Procedure includes:-

- The roles and responsibilities of all those involved
- Procedures for dealing with complaints of various types
- Timescales for dealing with complaints
- Procedures for recording and monitoring complaints
- Procedures for implementing any actions arising from the resolution of complaints or from monitoring trends

Those investigating the complaint will ensure that the substance of the complaint is not one that may be dealt with under any other procedure e.g. child protection, staff discipline etc.

Any complaint which appears to relate to alleged criminal activity will be referred immediately to the Headteacher; if the Headteacher is the subject of the allegation the complaint will be referred to the Chair of Governors.

The school's procedures cannot cover every eventuality. A generic approach has been developed for dealing with complaints with adaptations for the less usual form of complaint.

Stanwell School Governing Body has a nominated Complaints Officer and has established a Governing Body Complaints Committee which will usually be made up of at least three governors with the membership of the committee reviewed annually.

A summary of the Complaints Policy and Procedures is published as part of the school's prospectus and the full document is made available on request.

# SCHOOL RULES

## **1. General Behaviour**

Pupils of the school should, at all times, in and out of school, act with consideration and courtesy towards others.

## **2. Times for the School Day**

The normal school day should be regarded as from 8.30 a.m. to 3:05 p.m.

Morning: School starts with registration at 8.40 a.m. in lesson one.

The final lesson of the day ends at 2.55 p.m.

## **3. Lunch Arrangements**

All pupils remain on the school premises throughout their lunch period.

## **4. Indoors**

a) Movement - inside the school buildings is to be made quietly in single file on the left-hand side of stairs and corridors.

b) Entrances/Exits - pupils must use the entrances and exits prescribed to them.

c) Entering School Buildings -

i) No pupil is allowed inside the buildings (other than the Dining Hall), during mid-morning break or during the lunchtime, unless authorised.

ii) When authorised, pupils will be allowed indoors in unfavourable weather in specified areas.

## **5. Out of doors**

a) Pupils are not allowed to leave the school premises during school hours without permission from senior staff. This includes pupils with dental or medical appointments.

b) During the normal school breaks, pupils will use such areas as will be prescribed to them.

c) Cycles: Owners are responsible for security of cycles and are advised to participate in the police scheme of registering frame numbers with them. Cycles should be left only in designated areas

d) During breaks, games including football are permitted on the tennis court only and on the field in summer. **NO games of any type in the courtyard.**

e) Pupils should travel directly between home and school and not make arrangements to 'hang around' or meet up with friends not attending Stanwell.

f) Full school uniform must be worn on the journey to and from school.

g) Pupils must not use lanes, except to gain access to their own homes.

h) Pupils must not engage in conversation with strangers or accept handouts or flyers.

i) Pupils must report any strange or unusual events to the school or parents.

## **6. Absence**

The school should be informed by telephone or in writing as soon as possible. A note must be brought on return to school after any period of absence, explaining the absence. Family holidays in term time are not approved and are actively discouraged by the school.

## **7. Punctuality**

Punctuality must be observed at all times. Any pupil arriving after registration must report to Reception and sign in. Lateness without reasonable cause incurs an appropriate penalty.

## **8. Equipment**

Pupils are expected to bring equipment required for lessons e.g. exercise books, pens, pencils etc. All textbooks, library books, materials and equipment remain school property on loan to pupils. All personal equipment must be clearly marked.

## **9. Homework Planners**

Should be taken to all lessons and signed by parents weekly.

## 10. Prohibitions

- a) No magazines or reading matter other than that approved by staff may be brought into school.
- b) No article which may cause physical or material harm is to be brought to school. This includes matches and cigarettes and particularly illegal substances and weapons, possession of which will lead to permanent exclusion.
- c) **No electronic equipment of any sort:** e.g. radio/personal stereo, mobile phone, pager, camera, mp3 players or other electrical equipment is to be brought to school unless officially authorised.
- d) Chewing gum must not be brought to school.
- e) No liquid paper correcting fluid (e.g. Tippex) must be brought to school.
- f) No notices may be put up without the permission of the senior staff.

11. **Dress and Appearance** - see separate uniform list which encourages a smart appearance at all times. Make up is not allowed.

12. All pupils are expected to take pride in maintaining a high standard of tidiness and cleanliness in and around the school premises, and have respect for the school buildings and equipment. Any vandalism will be treated as a serious offence and appropriate action taken.

13. Smoking is absolutely prohibited in school, on the way to and from school and in any other circumstances in which the good name of the school would be brought into disrepute. Pupils in the company of other pupils smoking will also be punished. It is now an offence to smoke anywhere on the school site.

14. The school takes no responsibility for money or valuables. These should be kept on the person, in lockers or entrusted to a member of staff for safe keeping.

## 15 Detention

- a) Break/Lunch Detentions: pupils must be given the opportunity to collect and eat their break or lunch meals/snacks.
- b) Detentions after 2:55 p.m. up to 1 hour may be held on any evening subject to 24 hours written notice which is given to pupils, and it is their responsibility to inform parents that they will be late home.
- c) School detention organised by senior staff is held weekly for one hour after school, normally on Thursdays, subject to 24 hours written notice which is given to pupils, and it is their responsibility to inform parents that they will be late home.

## 16. Medication

No member of staff administers or supervises medication. Any pupil who needs to bring medicines or analgesics to school must report to their Year Tutor providing a written explanation from their parents. The medicine or analgesics for that day only must be in an appropriate container as issued by the dispensing pharmacist and clearly labelled with the name of the medication and the pupil's name and form. Whilst all staff receive regular **Epi-Pen** training teachers are encouraged to contact the designated first-aiders if they feel such action is appropriate.

July 2011

# SCHOOL UNIFORM

## 1. FOR BOYS AND GIRLS

Wearing uniform is compulsory for all school occasions, including the journey to and from school. Failure to comply could result in exclusion from class/school. Uniform regulations are implemented by all teachers. The uniform is simple in design, where interpretation is necessary, acceptable uniform is decided by the senior staff.

**TOP COATS:** Plain top coats must be black or navy blue. The following are NOT allowed: coats/jackets with lettering, logos or motifs. Coats/jackets containing unacceptable material e.g. leather (real or lookalike), denim, corduroy, fur (real or artificial) etc. It is unacceptable to wear baggy jumpers, cardigans, hooded tops, tracksuit tops etc. as a top coat. Fleece coats must have the new simplified school badge.

**SHOES:** (Classic/Traditional/Formal) Black, low heeled/flat school shoes. (NO boots, high heels, trainers, sporting or casual styles, platform soles, of any kind).

**SCHOOL TIES:** Must be worn correctly. There are distinctive ties for Key Stage 3, Key Stage 4 and the Sixth Form.

**SCARVES:** In very bad weather, out of doors, if accessories such as scarves are allowed, they must be plain black or navy with no motifs.

**HAIR:** No unacceptable hair styles e.g. unusual dyes, excessively long, short or shaved etc. No shaved heads, beards or facial hair. Hair accessories for girls only should be simple and in school colours.

**JEWELLERY:** No jewellery, no earrings, facial piercings, rings etc.

**MAKE UP:** Make up and nail varnish are not allowed.

**BADGES:** No badges or motifs are permitted on any item of clothing except the school badge and those connected with school activities and County or National sports colours.

## 2. UNIFORM FOR GIRLS

Navy pin stripe skirt of approved length (between knee and ankle) and approved style (A line without slits)  
OR

Navy pin stripe trousers of approved design and material.

Navy socks of appropriate length.

Plain white traditional school shirt.

Plain knitted navy cardigan, or jumper, with school badge.

## 3. UNIFORM FOR BOYS

Plain knitted black v-necked pullover or cardigan with school badge.

Black school trousers. (NO cords, jeans, chinos or other casual trousers).

Plain white traditional school shirt.

Black socks.

## GENERAL EQUIPMENT

It would be helpful if the following equipment could be provided: dictionary, pen, pencil, eraser, 30cm rule, calculator, atlas, geometrical instruments, e.g. compass, protractor, set square.

## GAMES AND P.E. FOR GIRLS

Gold polo shirt

Navy skort, or

Navy games skirt for netball and badminton and/or navy shorts for gym, dance and athletics. Training shoes (preferably not black soles)

Navy PE Department sweatshirt (optional)

Towel

Navy blue tracksuit bottoms (optional)

## GAMES AND GYMNASTICS FOR BOYS

Black reversible rugby jersey with amber inserts

Black shorts (2 pairs)

Black rugby/football socks Rugby/football boots (with studs)

Black vest (optional)

White polo shirt

Training shoes (preferably not black soles)

Towel Black tracksuit bottoms (optional)

Black PE Department sweatshirt (optional)

If you have any comments on the school uniform please contact Mrs C Kynaston.

The following shops stock school uniforms: J.M. Textiles A Class Apart

If, for any reason, there is a temporary short-term deviation from full school uniform, parents must write a letter to the Year Tutor explaining the reason why full uniform is not worn and give the date when full uniform will be worn.

**ANY ITEM OF CLOTHING NOT LISTED ABOVE IS NOT SCHOOL UNIFORM.**

**ALL CLOTHING MUST BE CLEARLY MARKED WITH THE OWNERS FORENAMES, NOT INITIALS, AS WELL AS SURNAME**

*Uniform is reviewed annually. Changes may be made. Before parents purchase any items of uniform please obtain the most up to date list for September term.*

**June 2011**

## **Clubs and Activities at Stanwell**

Staff at Stanwell try to provide a wide range of clubs and activities to enhance the normal classroom lessons. The provision of extra curricular activities can vary depending upon staffing and the enthusiasm of the pupils. Governors are pleased that the hard work of the teachers is supported by the pupils who take advantage of the extra activities offered. The three most popular areas for extra curricular activities are performing arts, sport and the Duke of Edinburgh Award Scheme.

### **Duke of Edinburgh**

The Duke of Edinburgh programme continues to thrive as an extra curricular option. Once again there are over 200 Stanwell pupils participating in the Bronze, Silver and Gold Awards. There are four categories to be fulfilled for the award: Volunteering, Physical Recreation, Skill and Expedition. The expedition assessment takes place during overnight trips to the Gower and the Brecon Beacons for one, two or three nights stay. Gold participants have to complete a residential section. Many thanks to the Staff, Parents and PTA for their continual support which has been a vital component in the successful expansion of the programme.

### **Performing Arts at Stanwell**

There are many aspects of the performing arts which distinguish this area of the curriculum as special. Hundreds of pupils regularly participate in extra curricular activities e.g. the senior musical in February involves approximately 300 pupils in a wide variety of activities, the peripatetic music lessons again involve hundreds of pupils on a weekly basis. The specialist teaching areas for drama, dance and music complemented by the school auditorium make the facilities exceptional. The school has a long tradition of staging many successful productions and the last twelve months has seen events involving more pupils than ever before. Governors are pleased to support the specialism that has developed at the school and to support the view that performing arts are special at Stanwell.

### **Sport at Stanwell**

Stanwell has very good sports facilities centred upon an impressive Sports Hall. This hall is well equipped for a wide variety of sports including basketball and cricket. Outdoors, there are hard standing tennis/netball courts and extensive grassed areas.

The school aims to offer pupils experience of a wide range of different sports during their five years of compulsory education. The curriculum aims to develop the potential of each pupil and offers the opportunity to experience the enjoyment of sporting activity at all levels. Hundreds of Stanwell pupils have taken the opportunity to take part in water sports, canoeing at Cardiff Bay and surfing at Porthcawl.

There are many pupils who represent the county in sports such as athletics, cricket, rugby, basketball, netball and hockey. Stanwell pupils take part in a wide variety of competitions at county and national level and details of individual and school achievements are published in newsletters and via the schools' website.

There are many school teams in sports such as rugby, football, hockey, cross country, basketball, tennis and athletics that take part in fixtures after school and at weekends. Sport is an important aspect of Stanwell's many extra curricular activities.

The school enters county/national competitions in gymnastics and trampolining and there are also badminton and basketball clubs.

The school is part of the "5 x 60" scheme where pupils are encouraged to take exercise for 60 minutes on each of five days per week.



# INCOME AND EXPENDITURE ACCOUNT; YEAR ENDED 31st MARCH 2011

<b>INCOME</b>	<b>£</b>
Annual Maintenance Grant	7,058,089
Better Schools Grant	36,591
Other LEA/WAG Grants	92,589
Other Income	553,065
<hr/>	
<b>TOTAL INCOME</b>	<b>7,740,334</b>
<hr/>	
<b>EXPENDITURE</b>	
<hr/>	
Staff Costs	5,611,026
Premises Costs	739,711
Other Occupancy Costs	271,027
Educational Supplies & Services	636,712
Other Supplies & Services	372,016
<hr/>	
<b>TOTAL EXPENDITURE</b>	<b>7,630,492</b>
<hr/>	
<b>EXCESS INCOME OVER EXPENDITURE</b>	<b>109,842</b>
<b>BALANCE B/F FROM PREVIOUS YEAR</b>	<b>66,360</b>
<hr/>	
<b>BALANCE C/F TO NEXT PERIOD</b>	<b>176,202</b>
<hr/>	

**Destinations of Pupils**  
**Academic Year 2010/2011**

**Stanwell School**

<b>Date of birth</b>	<b><u>Boys</u></b>			<b><u>Girls</u></b>		
	1.9.94- 31.8.95	1.9.93 - 31.8.94	Born before 1.9.93	1.9.94 - 31.8.95	1.9.93 - 31.8.94	Born before 1.9.93
Continuing <b>full-time</b> education at Stanwell	98	56	13	105	78	-
another school	0	1	-	3	1	-
<b>Total stayers</b>	<b><u>98</u></b>	<b><u>60</u></b>	<b><u>13</u></b>	<b><u>108</u></b>	<b><u>79</u></b>	<b><u>0</u></b>
<b>LEAVERS: PUPILS WHO LEFT THE SCHOOL SECTOR</b>						
Continuing <b>full-time</b> education at:						
a further education, sixth form or tertiary college	31	9	1	27	4	2
a higher education college	-	-	87	-	-	73
Full-time employment	7	9	10	1	7	7
Youth Training	1	-	-	-	-	-
Other (including part-time education or employment or unknown)	1	-	-	1	-	2
<b>Total leavers</b>	<b><u>39</u></b>	<b><u>18</u></b>	<b><u>98</u></b>	<b><u>29</u></b>	<b><u>11</u></b>	<b><u>84</u></b>
<b>TOTAL PUPILS</b>	<b><u>138</u></b>	<b><u>78</u></b>	<b><u>101</u></b>	<b><u>137</u></b>	<b><u>90</u></b>	<b><u>84</u></b>

**Inspection under Section 28 of the  
Education Act 2005**

**A Summary Report for Parents**

**Stanwell School  
Archer Road  
Penarth  
Vale of Glamorgan  
CF64 2XL**

**School number: 6735400**

**Date of inspection: 08/02/10**

**by**

**William Gwyn Thomas  
79567**

**Date of publication: 14 April 2010**

**Under Estyn contract number: 1203409**

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Stanwell School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

**A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.**

The inspection of Stanwell School took place between 08/02/10 and 11/02/10. An independent team of inspectors, led by William Gwyn Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below explains the terms that Estyn uses to indicate quantities. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

The five-point scale used to represent all inspection judgements in this report is as follows:

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions. For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects. For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **Short** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	<b>10-11</b>

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Context

### **The nature of the provider**

- 1 Stanwell School is an 11-18 mixed, comprehensive school with foundation status. It is maintained by the Vale of Glamorgan Unitary Authority (UA) and is the largest secondary school in the authority. There are currently 1831 pupils on roll with 381 students in the sixth form, compared with 1599 at the time of the last inspection in March 2004 when there were 289 students in the sixth form.
- 2 The school is situated in the centre of the town of Penarth in the region of South-East Wales. The school serves the towns of Penarth and Sully. The majority of pupils come from areas that are neither prosperous nor economically disadvantaged. The school attracts pupils from outside of the catchment area.
- 3 Four point three per cent of pupils are eligible for free school meals (FSM). This figure is well below the UA average (11.7%) and the national average (16.3%).
- 4 Pupils of all abilities are received by the school. There are 11 pupils with a statement of special educational needs (SEN) and a further 154 have been identified as needing additional support. The percentage of compulsory age pupils on the SEN register is 8.8% compared with the UA average (18.2%) and the national average (20.9%). One pupil is disapplied from the National Curriculum (NC). Seven pupils are "looked after" by the local authority and no pupils are dual registered.
- 5 Fewer than 1% of the pupils come from homes where the predominant language spoken is Welsh. Ninety-five per cent of pupils come from homes where English is the predominant language and four per cent come from homes where other languages are spoken. Eight pupils receive support teaching in English as an additional language.
- 6 The headteacher was appointed to the post in September 1989 and the senior leadership team (SLT) includes the headteacher, three deputy headteachers and two assistant headteachers.

### **The school's priorities and targets**

- 7 The school's aims are set out clearly in the school handbook and prospectus. The school's priority is to enable pupils of all abilities and backgrounds to achieve their full potential in all aspects of life, for all pupils to excel in as many areas as possible and for the school to excel.
- 8 The school's improvement plan (SIP) for 2009-2010 identifies areas for development that meet both the school's and national needs. The school has prepared a plan for 2009-2010 and identifies two main areas which will have priority from 2009 onwards. These include maintaining and improving high standards across the school, and developing pupils' essential skills, particularly literacy, numeracy and information and communication technology (ICT), helping to achieve

- 9 The remodelled Quality Mark and ICT Excellence Award. The school also sets numerical targets for success at the end of key stage (KS) 3 and KS4.
- 10 The targets for KS3 are that in 2010, 81% of pupils should reach at least level 5 in teachers' assessments in all core subjects combined (English 89%, mathematics 91% and science 90%).

**Performance in external examinations at the end of KS4**

- 11 In 2010, the following percentages of 15 year (Y) old pupils targeted to achieve are:

Level 1 threshold (a volume of qualifications at level 1 equivalent to 5 General Certificate of Secondary Education (GCSE) grades A*-G)	97%
Level 2 threshold (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C)	84%
Level 2 threshold including English or Welsh first language and mathematics (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C including English or Welsh first language and mathematics)	73%
Core subject indicator (CSI) English/Welsh first language, science and mathematics combined	72%
Leaving full-time education without a recognised qualification	0%
Average wider points' score (AWPS)	515

**Performance in external examinations at the end of Y12/13**

- 12 In 2010, the following percentage of 17 Y old students targeted to achieve is:

Level 3 threshold (a volume of qualifications at level 3 equivalent to 2 Advanced (A) level grades A-E)	100%
AWPS	940

**Summary**

- 13 Stanwell School is a very good school with many outstanding features in all the key questions. A major strength of the school is its leadership and management which is of very high quality at all levels. There were no key issues identified in the 2004 inspection report. The inspection team agrees with all of the judgements made by the school in its self-evaluation report.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

### Standards

14 Results in tests, statutory assessments are good in KS3 and performance in examinations is outstanding in KS4 and the sixth form. Pupils' performance in external examinations is well above local, family (the school has been placed in a group of nine contextually similar schools) and national averages in KS4 indicators. In 2009, the school's CSI is outstanding in KS4. It is significantly above local, family and national averages. Students' performance in external examinations in the sixth form during the last three years is outstanding.

15 The grades awarded for the key skills are:

STANDARDS IN KEY SKILLS	KS3 GRADES	KS4 GRADES	SIXTH FORM
Speaking	1	1	1
Listening	1	1	1
Reading	1	1	1
Writing	1	1	1
Numeracy	1	1	1
ICT	1	1	1
Creative & Problem Solving	2	1	1
Improving Own Learning	2	1	1
Working With Others	1	1	1

16 Standards in all key skills have at least good features and no important shortcomings (grade 2). Where a grade 1 was awarded, standards are good with outstanding features. The standard in nearly all key skills is a grade 1.

17 Learners' bilingual skills have good features outweighing shortcomings.

18 Pupils with SEN make outstanding progress in relation to their ability and achieve high standards.

- 19 The standard of learners' moral and social development is outstanding and the standard of learners' spiritual and cultural development is good.
- 20 All pupils behave in an outstanding manner. A high priority is given within the school to respect for one another. Learners value the opportunities that the school provides for them on a daily basis and take exceptional pride in the superior quality of the buildings' interior. The school is a very civilized community in which all pupils are courteous and respectful.
- 21 Pupils are proud to be members of the school and they enjoy being in the school. Nearly all pupils are punctual to lessons. The school's attendance level for 2009 is 92.12% which is above the local and national figure. Attendance at KS4 is slightly below 90%.

### **The quality of education and training**

- 22 The high proportion of outstanding teaching continues to be a significant strength of the school. It is a major contributor to the high standards achieved by learners. The quality of working relationships between teachers and pupils is outstanding. Teachers use their firm grasp of their subject knowledge to plan well-structured lessons that use a variety of highly effective approaches and engage learners at all key stages. There is pace and challenge in almost all lessons.
- 23 The percentage of lessons graded 1 and 2 (89%) is significantly higher than the national average for grades 1 and 2 (76%) as reported in the 2008/09 annual report of Her Majesty's Chief Inspector of Education and Training in Wales (HMCI). The grades are shown in the grid below:

<b>99 lessons observed</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	38%	51%	10%	1%	0%

- 24 The school's assessment system has several good and some outstanding features. There is a high degree of consistency in the application of policies across the school. The identification and monitoring of pupils' achievement targets are outstanding. The involvement of pupils in the process is a significant motivating factor. Pupils have a strong grasp of their progress and targets, especially within KS4 and the sixth form. Most assessment feedback provides clear guidelines to pupils on how to improve, although not all advice is sufficiently specific.
- 25 The school's curriculum satisfies legal requirements for pupils of statutory school age. It is accessible to all and provides opportunities for all to gain qualifications. All pupils in KS3 and KS4 are taught for at least 27.5 hours per week. This is an outstanding feature. The curriculum offers a wide range of subject options in KS4 and in the sixth form including the Welsh Baccalaureate Qualification (WBQ) in Y12.
- 26 The outstanding extra-curricular activities enrich learners' personal, social and moral development. There are outstanding curricular links which help pupils with transition from primary to secondary education.
- 27 Partnerships with other organisations are outstanding. There are good links with parents through the termly 2XL news' booklets. Businesses provide work-experience opportunities and are involved in supporting some enterprise activities

within the school. The Careers' service contributes well to the options' process in Y9 and Y11.

- 28 The development of learners' entrepreneurial skills is good in KS3 and outstanding in KS4 and the sixth form.
- 29 Procedures for ensuring the well-being of pupils are effective and well established. The school's contribution to the Healthy Schools' initiative is strong. Fitness has a high priority. Physical activities are well supported including those offered outside normal school hours. The school is constantly raising awareness of sustainability and global citizenship issues. This is an outstanding feature. The school has achieved the Green Flag status.
- 30 The opportunities for all learners to use their bilingual skills regularly in the school are not extensive enough.
- 31 The school provides learners with care, support and guidance of outstanding quality. The school liaises and works extremely well with support services and outside agencies. The school is very caring and all teachers are accessible and supportive.
- 32 Heads of year, several learning support assistants (LSAs) and members of staff involved in the delivery of the Welsh Baccalaureate Qualification (WBQ) have received preliminary learning coach training and offer impartial advice to pupils when they choose subject options.
- 33 Transition and induction arrangements are outstanding.
- 34 Arrangements for the personal and social education (PSE) programme are very good. The PSE schemes of work reflect the national framework.
- 35 Child protection procedures are good.
- 36 Pupils with SEN are identified in their primary schools and very good liaison with these schools ensures that the learning support department is well informed of pupils' needs before admission. The quality of support to meet pupils' SEN is outstanding. The head of learning support manages provision very effectively.
- 37 Provision for disabled pupils and those with sensory impairments is outstanding. They are fully integrated into the life of the school. Support for pupils with behavioural difficulties is very good. Arrangements to eliminate bullying, discrimination and all forms of harassment are very good.
- 38 The school has outstanding regard to the different social, ethnic and linguistic groups amongst its pupils. Provision for pupils with English as an additional language is very good.
- 39 The way in which the school recognises and values diversity is outstanding. This is demonstrated in the respect pupils have for each other and for adults in the school.

### **Leadership and management**

- 40 The headteacher provides outstanding leadership to the school. He leads with vision and gives a clear strategic direction to the school. He works very well with his

SLT and with the staff; all of whom are thoroughly involved in the consultation processes. The quality of middle-management leaders is a strength of the school. The equality of opportunities for pupils and staff, the continuous effective monitoring of standards and the detailed target-setting procedures are outstanding features.

- 41 The school's performance management system for teaching staff is well established. However, the system for technical and administrative staff is not formal enough.
- 42 The governing body's role as critical friend and its contribution to the effective organisation of the school is outstanding. Links between the governing body and departments are mostly well established.
- 43 The monitoring and evaluation of all aspects of school life on a formal and informal basis are outstanding. The comprehensive self-evaluation process, both at whole-school and departmental level, is rigorous and well developed and includes all members of staff. The effective use of data as an evaluative tool and the setting of realistic targets for departments are outstanding features. The self-evaluation process provides the basis for the comprehensive SIP and department improvement plans (DIPs). All members of staff are involved and the views of all interested parties are taken into account.
- 44 The school has an appropriate number of well-qualified, highly committed staff to deliver all aspects of the curriculum and the associated administrative functions. The outstanding management and deployment of teaching and support staff ensure the delivery of an extremely efficient and effective teaching and learning programme.
- 45 Resources across the school are outstanding. The investment in ICT contributes significantly to improving standards in teaching and learning. The accommodation provides an outstandingly positive and stimulating environment for learning. The buildings and grounds are very well maintained by the site-maintenance team.
- 46 Systems for the management and control of the budget are outstanding. Staff development arrangements are very well managed. They make a significant contribution to improving the skills' levels of all staff.
- 47 The leadership of the headteacher supported by his SLT, the care and support for all pupils, the curricular and extra-curricular opportunities available, learners' achievement in external examinations and the effective management of time and resources ensure the school provides outstanding value for money.
- 48 The school has made outstanding progress since the last inspection in raising standards further in KS3 and KS4. The gender gap between boys' and girls' performance in KS4 has been eliminated in many indicators.
- 49 The comprehensive educational programmes and range of opportunities ensure that the needs of all learners are met fully.

## Recommendations

In order to achieve its objectives, the school should focus on the following priorities:

- R1. Ensure the performance management system for administrative and technical members of staff is formalised fully.
  
- R2. Raise the standard of learners' bilingual skills by extending further the range of opportunities for all learners to develop and use their bilingual skills consistently throughout the school.
  
- R3 Raise the level of pupils' attendance in KS4.

\*The SIP addresses all of these recommendations.

The governing body is responsible for amending its current SIP to incorporate action in response to the recommendations within 45 working days of receiving this report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

### *Acknowledgement*

*The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.*

#### **Contractor**

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