



Ysgol Gyfun

PENYRHEOL

Comprehensive School



BELONG
PARCHU

THRIVE
DYHEU

ASPIRE
FFYNNU

RESPECT
PERTHYN

School Prospectus

2025 - 2026

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Welcome to Penyrheol

Dear Parent/Carer,

On behalf of all the pupils, staff and Governors, it is my privilege to welcome you to Penyrheol Comprehensive School. It gives me great pleasure to present you with the Penyrheol School Prospectus.

We appreciate that moving to secondary school can be one of the biggest challenges that take place in a child's school life, but we hope to make it the most exciting. We believe that this Prospectus provides our prospective pupils and their parents/carers with lots of additional information, and will answer many of the questions you may have of our school.

We hope that by now you are beginning to build up a picture of Penyrheol Comprehensive School and the opportunities that the school can offer your child. Our emphasis on academic achievements, aspiration, standards, attitude to learning and positive behaviour should meet with your approval. We have high expectations of all of our learners. Just as important as this is the fact that Penyrheol is a caring, nurturing and inclusive school. At Penyrheol, our four Core Values are Respect, Aspire, Thrive and Belong. These Core Values reflect who we are at Penyrheol and what we are all about.

We are proud to be a part of the community we serve and believe firmly in the importance of a close working relationship between school and home. We do our utmost to encourage new pupils and parents/carers to feel welcome. We want you and your child to feel like they belong at Penyrheol. We look forward to welcoming your child into the Penyrheol family and we look forward to working in partnership with you over the next five years. Working together, we are always stronger.

Yours faithfully,



Damian Benney

Headteacher

About the School

Penyrheol Comprehensive School was established in 1973. It is an English-medium 11-16 comprehensive school that serves the communities of Gorseinon, Loughor, Penyrheol, Kingsbridge and Garden Village. At sixteen the majority of our learners continue their education at Gower College with which the school has an excellent working relationship.

The school was last inspected in October 2018. The school was awarded 'Good' for all aspects of its practice and provision. Inspectors commented: 'Penyrheol Comprehensive School is a fully inclusive school that supports its pupils well. Support and guidance for pupils with additional learning needs is strong and has contributed to the standards they achieve. Most pupils behave well in lessons. They are proud of their school and are courteous towards their teachers, peers and visitors. The quality of teaching and learning experiences provided by the school has had a positive impact on outcomes for pupils at the end of key stage 4.'

At Penyrheol, pupils 'enjoy their life at school and appreciate the strong relationships they have with staff and their peers. Nearly all feel safe, included and valued.' Pupils from Penyrheol do well both locally and nationally in areas as diverse as mountain biking and public speaking. They achieve individual and team honours in sporting activities; they can act, sing, dance and win competitions for their artistic and creative skills. They also care for those less fortunate than themselves and regularly raise considerable sums of money for charity.

Penyrheol is a genuine comprehensive school in that it has learners of all attainment levels and backgrounds. It takes pride in being part of the community that it serves and shapes.

Penyrheol school is very proud of the working relationship we have with our five cluster primary schools. We are all proud to serve our shared community and we work very hard to ensure a smooth transition from one phase to the next. Our partner primaries are Casllwchwr, Gorseinon, Pontybrenin, Treuchaf and Penyrheol Primary schools. Together we form the North Swansea Group and our motto is 'Ysgolion yn Gryfach Gyda'n Gilydd' which translates to 'Schools Stronger Together.'

Our Vision is to be a school which is the pride of the community it serves.

Our core values are Respect, Aspire, Thrive and Belong.

Important Information

Contact Details

Penyrheol Comprehensive School, Pontarddulais Road, Gorseinon, Swansea, SA4 4FG
01792 533066

Headteacher: Mr. D. Benney

Chair of Governors: Mr. Jeff Bowen

Term Dates 2025 - 26

| Term | Term begins | | Mid-term holiday begins | Mid-term holiday ends | | Terms ends | Total days |
|--------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|------------|
| Autumn 2025 | Monday 1 st September | Friday 24 th October | Monday 27 th October | Friday 31 st October | Monday 3 rd November | Friday 19 th December | 75 |
| Spring 2026 | Monday 5 th January | Friday 13 th February | Monday 16 th February | Friday 20 th February | Monday 23 rd February | Friday 27 th March | 55 |
| Summer 2026 | Monday 13 th April | Friday 22 nd May | Monday 25 th May | Friday 29 th May | Monday 1 st June | Friday 20 th July | 65 |
| Total | | | | | | | 195 |

Bank holidays

3rd April 2026 – Good Friday

6th April 2026 – Easter Monday

4th May 2026 – May Day

25th May 2026 – Spring Bank Holiday

The School Day

| | | | |
|----------|---|----------|--------------|
| 8.40 am | - | 9.00 am | Registration |
| 9.00 am | - | 10.00 am | Lesson 1 |
| 10.00 am | - | 11.00 am | Lesson 2 |
| 11.00 am | - | 11.20 am | Break |
| 11.20 am | - | 12.20 pm | Lesson 3 |
| 12.20 pm | - | 1.20 pm | Lesson 4 |
| 1.20 pm | - | 2.00 pm | Lunch |
| 2.00 pm | - | 3.00 pm | Lesson 5 |

Charging and Remissions Policy

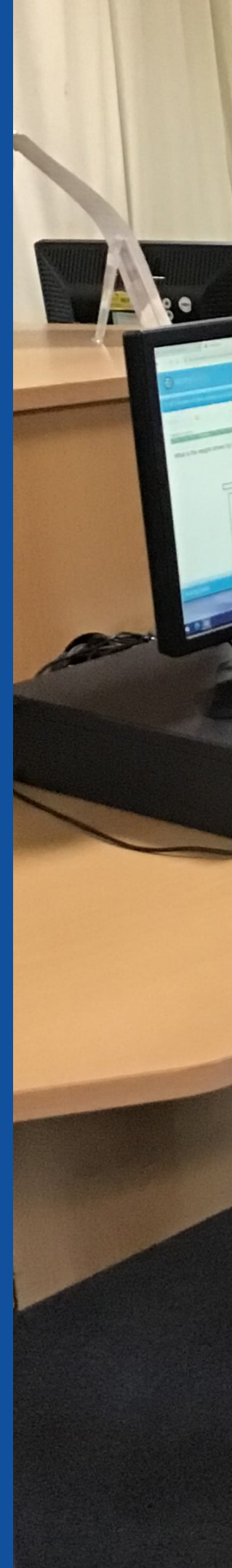
The Education Reform Act of 1988 ensured that the vast majority of activities in school are free from any charge. The Local Authority and the schools policy clearly follow the guidelines laid down by this Act.

The range of activities that we can charge for in school time is therefore strictly limited. When we are allowed to invite contributions we make it clear to all parents that such contributions are voluntary.

We charge a termly amount for pupils who choose to receive additional music tuition in small groups. The purpose of this charge is to enhance the range of types of music tuition that we are able to offer.

Out of school time activities are not generally subject to the same regulations, and we can of course, charge for these. All activities the school organises will have an educational content – be that academic or recreational. We consider it vital that our pupils have the opportunity to participate in such activities. It is a sad fact that without financial support many of these activities cannot go ahead, and we have always appreciated that parents have realised this, and have willingly contributed.

We will always be sensitive to the needs of particular pupils and families. We do not want any pupil to miss out on educational experiences because they are unaffordable. If you want your child to attend an event but can't afford it, please contact the school to discuss this matter.





A-Z Scripts

- Create a Script using the letters of the alphabet for the start of your dialogue
- Think about where it is. See what the characters are and what is happening?
- Write it down the side.
- Show. Any chance of...
- Run. Be patient please.



Curriculum in Years 7, 8 and 9

In September 2021, it was decided that the curriculum which would best suit our pupils in Penyrheol would be a progression curriculum – one where pupils' journey through school is designed for progress. Subject leaders consciously construct their curriculum and where content is placed in the curriculum is saying something about its importance. Each unit of work depends on what has been taught previously and will impact on those units about to be taught.

Consequently, each unit of work is broken down into manageable steps and pupils' knowledge and understanding is closely monitored as they learn. Planning for progress in this way ensures that pupils are constantly challenged, and provides more of an opportunity for the mastery of the deep structures of each subject.

The decision was arrived at after considerable research of different curriculum models, current thinking and the demands of the new Curriculum for Wales. Our curriculum, therefore satisfies the mandatory and statutory elements of the Curriculum for Wales.

We have now fully implemented the years 11-14 progression curriculum and we are seeing strong evidence of improved pupil progress, particularly in literacy. We are working very closely with our Cluster Primary Schools to ensure that there is definite progression and smooth transition from primary into secondary school.

Curriculum subjects in Years 7 - 9

- English, Welsh and French/Spanish
- Mathematics
- Science, Design Technology, ICT
- History, Geography, Ethics & Philosophy
- Art, Music and Drama
- PE
- Personal, Social and Health Education.

During year 9, pupils are offered a range of optional subjects which they will then study during their remaining two years of school (Years 10 and 11).

Parents/carers and pupils have always been involved in this process of choice. We encourage pupils to negotiate their own curriculum while at the same time trying to ensure that all pupils maintain breadth and balance in their courses.

Clearly the national curriculum dictates some of the subjects that pupils must study. Nevertheless, as a school we will always try to ensure some degree of negotiation, and involve both parents/carers and pupils in this process.



Curriculum in Years 10 and 11

All pupils must continue to study the core subjects of:

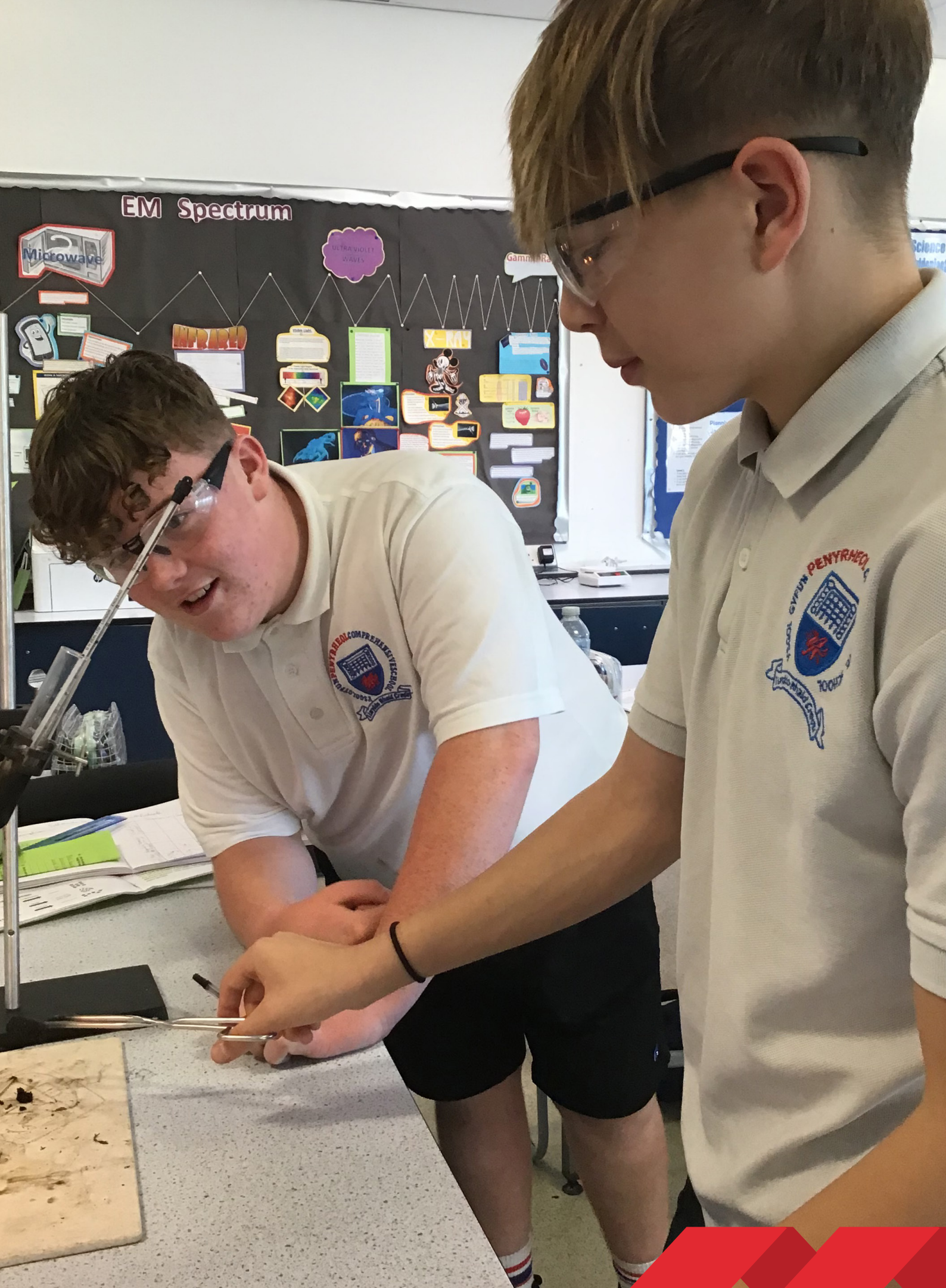
- English (and most also take English Literature)
- Mathematics and Numeracy
- Science

Our optional subjects include:

- Art/Photography
- BTEC Public Services
- BTEC Hair & Beauty
- BTEC Sport
- BTEC Business Studies
- Computer Science
- Constructing the Built Environment
- Digital Technology
- Drama
- Fashion and Textiles
- Food and Nutrition
- French
- Geography
- Health & Social Care, and Childcare
- History
- Media Studies
- Music
- Physical Education Studies
- Religious Studies
- Product Design
- Sociology
- Spanish
- Triple Science

Whilst the majority of pupils follow GCSE or BTEC courses, a small number follow courses at entry level.

Courses in Personal, Social and Health Education, Physical Education and Welsh are taken by all pupils in Years 10 and 11. All pupils will study the Welsh Baccalaureate Qualification, and elements of Religion, Value and Ethics are covered within the qualification.



Additional Learning Needs Provision

The Governing Body has approved a policy which sets out the way in which pupils with Additional Learning Needs are catered for in Penyrheol. This policy recognises the worth of each child as an individual, that the needs of individuals will differ, and that the school must make every attempt to ensure that those needs are successfully met.

In recognising both the continuum of need and the entitlement of pupils, the Learning Support Department requires and has, a degree of flexibility with regard to staffing, timetabling and access to facilities.

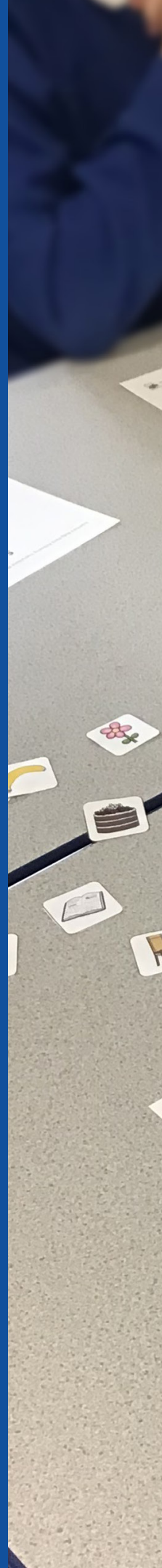
At Penyrheol Comprehensive the vast majority of pupils' needs are suitably and successfully met within the mainstream setting, taught by mainstream staff, supported by differentiated material and, where necessary, by Teaching Assistants. These pupils are supported under the Inclusive Education Strategies of the school.

The school recognises that all staff are teachers of pupils with Additional Learning Needs and that any pupil can have an Additional Learning Need at some time in their school career. For pupils with a significant need that may not be able to be fully met with the school's Inclusive Education Strategies, these pupils may be categorised as having an Additional Learning Need (ALN) that requires Additional Learning Provision (ALP). For these pupils, an Individual Development Plan (IDP) may be written outlining this support.

For a small number of pupils, it is felt to be in their best interest for them to be educated in a far more individual manner, involving some degree of withdrawal from mainstream lessons. These decisions are never taken lightly and full consultations take place between the ALNCO, the parents/carers and where appropriate, the schools Educational Psychologist.

The school also recognises that some pupils need a teaching provision with smaller class numbers and in September 2024 we created a 'nurture' class for the Year 7 cohort. This class will be available for Year 7 pupils on transition each year and will continue as these pupils move through the school.

The school also has a three smaller Specialist Teaching Facilities where pupils are placed by the Local Authority for pupils with Severe Learning Difficulties and/or Social Communication and Learning Difficulties. The pupils in the STF spend some of their time in the facility and also in mainstream lessons supported by Teaching Assistants. Plans are made on an individual basis.



Pastoral Care Arrangements

Each year group is structured as its own team, led by a Progress and Wellbeing Lead. They are supported by a team of Progress and Wellbeing Coaches. The Progress and Wellbeing Lead holds full delegated responsibility for their year group, overseeing pupils' wellbeing, attendance, uniform, behaviour, discipline, and academic progress.

Progress and Wellbeing Coaches assist them in this role, providing a secure, caring base for pupils in their forms and encouraging a positive, respectful, co-operative atmosphere. This enables pupils to develop the confidence and stability necessary for pupils to aspire to be the very best that they can be.

During the school day, a team of Pastoral Support Officers (PSOs) is based in PAWB, our attendance and wellbeing hub. Pupils can visit PAWB if they are feeling unwell or need support with a personal issue, and referrals can be made by parents/carers, pupils themselves, or Progress and Wellbeing Leads. PSOs run their mentoring sessions and support groups from this space. PAWB is also open at break and lunch, offering a range of interventions and extra-curricular activities that help foster a strong sense of belonging. Many of these activities are even led by our pupils.

In addition, pupils who need help with self-regulation in school can be referred to our THRIVE provision. THRIVE offers a quiet space, personalised plans and additional mentoring.

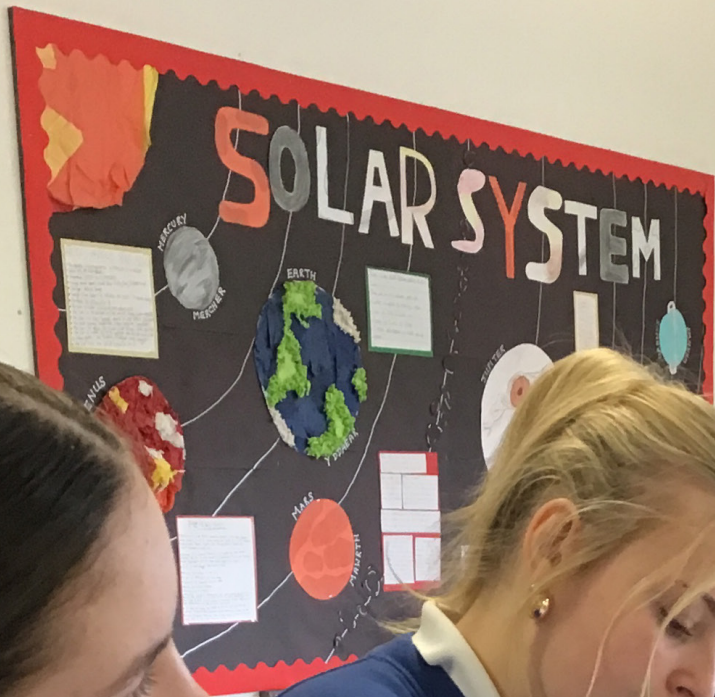
Good working relationships are also encouraged within the year group. The Progress and Wellbeing Coach will often be the pupils' first port of call and will support with general problems, encouraging all pupils to aim for standards and attitudes expected by the school regarding academic work, behaviour, punctuality, politeness, uniform, appearance and the safety and security of personal possessions.

The pastoral responsibility which each Progress and Wellbeing Coach has is reinforced by the specific, well-defined Health and Wellbeing programme which is followed by pupils throughout the school.

For certain competitive events, such as the Eisteddfod and Sports Day, pupils are organised in cross-age Houses. The Houses are called Tân (Fire), Tir (Earth), Dŵr (Water) and Gwynt (Wind).

Year 6 pupils from our partner primary schools will spend two whole days at Penyrheol during the Summer Term preceding their arrival in September.

All Year 7 pupils follow an induction programme designed to help them settle in, and there is a special Year 7 Progress Evening with Progress and Wellbeing Coaches before the October half-term so that parents/carers can be informed of how their child has settled.



| PERTHYN | FFYNNUN | DYHEU | PARCHU |
|--|---|---|--|
| <p>RESPECT</p> <p>Wellbeing, Equity and Inclusion</p> <p>Wellbeing, Equity and Inclusion</p> <p>Wellbeing, Equity and Inclusion</p> | <p>ASPIRE</p> <p>Wellbeing, Equity and Inclusion</p> <p>Wellbeing, Equity and Inclusion</p> <p>Wellbeing, Equity and Inclusion</p> | <p>THRIVE</p> <p>Wellbeing, Equity and Inclusion</p> <p>Wellbeing, Equity and Inclusion</p> <p>Wellbeing, Equity and Inclusion</p> | <p>RESPECT</p> <p>Wellbeing, Equity and Inclusion</p> <p>Wellbeing, Equity and Inclusion</p> <p>Wellbeing, Equity and Inclusion</p> |

Attendance weekly, monthly and termly

Attendance records in line with new

Use of EBOL strategies with persistent

Attendance weekly, monthly and termly

Attendance records in line with new

Use of EBOL strategies with persistent

Attendance weekly, monthly and termly

Attendance records in line with new

Use of EBOL strategies with persistent

Arrangements for Religious Education and Collective Worship

Ethics and Philosophy is a compulsory element of the curriculum throughout the school.

In the context of RVE, spiritual development is concerned with our natural ability to look for, express and understand what is important in life, and to question who we are and why we are here. Spiritual development may or may not involve religion.

At Penyrheol, our learners:

- develop a sense of their uniqueness and value;
- reflect upon their own beliefs, values and actions and express and justify their own feelings and opinions;
- show empathy and consideration for others;
- develop a voice and listen with respect to the voices of others;
- explore how religious and non-religious worldviews impact on the lives of individuals, the local community and wider society.

There is a daily act of worship or a daily opportunity for spiritual reflection for all pupils. This is fulfilled through weekly assemblies led by Senior Leaders and also the Progress and wellbeing Leaders. Progress and Wellbeing Coaches fulfil this role during morning registration. Pupils may be withdrawn from this at the written request of parents/carers.

Relationships and Sexuality Education

Our school curriculum embraces the Relationships and Sexuality Education Code. Through our health and well-being programme of learning, as well as in subject areas across the curriculum, we provide the help and guidance that our learners need to understand and care for their personal health and safety. Through a carefully planned, sensitive and developmentally appropriate programme of learning, we ensure that learners develop the understanding and behaviours that will support them to develop and maintain healthy, safe and fulfilling relationships throughout their lives. This includes fostering an understanding of sexual health and the bearing that this has on well-being.

We also support our learners in realising their rights to safety and protection and freedom from harm and discrimination. We provide information about where to find help and support, and also encourage our pupils to support and advocate for the rights and fair treatment of others.

We make certain that all learning is inclusive and reflects the diversity that exists in our school, wider community and the world.

In accordance with Welsh Government Legislation, there is no right to withdraw from RSE.

Use of the Welsh Language

The primary language of instruction and communication in the school is English. Although Welsh is taught as a second language only, it is a compulsory subject for all pupils throughout their five years at Penyrheol.

The majority of pupils undertake Core Cymraeg GCSE Welsh in years 10 and 11. A small number of pupils undertake a Welsh Pathways Qualification or our new Agored Cymru Welsh qualification instead.

We are proud of our Welsh culture and seek to recognise this in as many ways as possible. The new CfW has meant that we can promote the importance of Welsh heritage and identity consistently throughout our teaching. All pupils are aware of their history and culture from Year 7 onwards and emphasis is placed on Wales as a country as well as the Welsh language; it's traditions, people, successes and key events are celebrated. This awareness is further promoted by their participation in the school's annual Eisteddfod, trips to Llangrannog / Glan Llyn and our Diwrnod Shw Mae event where Year 7 pupils are engaged in cultural and language activities.

We are in the process of introducing the Siarter Iaith (Language Charter), a whole-school initiative to develop Welsh language and culture across the curriculum. A Criw Cymraeg and a Clwb Cymraeg is also underway.

We have an enthusiastic and established Criw Cymraeg who play a key role in promoting Welsh across the school. Their creativity and commitment drive our progress towards the Siarter Iaith goals.

They have led two whole-school assemblies and strengthened links with cluster Criw Cymraeg groups. Each Criw member also has individual responsibilities supporting different aspects of Welsh language promotion within the school.

Staff and pupils have always been encouraged to use Welsh in an informal way and in all lessons, apart from International Languages and Learning Support. Pupils are asked to record information such as the date and classwork, and respond to the register in Welsh.

A bank of useful Welsh phrases has been introduced to encourage all staff to use them both in the classroom and around school. "Bore da" is usually heard more often than "good morning" and the informal use of Welsh is reinforced by the school's Welsh phrase of the week.

Already we are hearing more Welsh being spoken. There is also a weekly Welsh update on the TV screen in the foyer and shared on the tannoy weekly by a Criw Cymraeg member.

Sporting Activities

The school enjoys extensive sporting facilities, including rugby, soccer and hockey pitches, multi-purpose courts and an all-weather 3G pitch.

This provision is further enhanced by the community link which makes available, for the school, a swimming pool (housed in a separate building), a sports hall, gymnasium and multi-gym.

We recognise the importance of encouraging participation in sporting activities to the development of positive mental health and wellbeing. Our aim is to ensure that our pupils benefit from the facilities we enjoy and develop as healthy, confident individuals. We want all pupils to be involved in Physical Education lessons and as many as possible to take an active part in the sporting teams that represent the school in many different disciplines.

Inter-school matches are usually played on a weekly basis. These include football, rugby and netball, as well as cross country, athletics and gymnastics tournaments.

The PE Department run bi-annual sports tours. In 2024 there was a sports tour to Florida and there is another sports tour to Toronto scheduled for Easter 2026. There is also a Skiing trip arranged every two years.



Extracurricular Activities

Our regular curriculum is supported by a wide and varied extracurricular offer which encourages pupils to explore their existing interests and develop new ones.

Full use is made of the community facilities (Leisure Centre and Swimming Pool) in the arts, music and recreational fields. Physical activities positively thrive – as well as the usual team games of rugby, hockey, soccer, netball, cricket, basketball, athletics and gymnastics there are opportunities to try out a range of other sporting activities.

Various clubs and societies meet in the lunch break or after school. The wide variety of activities available to our pupils. Please see all club information on the following page.

Drama

We have a thriving Drama Department which puts on first class productions. This year's production was "Footloose" and involved over 80 pupils who worked on lighting, sound, staging and prompting, as well as singing and dancing. The production takes place over four evenings and is very well attended by the local and wider community. There is also a matinee performance for our partner primary schools.

Educational visits often include:

- A Welsh Department trip for Years 7 and 8 pupils to Llangranog
- Art trips to Cardiff and Bristol
- Geography fieldtrips with different year groups to the Gower, Brecon Beacons, Kidwelly Castle and Pembrey Country Park
- Visits to the local care home by our STF pupils. This included sending the residents Christmas cards from the pupils.

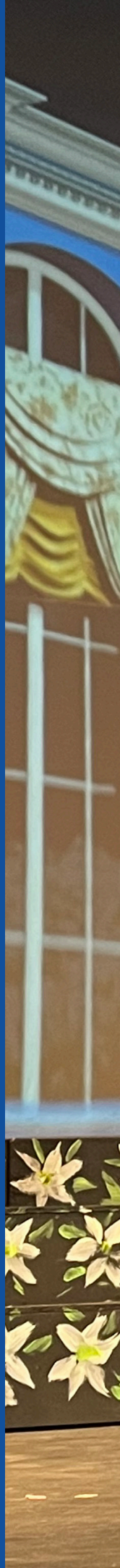
Other International visits include our annual trip to Disneyland Paris and visits to France and Spain which are run by our International Languages Department,

Learning Resource Centre

Our Learning Resource Centre/Library is open to pupils from 8.30 a.m. to 4.00 p.m. daily. There is a staffed Study Club each day from 3-4 p.m.

Activity Day

At the end of each academic year, we have an "Activity Day" when pupils are given the opportunity to take part in a range of on and off-site activities. In 2024 the activities on offer included trips to the West Midlands Safari Park and Oakwood Theme Park, a "summer stroll" from Gorseinon to Blackpill and a visit to the Gower (STF). On site activities included 5x60 selection of sports, school cinema, arts and crafts and gaming.





| | Year 7 | Year 8 | Year 9 |
|------------------|---|---|--|
| Monday | | | |
| Registration | | | |
| Lunchtime | Learning Support Lunch Club STF Safe Space PAWB Meditation Mondays PAWB Youth Workers Drop-in Sessions (week 1) Criw Cymraeg Club | Learning Support Lunch Club STF Safe Space PAWB Meditation Mondays PAWB Youth Workers Drop-in Sessions (week 1) Criw Cymraeg Club | Learning Support Lunch Club STF Safe Space PAWB Meditation Mondays PAWB Youth Workers Drop-in Sessions (week 1) Criw Cymraeg Club |
| After school | Badminton Club Homework Club | Badminton Club Homework Club School Production (Sept to Oct) | Badminton Club Homework Club School Production (Sept to Oct) |
| Tuesday | | | |
| Registration | Brass Group Keyboard Club | Brass Group | Brass Group |
| Lunchtime | Learning Support Lunch Club STF Safe Space STF Friendship Crochet Club | Learning Support Lunch Club Football on 3G STF Safe Space STF Friendship Crochet Club School Production Music (Sept to Oct) | Learning Support Lunch Club STF Safe Space STF Friendship Crochet Club School Production Music (Sept to Oct) |
| After school | Girls Football Homework Club | Girls Football Homework Club School Production (Sept to Oct) | Girls Football Homework Club School Production (Sept to Oct) |
| Wednesday | | | |
| Registration | | | |
| Lunchtime | Learning Support Lunch Club STF Safe Space PAWB Wellbeing Art Club CU Wednesday Clwb Cymraeg | Learning Support Lunch Club STF Safe Space PAWB Wellbeing Art Club CU Wednesday | Learning Support Lunch Club STF Safe Space PAWB Wellbeing Art Club CU Wednesday |
| After school | Netball Homework Club Orchestra | Netball Homework Club School Production (Sept to Oct) Orchestra | Homework Club School Production (Sept to Oct) Orchestra |
| Thursday | | | |
| Registration | Rock Group Keyboard Group | Rock Group Keyboard Group | Rock Group Keyboard Group |
| Lunchtime | Learning Support Lunch Club STF Safe Space Football on 3G STF Friendship Crochet Club PAWB Wellbeing Art Club PAWB School Nurse drop-in sessions | Learning Support Lunch Club STF Safe Space STF Friendship Crochet Club PAWB Wellbeing Art Club PAWB School Nurse drop-in sessions | Learning Support Lunch Club STF Safe Space STF Friendship Crochet Club PAWB Wellbeing Art Club PAWB School Nurse drop-in sessions |
| After school | Homework Club | Homework Club School Production (Sept to Oct) | Netball Homework Club School Production (Sept to Oct) |
| Friday | | | |
| Registration | Junior Choir | Junior Choir | |
| Lunchtime | Learning Support Lunch Club STF Safe Space Wuzzle Club – week 1 PAWB Creative Writing Club | Learning Support Lunch Club STF Safe Space Wuzzle Club – week 1 PAWB Creative Writing Club School Production Music (Sept to Oct) | Learning Support Lunch Club STF Safe Space Football on 3G Wuzzle Club – week 1 PAWB Creative Writing Club School Production Music (Sept to Oct) |
| After school | Homework Club School Production (Sept to Oct) | Homework Club School Production (Sept to Oct) | Homework Club School Production (Sept to Oct) |

| | Year 10 | Year 11 |
|------------------|--|---|
| Monday | | |
| Registration | Senior Choir | Senior Choir |
| Lunchtime | Learning Support Lunch Club STF Safe Space Football on 3G PAWB Meditation Mondays PAWB Youth Workers Drop-in Sessions (week 1) Criw Cymraeg Club | Learning Support Lunch Club STF Safe Space PAWB Meditation Mondays PAWB Youth Workers Drop-in Sessions (week 1) Criw Cymraeg Club |
| After school | Badminton Club Homework Club School Production (Sept to Oct) | Badminton Club Homework Club School Production (Sept to Oct) |
| Tuesday | | |
| Registration | | Music Performance Platform |
| Lunchtime | Learning Support Lunch Club STF Safe Space STF Friendship Crochet Club School Production Music (Sept to Oct) | Learning Support Lunch Club STF Safe Space STF Friendship Crochet Club School Production Music (Sept to Oct) |
| After school | Girls Football Homework Club School Production (Sept to Oct) | Girls Football Homework Club School Production (Sept to Oct) |
| Wednesday | | |
| Registration | Rock Bands | |
| Lunchtime | Learning Support Lunch Club STF Safe Space PAWB Wellbeing Art Club CU Wednesday | Learning Support Lunch Club STF Safe Space PAWB Wellbeing Art Club CU Wednesday |
| After school | Homework Club School Production (Sept to Oct) Orchestra | Homework Club School Production (Sept to Oct) Orchestra |
| Thursday | | |
| Registration | Rock Group KS4 Composition Group | Rock Group KS4 Composition Group |
| Lunchtime | Learning Support Lunch Club STF Safe Space STF Friendship Crochet Club PAWB Wellbeing Art Club PAWB School Nurse drop-in sessions | Learning Support Lunch Club STF Safe Space STF Friendship Crochet Club PAWB Wellbeing Art Club PAWB School Nurse drop-in sessions |
| After school | Netball Homework Club School Production (Sept to Oct) | Netball Homework Club School Production (Sept to Oct) |
| Friday | | |
| Registration | | |
| Lunchtime | Learning Support Lunch Club STF Safe Space Wuzzle Club – week 1 GCSE Skills Drop in – week 2 PAWB Creative Writing Club School Production Music (Sept to Oct) | Learning Support Lunch Club STF Safe Space Football in Sports Hall Wuzzle Club – week 1 GCSE Skills Drop in – week 2 PAWB Creative Writing Club School Production Music (Sept to Oct) |
| After school | Homework Club School Production (Sept to Oct) | Homework Club School Production (Sept to Oct) |

School Values and Vision

At Penyrheol, our vision is to be a school at the very heart of our community. We want our learners to embody our Core Values of Respect, Aspire, Thrive and Belong.

Penyrheol strives to be a nurturing and inclusive school where every learner is valued and respected, and where diversity is cherished. This is underpinned by a culture of mutual respect between learners, staff and the families our school serves. As a community, we share high expectations of our learners as they aspire to be the best that they can be.

Staff that work at Penyrheol have a shared purpose and making a difference to every learner in our school community is our privilege. We endeavour to provide an outstanding, holistic, educational experience. This is what our learners and our community deserve.

Our vision is to be a school which is the pride of our community, where every learner has a true sense of belonging and where every learner thrives.

Our four core values underpin all aspects of school life. These values have been chosen by all members of the school community and they are:

- Respect
- Aspire
- Thrive
- Belong

Our school motto is: *'To achieve, you need to believe. I llwyddo rhaid credu'*





Careers Advice and Guidance

At Penyrheol we work closely with the Careers Service (Careers Wales) to offer support and guidance to pupils.

Career opportunities within each Area of Learning and Experience are embedded as part of the curriculum, enabling pupils to understand how their learning links to a wide range of future careers.

During the options process, Year 9 pupils receive significant guidance when making their GCSE choices. The Year 9 Options Fayre is open to both pupils and parents/carers while further directed guidance is provided via options assemblies and the options evening.

All Year 11 pupils are offered a one-to-one interview with the Careers Adviser, Ms Anna Hill, to support post-16 decision making. Our Careers Adviser is available four days a week, allowing pupils regular access to personalised guidance. Targeted support is provided for pupils who may be at risk of becoming disengaged or not in education, employment or training (NEET), including those with additional learning needs.

Year 10 pupils have the opportunity to spend 5 days Work Experience with employers in the locality. We view this week as essential preparation for the world of work. Our pupils develop important employment and life skills during this time.

Mrs N. Finney coordinates work-related education across the school. This includes a range of enterprise activities, employer encounters and CWRE challenges across Years 7–9, where pupils develop critical thinking, problem-solving and communication skills



Equal Opportunities Policy

Penyrheol School, in its vision statement, emphasises the need to value and respect all members of the school community. This philosophy underpins our equal opportunities policy which applies to both pupils and staff and is in line with Local Authority policy.

Our school consults with community stakeholders - pupils, parents and other appropriate professionals - whenever there is a requirement to incorporate equitable adaptations to ensure that specific needs are met. Inclusion is at the heart of the school community and all learners are valued. In September 2009 we opened a Specialist Teaching Facility for pupils with moderate to severe learning difficulties. The pupils are based in the facility for approximately 50% of their timetable and access mainstream classes for the other 50%. The facility further enhances our inclusive ethos and diverse school community.

In all building and renovation work due attention is paid to the need to improve access for all. The new building is fully compliant with the requirements of the Disability Discrimination Act (DDA), incorporating, for example, a lift. At all levels of curriculum planning, we ensure that all pupils have full access to a curriculum that meets their academic and pastoral needs.

Celebrating diversity is a key theme of our Health and Wellbeing curriculum; we shape our learners through lessons that value respect and tolerance within the local and wider community. Our Health and Wellbeing curriculum is continually evolving. Staff and pupil voice are utilised in determining the most relevant education for learners.



Security, Health and Safety

Health and safety is central to safeguarding the entire school community.

We are vigilant in all matters concerning security; we regard the provision of a safe, secure and caring environment as a priority. All staff members are DBS checked and visitors sign in and out electronically at reception. All adults on school site wear an identity badge, usually accompanied by a school lanyard.

Boundary fencing has improved site security and continues to provide a safer environment for both staff and pupils. All parts of the school buildings and much of the external site is covered by CCTV to ensure the safety of all pupils, staff and visitors.

All members of the school community have a responsibility for maintaining a safe environment. Any safety hazards are reported to a site officer or member of the leadership team and these are actioned immediately.

Risk assessments are carried out as appropriate both in school and for any off-site activities. Prior to external trips and visits, staff complete risk assessments via the Evolve system, in line with Swansea LA policy. We have a significant number of first aid trained staff who can be accessed across the school site, and who are available to accompany trips and visits.

Health and safety issues are discussed on a regular basis within the meetings of the Governing Body Community and Property Sub-Committee.

There is also a termly Health and Safety meeting that is chaired by Mr A. Trotman (Health and Safety officer). This ensures that emerging Health and Safety priorities are addressed and fulfilled.



Admissions Policy

The Pupil Admission Number for each year group is 224 with a total maximum capacity of 1118 pupils.

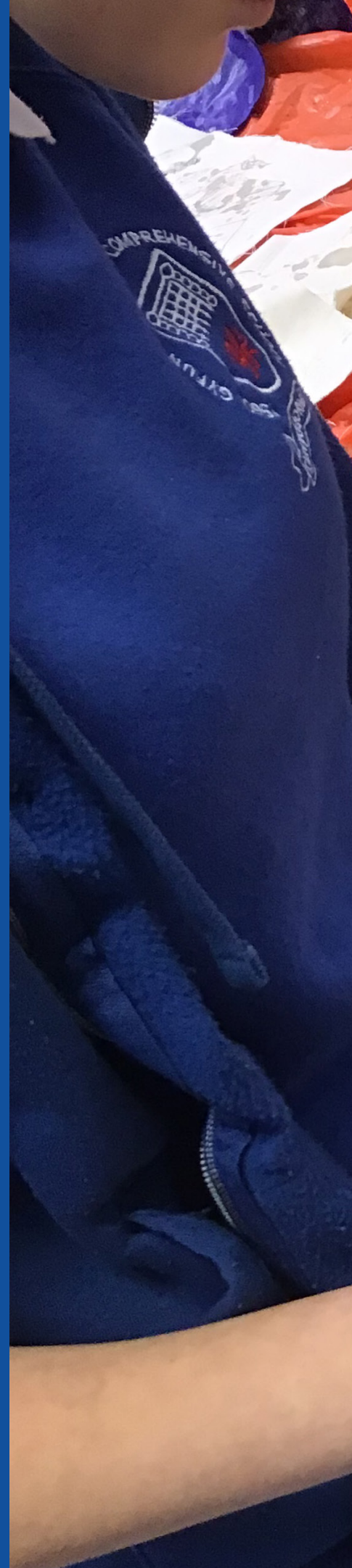
The schools policy, which is consistent with that of the Local Authority (LA), is to admit all pupils who apply up to the admission limit. Where there are more applicants than places, the following criteria in order of priority are used to determine who should be offered places;

- Pupils living within the school's catchment area: Gorseinon, Loughor, Kingsbridge, Penyrheol, Garden Village
- Pupils who have a brother or sister already attending Penyrheol
- Pupils who attend one of the traditional partner schools i.e. Casllwchwr, Gorseinon, Tre Uchaf, Pontybrenin and Penyrheol
- Distance from home to the school by the nearest available route

Parents/carers are responsible for the transport of children who live outside the traditional catchment area.

For more admissions information, please enter the following link into your browser:

<https://www.swansea.gov.uk/schooladmissionarrangements>





School Policy on Promoting Positive Behaviour

At Penyrheol, we believe that every young person has the right to learn in a calm, happy and disruption-free environment. Our approach to behaviour is built on the simple principle that every pupil can become the best they can be when they feel safe, respected and that they truly belong. Creating this positive culture is a whole-school commitment, shared by staff, pupils and parents/carers.

We promote positive behaviour through three clear layers of support which are evidence informed and consist of proactive as well as reactive strategies.

Wave 1, our universal offer, focuses on building strong relationships, clear routines and consistent expectations in every classroom. Pupils are explicitly taught the behaviours that help them thrive—such as respect, readiness to learn, and positive learning habits. Staff model calm, kind and consistent behaviour, using techniques such as meet-and-greet at the door, least-invasive intervention, and structured, scripted routines that remove uncertainty and help everyone feel secure.

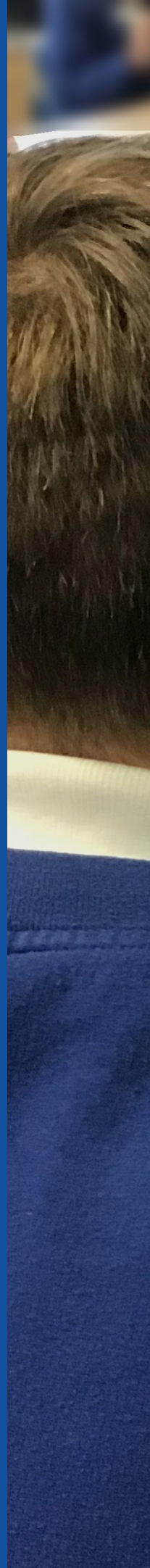
Recognising success is central to our culture. Pupils gain **achievement points**, postcards home, certificates, hot chocolate rewards with the Headteacher, attendance awards and they can also ‘cash in’ their achievement points in our online shop. We believe praise should outweigh sanctions, and genuine recognition is one of the most powerful motivators for our pupils.

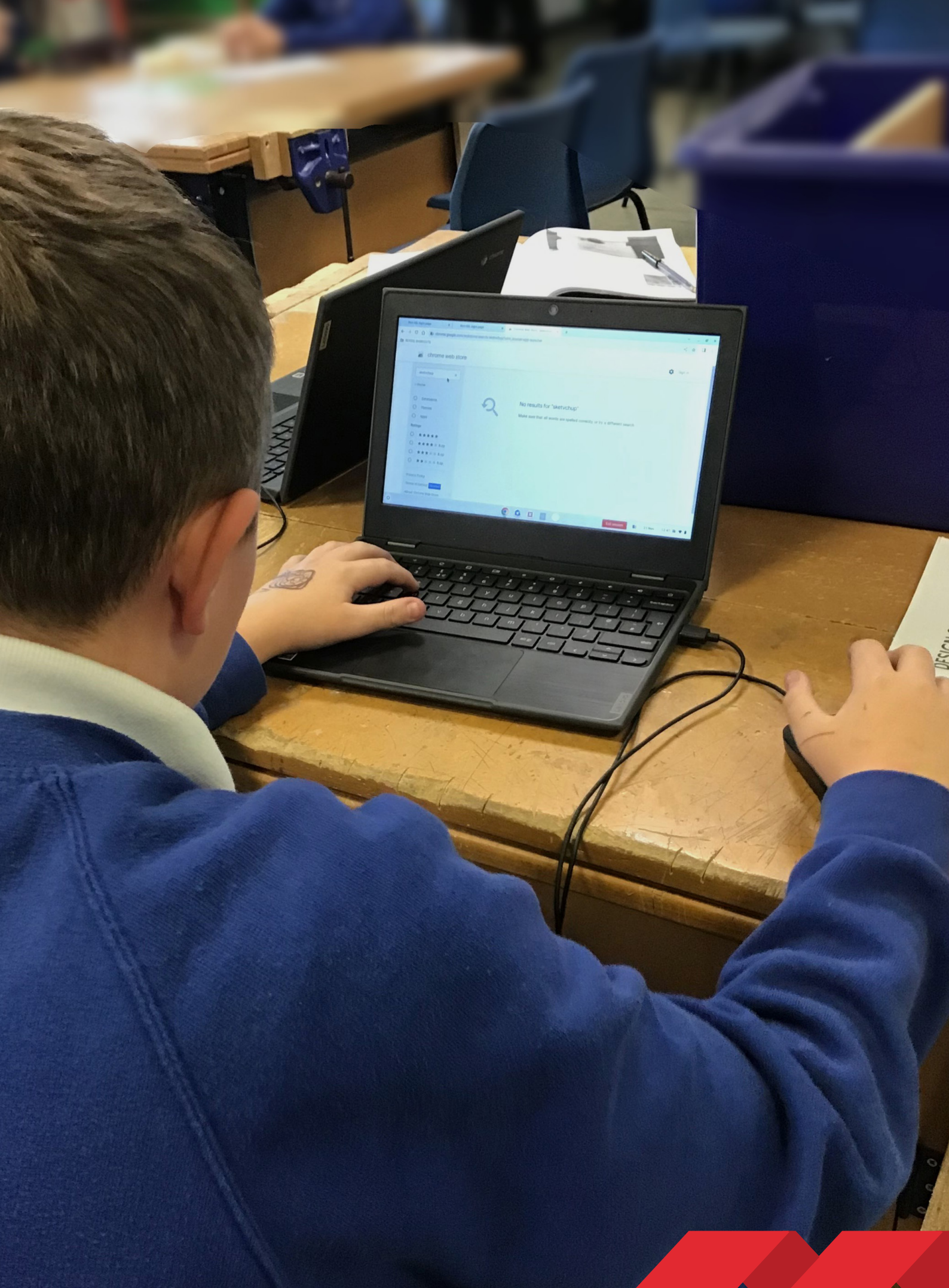
When behaviour slips, **Wave 2** outlines our clear, fair and predictable consequence system. This includes verbal reminders, classroom-based sanctions, and where needed, centralised B2 and B3 after-school detentions. Staff record incidents carefully on Class Charts so parents/carers can stay informed. Our senior staff duty rota is in place to support pupils and teachers and to ensure disruption free learning. Exclusions are used only as a last resort, following thorough investigation and in line with national guidance.

For a very small number of pupils who need further help, **Wave 3** offers targeted, proactive support. This may include mentoring, wellbeing programmes, pastoral support plans, bespoke timetables, working with external agencies, or time in our Hive, Thrive or Ty Cynnydd provision. As an inclusive school, we aim to intervene early, working with families to keep pupils engaged and successful in school.

Our ethos and culture rely on strong partnerships with parents/carers. We ask families to reinforce our expectations, stay connected through Class Charts, and communicate openly with us so we can work together in the best interests of each child.

At Penyrheol, our goal is simple: a calm, respectful and ambitious atmosphere where every pupil can thrive.





Rewards

We believe that it is imperative that pupils see that there are a wide range of rewards for working hard, behaving well and living our core values. Research suggests that the rewards that pupils value beyond all others are genuine teacher praise and recognition.

In order to help further motivate pupils in their work and behaviour we have a system of Achievement Points in Years 7 - 11. Pupils can gain an achievement point for any of the reasons outlined in our Promoting Positive Behaviour Policy.

Achievement Points can be added to ClassCharts on a daily basis to reward effort and achievement. The achievement points will be monitored weekly by Progress and Wellbeing Coaches and Progress and Wellbeing Leaders. Pupils and Parents/Carers can track this on their ClassCharts App. Pupils who receive 100 achievement points will receive a postcard home to celebrate their achievements. Positive phone calls home will also be used to ensure that pupils are recognised for positive behaviours in the classroom and in the school environment.

When pupils receive 200 achievement points they will receive a letter home from the Progress and Wellbeing Leader to celebrate their achievements.

When pupils receive 250 -300 achievement points a letter of celebration will be posted home from the Deputy Headteacher.

When pupils receive 350 – 400 achievement points then the Headteacher will write a letter home. All pupils at each stage of achievement will receive a certificate of achievement that will be presented to them in assembly.

Pupils can also spend some of their achievement points in our 'Online Shop' so they get tangible rewards for their efforts.

Once a fortnight, a pupil in each year group is nominated to join the Headteacher for 'Core Value Hot Chocolate Friday.'

Pupils who achieve 100% attendance throughout the year will receive a reward as recognition of this achievement. Pupils achieving 100% attendance in any given month are entered for a prize draw and one pupil per year group receives a £10 voucher. We also add in incentives for attendance e.g. a raffle prize draw at the end of each school day in December where a small prize is won by a pupil in each year group. Rewards are also given to pupils who have the most improved attendance in each year group.

Pupils are also nominated at the end of each half term by their Progress and Wellbeing Leader for outstanding contribution to the year team and by each department for the best effort and attainment in a subject area. All results are published in the termly newsletter.



Attendance

Daily punctual attendance is a vital preparation for adult life and has a powerful influence on progress and examination results. Parents/carers have a legal responsibility to ensure regular attendance and to inform school in writing of the reason for each absence. Penyrheol Comprehensive takes the matter of attendance seriously and incentive schemes have been developed to encourage pupils to aim for 100% attendance.

The impact of poor attendance on the educational outcomes of young people should not be underestimated. Along with the other schools in the Partneriaeth region of Wales (Swansea, Neath Port Talbot, Carmarthenshire, Pembrokeshire, Ceredigion and Powys), we will not authorise any holidays that are taken in term time, other than in exceptional circumstances.

The descriptors that we use for attendance are:

| | |
|------------|----------------------|
| 100% | Excellent |
| 97 - 99.9% | Very Good |
| 94 - 96.9% | Good |
| 90 - 93.9% | Room for Improvement |
| Below 90% | Cause for Concern |

Please note that even 95% attendance (which may sound high), actually means that your child has missed 9.5 school days in a year. A pupil with 93% attendance is less likely to achieve 5 good GCSE grades in Year 11!

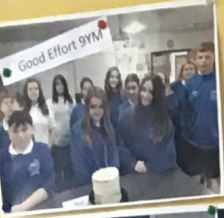
If your child is absent from school for any reason, please contact the school via Class Charts or the attendance line on 01792 533066

In January 2025 the number of pupils on roll was 865

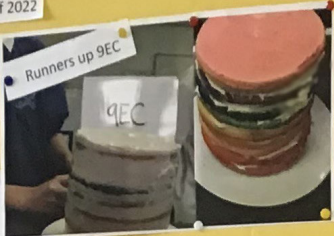


Rainbow Layer Cake Bake-off 2022

Good Effort 9YM



Runners up 9EC



Cake Criteria

- Equal and even layers
- Fluffy aerated sponge
- Straight sides
- Good icing coverage
- Buttercream icing tasted good and had good consistency
- Teamwork for making decisions



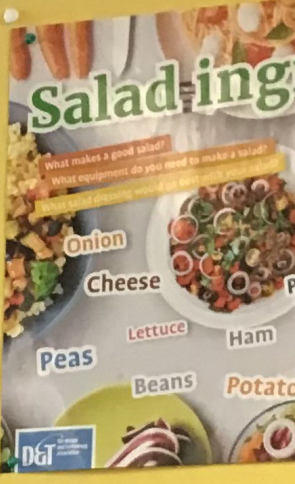
Good Effort 9DR



Congratulations 9H Winners!



- Rainbow layers in correct order
- Stable construction
- Easy to slice and serve
- Tasted good
- Delicious sweet taste
- Vanilla flavoured sponge cake
- Colourful and fun



School Uniform

| | |
|-------------------|--|
| SWEATSHIRT | Royal blue with school crest |
| POLO SHIRT | White soft collared with school crest not displaying other logos |
| TROUSERS | Plain black. |
| SKIRTS (Optional) | Plain black |
| SHORTS (Optional) | Plain black tailored or chino style. |
| SHOES | Plain black shoes or plain black trainers |
| SOCKS | Black, grey or white |
| TIGHTS | Plain black and with skirts |
| TOPCOATS | Sensible waterproofs - no denim, hoodies or non-school sweatshirts |

Please ensure all items are clearly marked with your child's name. Hoodies are not to be worn in place of the school sweatshirt. Pupils are allowed to wear a nose stud (not ring), one pair of stud earrings and a watch.

Boys Physical Education Kit

| Field Sports | Indoor Sports | Swimming |
|---|---------------|---|
| SCHOOL RUGBY SHIRT OR T-SHIRT | T-SHIRT | Costume may be any colour but NOT long shorts |
| SHORTS (rugby or football) | SHORTS | |
| SOCKS (rugby or football) | TRAINERS | |
| BOOTS (rugby or football) | | |
| Cold weather – tracksuit bottoms and tops | | |

Girls Physical Education Kit

| Field and Indoor Sports | Swimming |
|--|------------------------------|
| T-SHIRT | Any colour one piece costume |
| ¾ LEGGINGS WITH SCHOOL LOGO | Bathing Cap |
| TRAINERS | |
| Cold weather – tracksuit bottoms and tops. Optional – rugby shirt | |

All school uniform items and P.E. kit can be purchased from the following suppliers:

Sew & Sew
104d, High Street Plot 3
Gorseinon
Swansea
SA4 4BP

Picton Sports Ltd
Heol Aur Business Park
Dafen Industrial Estate
Llanelli
SA14 8QN



Summary of School Performance

LA/School No. 670 / 4062

Number of pupils in Year 11 who were on roll in January 2024: 170

Average points score per pupil:

| | Capped 9 Measure | Literacy Measure | Numeracy Measure | Science Measure | Skills Challenge Measure |
|----------------|------------------|------------------|------------------|-----------------|--------------------------|
| School 2024/25 | 330 | 37.4 | 33.1 | 35.6 | 36.2 |

Other Performance Measures:

| | Level 1 Threshold | Level 2 Threshold | 5 or more A*/A Grades |
|----------------|-------------------|-------------------|-----------------------|
| School 2024/25 | 85% | 60% | 16.8% |

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

(2) For details on the calculation of these indicators please see the guidance note at: <https://gov.wales/interim-key-stage-4-school-performance-arrangements>

GCSE Results of Year 11 Pupils

| Subject & Course Type | Entries | A*-A | A*-C | Average Points |
|--------------------------------------|---------|-------|--------|----------------|
| Applied Science (Double) | 58 | | 32.76% | 35.5 |
| Art and Design (Art, Craft & Design) | 21 | 38.1% | 81% | 43.5 |
| Art and Design (Photography) | 13 | 61.5% | 84.6% | 51.1 |
| Biology | 32 | 53.1% | 96.9% | 48.6 |
| Chemistry | 31 | 29% | 93.5% | 46 |
| Construction | 29 | | 3.5% | 22.9 |
| Computer Science | 7 | 28.6% | 57.14% | 40.9 |
| Design & Technology (Product Design) | 11 | 9% | 100% | 44.4 |
| Drama | 15 | 26.7% | 93.3% | 43.2 |
| English Language | 160 | 17.5% | 59.4% | 38.2 |
| English Literature | 139 | 23% | 73.4% | 41.4 |
| Design & Technology (Food) | 16 | | 31.3% | 33.3 |
| Geography | 22 | 36.4% | 81.8% | 42.5 |
| Health & Social Care, and Childcare | 43 | 16.3 | 81.4% | 42 |
| History | 45 | 37.8% | 88.9% | 44.9 |
| Mathematics | 164 | 14% | 53.7% | 33.3 |
| Mathematics - Numeracy | 150 | 7.3% | 50% | 32.9 |
| Music | 18 | 22.2% | 72.2% | 42 |
| Physical Education | 24 | 37.5% | 87.5% | 45 |
| BTEC Sport | 30 | | 100% | 46 |
| Physics | 32 | 34.4% | 87.5% | 44.4 |
| Public Services | 18 | | 100% | 46 |
| Science (Double) | 52 | 17.3% | 86.5% | 44.6 |
| Sociology | 16 | 18.8% | 56.3% | 38.1 |
| Spanish | 18 | 33.3% | 66.7% | 42 |
| Welsh Second Language | 125 | 20% | 56% | 37 |
| WBQ Skills Challenge Certificate | 140 | 30% | 87.9% | 44 |



BELONG
PARCHU

THRIVE
DYHEU

ASPIRE
FFYNNU

RESPECT
PERTHYN