

*A learning community where success is expected and celebrated
'Cymuned lle disgwylir a dathlir llwyddiant'*



County/Co-Educational/Community Comprehensive

Age Range of Pupils: 11 - 16 Number on Roll: 670

*The school serves the communities of Cimla, Tonmawr,
Pontrhydyfen, Tonna and parts of Neath.*

Headteacher: Mr. D.L.R.Cole

Chair of Governors: Councillor P.A. Rees

Leadership Team: Headteacher: Mr. D. L. R. Cole
Acting Deputy Headteacher: Mr. S. Foley
Senior Assistant Headteacher: Mr. S. Moyse.
Assistant Headteachers: Mrs. P. Martell, Mr. J. Griffiths
Senior Administrator: Mrs. A. Bond.

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Croeso i Ysgol Gyfun Cefn Saeson

'A learning community where success is expected and celebrated'

HEADTEACHER'S INTRODUCTION



I am delighted to be the Headteacher of Cefn Saeson Comprehensive School. The school is a vibrant community with family values at the forefront of what we promote. Adults and pupils work together towards our collective goal of giving all pupils the opportunity to showcase their talents both academically and culturally. Children learn in many different ways and at different speeds. Our job is to recognise this and to unlock the potential of all our pupils.

Cefn Saeson has enjoyed considerable success in recent years with value added performance being recognised as well above the national average. The three year rolling average for pupils achieving at least five good GCSEs including English and Mathematics has consistently been 55 to 60 percent again well above the National Average. These results have led to the school being awarded Band 1 and Band 2 status by the Welsh Government for the last three years out of the last four years which places us in the top quarter of secondary schools in Wales. However, we are not just about academic success, we are equally proud of our achievements in sport, music and drama. We also have a long tradition of raising money and supporting good causes both locally and globally. We encourage and celebrate personal endeavour and attainment throughout the daily life of the school and, of course, on special occasions such as our Annual Achievement Evening. Our students are encouraged to display a sense of responsibility and respect for others by making the right choices. We also feel that it is important to promote the traditional values of discipline hard work and helping others.

The transfer from Primary to Secondary school is an exciting and challenging time in the lives of young people and their parents. I hope that this prospectus, our open evening and induction day will make that transition as smooth and successful as possible. At Cefn Saeson, we set great store by our partnerships with our Primaries and the College, and we very much look forward to working in partnership with your children and yourselves over the next few years.

Diolch yn fawr

D. L. R. Cole

"The Senior Management Team has clear aims which focus on achieving excellent outcomes, high quality learning and the wellbeing of pupils"

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BECOMING A CEFN SAESON PUPIL

Cefn Saeson enjoys an excellent working relationship with all our partner Primary Schools.

We work closely with them to make sure that the experience of becoming a pupil in the 'big' school is as easy as possible. We put a lot of effort into making our new pupils happy and confident from day one.

During Year 6, Senior Staff and pupils from Cefn Saeson will have met with all prospective pupils in their current schools. In addition, all Year 6 pupils and parents are encouraged to visit the school to experience what Cefn Saeson has to offer, e.g.

- In October parents and pupils are invited to an Open Evening to meet with the Headteacher, Senior Staff, teachers and pupils
- Pupils will visit the school to on a number of occasions to experience different activities, sports day and a timetabled day at Cefn Saeson in the Summer Term
- A further meeting for parents is held in June when there is the opportunity to discuss your child's transition with Senior Staff, Head of Year and Form Teachers.

Cefn Saeson is always happy to meet with parents. If at any time during Year 6 you wish to speak to Senior Staff and maybe visit the school please pick up the phone and make an appointment.

“The school’s ethos provides a stable and ordered environment which promotes respect, honesty and fairness effectively”.

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ADMISSION POLICY

Although Cefn Saeson at all times encourages a friendly and relaxed relationship with parents, there are legal implications in the process of admitting pupils to the school.

Consequently the school has adopted the LOCAL AUTHORITY’S Admission Policy:

- All children living within a school’s designated area will be guaranteed a placed at a Neath Port Talbot school
- Parents will be asked to choose their preferred school on the application form provided by the LA.



- Parents should complete the form and return it to the Admissions Officer, Pupil and Family Support Section, Port Talbot Civic Centre, Port Talbot SA13 1PJ. All parents of pupils due to transfer from one sector to another at the end of the academic year will be sent an Admissions Application Form by the authority during the Autumn Term. Admission arrangements will be advised in writing towards the end of the Spring Term.

Parents have the right to express a preference which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered, but the priorities set by the authority will be applied. In deciding which children to admit to a school, the authority applies the criteria set out below in the order of priority shown ((a) being the highest priority) and examines the merits of each case by considering any reasons put forward supporting any expressed preference. The authority will not normally exceed the school's Indicated Admission Number.

- (a) Children and young people looked after by a local authority in Wales or England in accordance with Section 22 of the Children Act 1989 and whom the authority has confirmed will be looked after at the time of the child's / young person's admission to the school.
- (b) Children and young people who are in receipt of a statement of special education needs which identifies mainstream education within a community school as an appropriate placement for the individual child / young person.
- (c) Children and young people who live within the designated area for the school applied for.
- (d) Children and young people who have an older brother and/or sister who will be on register at the school when they are admitted. In considering siblings, the authority determines priority by reference to full, half or adopted siblings residing at the same address. Any sibling connection must be clearly stated in the application. In the case of multiple births, the authority will aim to ensure that they will be offered equal opportunity in regards to admissions but will not as a matter of course exceed the Indicated Admission Number.
- (e) Children and young people attending a designated partner school but who live outside the designated area for the school.
- (f) Other children and young people who fall outside of (a) to (e) will be allocated a place, with priority given to children living nearest the school, as measured by the shortest practicable walking route. The authority uses a Geographical Information System to calculate the shortest distance.
- (g) In the event of all places being oversubscribed with the limit being reached within any of the categories (a) to (e) above then (f) will be utilised to determine placements within the last oversubscribed category.

Only applications received by the published closing date for receipt of application forms will be considered in the initial round of allocation of places. Other application forms received will be considered as late applications.

WHAT OUR PUPILS HAVE TO SAY?

Most parents are amazed at how quickly their children “settle in” and become fully-fledged Cefn Saeson pupils. But don’t take our word for it! This is what some Year 7 pupils had to say.....

“The best part of Cefn Saeson is EVERYTHING! The teachers are really kind and the school is bright and colourful.”

Jodie Langdon Year 7

“I’ve settled in very well, I really like the food and the chance to meet lots of new people. My favourite thing is the extra activities like music and sport clubs.”

Sam Lennox Year 7

“When I came to Cefn Saeson, I was very worried, but I started settling into school, and I felt much better because everyone was very welcoming. All of the lessons are really fun.”

Leah Walker Year 7



The most recent Estyn Inspection Report agreed with our pupils. They gave Cefn Saeson’s Care, Support and Guidance systems the highest possible rating.

“Teachers and managers provide a particularly effective level of care. They respond quickly and skillfully to pupils’ concerns. They work successfully with a large number of organizations to promote pupils’ health and wellbeing”

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HOW IS THE SCHOOL ORGANISED?

Learning Groups:

We have 15 subject areas at Cefn Saeson – each is led by a Subject Leader or teacher in charge.

They are:

Maths	English	Science
History	Geography	R.E.
French	Welsh	Spanish
Music	Drama (only in KS4)	Art
I.C.T.	Technology	P.E.

In Year 7 pupils are mainly taught mainly in banded groups, and in years 8 and 9 pupils are grouped in classes mainly according to their ability. Each Year has a transitional class which is deliberately small in number to allow for more personalised learning, including some prioritized additional support provided by specialist staff.

In Year 7 there is some setting in Maths. This is extended to English in Years 8 and 9. In Year 9 this extends to Science, Welsh, History and Geography.

There are more than 30 KS4 subjects for pupils to choose from when they enter Year 10 with a healthy mixture of traditional GCSE and Vocational BTEC courses.



WHAT IF MY CHILD HAS 'ADDITIONAL NEEDS'?

Arrangements for the education of Additional Learning Needs pupils are regularly reviewed to ensure that the most appropriate support by specialist staff is offered to each individual child at each stage of his/her school career.

This is achieved in a number of ways:

- Teaching in small class sets
- Support within mainstream lessons
- Withdrawing pupils from mainstream lessons for one to one or small group support



The Learning Support Team is led by Mrs. Linda Blake our Additional Learning Needs Co-ordinator/SENCO. Decisions regarding the needs of pupils are **ALWAYS** made after full consultation with parents. Cefn Saeson follows Nationally recognized Literacy and Numeracy Additional needs programmes for pupils with dyslexia. These pupils are identified upon entry in Year 7 as a result of diagnostic testing.

“The L.S.D. provide an exceptional level of care and boosts pupils’ confidence”.

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We will ensure that a pupil’s placement within teaching groups is regularly reviewed and parents informed of recommended changes.



As a school we are proud to be recipients of the Basic Skills Quality Mark.

CURRICULUM

The curriculum at Key Stage 3 (Years 7 – 9) consists of twelve compulsory subjects: English, Mathematics, Science, Technology, Welsh, French, History, Geography, R.E., Art, Music, Physical Education and ICT. In addition pupils at Cefn Saeson are offered Personal Development.

A summary of Year 7 topics in the National Curriculum Subjects can be found on the school website www.cefnsaeson.co.uk.

A great emphasis is placed upon Literacy and Numeracy Skills in the school and all pupils follow Essential Skills courses which feed into the Welsh Baccalaureate Qualification at Key Stage 4.



In Years 10 and 11 (Key Stage 4) pupils will follow the compulsory core of English, Maths and Science. Pupils will be required to take a minimum Core Science, though most usually opt for either Additional Science (two GCSEs) or the three separate GCSEs - Biology, Chemistry and Physics. Many Year 11 pupils are expected to take English Literature as an additional GCSE. Additionally, pupils currently choose from a variety of optional GCSE subjects including:

History
Geography
French
Welsh
Design and Realisation
Physical Education
Drama (BTEC)

Art
Religious Studies
Spanish
Music
Home Economics (Child Care)
Textiles
Information Technology (OCR National or BTEC)

“Links with parents are good. Parents are provided with a range of relevant information such as the organization of the curriculum and the timing and nature of special events”.

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Increasingly, pupils follow a range of GCSEs and Vocational courses such as BTEC Extended Certificate (equivalent to two GCSEs). Entry Level and ASDAN Qualifications are also offered. In line with Welsh Assembly and LA guidance, the school has widened the courses on offer at 14 – 16 in order to provide a variety of Learning Pathways which allow for progression into post-16 education. Indeed, we now offer pupils the chance to study specific vocational courses in collaboration with local schools and Neath Port Talbot College. Vocational courses include: Construction, Engineering, Hairdressing, Health and Social Care, Business Studies.

Key Stage 4 pupils will also take Physical Education, Religious Education, Welsh (Short Course GCSE), Essential Skills and Careers/Personal Development which includes Citizenship.

We also programme pupils to complete the Welsh Baccalaureate at either Intermediate or Foundation Level and this adds further value to the pupils' qualifications.

Arrangements for accessing documents relating to the school's curriculum should be made through the Headteacher or deputy.

Please refer to the DFEE/Welsh Office/Neath Port Talbot L.E.A. documents relating to policy statements on the curriculum which could be accessed via the local library or Education Department.

“Results in the L2* threshold including English and mathematics and CSI* (both second highest in the family* in 2010) had been in the top 25% for the last two years as had the core subjects of science and mathematics. Over a three-year period, trends in several key indicators are rising”.

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2013 We were consistently in upper quartiles and towards the top of our family.



MONITORING AND ASSESSMENT

At Cefn Saeson the academic progress of all pupils is regularly assessed and reported to parents. Attitude and behaviour in class are also under constant review. Cefn Saeson expects the highest standards of its pupils. Our aim is for full co-operation between pupils, parents and school so that this can be achieved.

How is this done?

Shortly after joining the school all pupils are given Cognitive Ability Tests (CATs). We use this information together with feedback from Primary colleagues to measure the potential ability of each pupil.

ALL PUPILS ARE GIVEN AN EXPECTED AVERAGE GRADE (EAG) AGAINST WHICH THEIR PROGRESS IS MEASURED.

IF PUPILS SHOW SIGNS OF UNDERACHIEVEMENT THEY ARE INTERVIEWED AND PARENTS ALERTED AT THE EARLIEST OPPORTUNITY. EXCELLENCE AND SUSTAINED OR IMPROVED PERFORMANCE ARE ALSO FED BACK TO PUPILS AND PARENTS PROMPTLY.

When is it done?

Parents of Year 7 and 10 pupils are invited to a Parents' Evening at the end of the first half term in November.

Then, at the end of the Autumn Term, Years 7 to 10 receive a snapshot Report. More detailed Reports for Years 7 to 9 are issued at the end of the academic year in July. End of Year 10 reports are issued at the beginning of Year 11 prior to a Parents' Evening. Year 11 receive a detailed final Report following their mock examinations in January.

What if parents are concerned about progress?

If any parent has any concerns about their child's academic progress we encourage them to contact their pupil's Head of Year immediately so that an appointment can be made for a meeting.

"In the outstanding lessons seen, teachers engage learners fully, and conduct worthwhile plenary sessions so that the teaching has a positive impact on learning".

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External Examination results are appended to this Prospectus.

WILL MY CHILD HAVE HOMEWORK?

Yes! It is school policy that all pupils should receive homework on a regular basis. The character of the homework will vary. It will not always be written work but could consist of:

- Learning for a test
- Reading or preparation in the form of a survey
- Projects or sketches
- Research through looking at a T.V. programme or from the Internet

“Pupils show mature attitudes to schoolwork and can work effectively in a variety of learning situations. The setting and completion of homework are supportive of work completed in lessons”.

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Pupils will be given a Planner which will not only help parents and staff monitor homework but will, if used effectively, considerably improve every pupils' general study skills.

The School Library is open for pupils during lunchtime and after school until 4.00 p.m. each evening.

The amount of homework will vary. In the early years pupils should receive about 30 minutes homework per subject – but this will increase as pupils get older.

Parents can help by checking that work is done early in the evening, neatly presented and handed in one time. A quiet room at home always helps.



“Pupils of all ages exhibit good reading skills. Reading for pleasure is actively encouraged and book borrowing levels in the library are high”.

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PASTORAL CARE

We use this excellent relationship to give all pupils a smooth transition into Cefn Saeson. Whenever possible we include parents in this process.

The welfare and happiness of our pupils is paramount.

On arrival pupils are carefully grouped into Registration Forms and should remain in this Form, usually with the same Form Tutor, until they leave at 16. The Form Tutor will obviously get to know each pupil well and it is hoped that each pupil will feel able to approach the Form Tutor for advice on any problems encountered in School.

In addition to the Form Tutor, a senior and experienced member of staff acts as Head of Year. The Year Head oversees the progress and behaviour of the whole year group and is the person whom parents should contact if they wish to discuss any aspect of their child's school life.

Academic progress is monitored closely by Subject Leaders, Heads of Year and Form Teachers. Heads of Year in particular have become Learning Co-ordinators or Learning Coaches who are able to monitor pupil progress and offer mentoring to all of their pupils. They use the very latest computer software to monitor pupil progress, and are able to investigate any under-achievement. Special mentoring is carried out by specific teachers, including senior staff.

“Teachers and managers provide a particularly effective level of care. They respond quickly and skillfully to pupils' concerns. They work successfully with a large number of organizations to promote pupils' health and wellbeing”.

“The school is a caring and inclusive community where staff and pupils demonstrate mutual respect and care. Pupils are supportive of each other and have confidence in the staff. There is a clear emphasis on recognising, respecting and celebrating diversity.”

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If bullying does occur the matter will always be taken seriously. (Our Anti-Bullying Policy is shown on our website). Every effort will be made to prevent such unacceptable behaviour.

School Counsellor

We are very fortunate in Cefn Saeson to have the services of a qualified counsellor. The School Counsellor is at Cefn Saeson for one day a week at present, and pupils are free to refer themselves for private and confidential counselling.

In order to encourage pupils to become active and contributing citizens they undertake a course in Personal Development. Pupils will be encouraged to develop the appropriate skills which will help them make informed judgments and choices on such issues as relationships, drugs and alcohol. These lessons are taught by a small team of specialist teachers, e.g. Careers and R.E.



PUPIL ACHIEVEMENT

Cefn Saeson places great emphasis on pupil achievement. As we state in our 'mission statement', it is a 'learning community where success is expected and celebrated'.

Rewards System

Good behaviour, academic excellence or improvement and outstanding effort are all amongst the qualities recognized by the Achievement Award System.

Pupils are given these awards for their achievements in and out of the classroom. Teachers are encouraged to use these Awards as a means of constantly driving up standards.

Pupils can achieve Bronze, Silver, Gold and Platinum Awards in each year group. An awards ceremony to which parents and family are invited takes place near the end of the year.

Annual Achievement Evening

In November, the school hosts its most important evening of celebration. In particular, it is an occasion to celebrate the success of the external examination results gained by our previous Year 11, although we also celebrate success gained at the end of Key Stage 3. We celebrate both attainment and endeavour in faculty and subject areas, and we also celebrate the many sporting achievements, citizenship achievements, amongst many others. Prizes and trophies are presented by invited guests, including our main speaker of the evening which in recent years have included Ms Nicola Crews M.B.E. RNIB CYMRU, Rt Revd.Dr. Barry Morgan, Archbishop of Wales, Rt Hon Peter Hain M.P., Mrs Barbara Wilding, Chief Constable South Wales, Mr. Mark Dacey, Principal of Neath Port Talbot College, actor and Director Bernie Latham, ('Mr. C' in Hollyoaks, Ron Unsworth in Pobol Y Cwm) and now Director of UCAN Productions.

Pupil Graduation

Cefn Saeson believes it is essential to establish good working habits in its pupils from the start of Year 7. Consequently great emphasis is placed on pupils developing the self discipline of independent learning.

All subjects identify a major piece of coursework or series of homeworks or supervised tasks that have to be completed if pupils are to 'Graduate'. This work has to be handed in on time and be of a standard that reflects the pupil's ability. Pupils also have to work to their personal academic 'target' grade or level to 'Graduate' at the end of the school year.

"The establishment of the pupil 'Graduation' system has also acted as a motivating force to promote achievement across the age range".

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PUPIL ATTENDANCE

Pupil's progress depends on regular attendance at school. When a pupil is unavoidably absent, e.g. through illness, the parent must contact the school by telephone, and provide a note to explain the absence. Failure to do this may result in the pupil being punished and the parent visited by the Education Welfare Officer. If a pupil is absent for no known reason the school's Attendance Support Officer will contact parents to check on the reason for absence. Persistent unauthorized absences will inevitably lead to prosecution under new Government regulations. The Governors have set a pupil target of 95% for attendance.

Percentage of Sessions missed because of:

	(a) Unauthorised Absence	(b) All Absences
Cefn Saeson (2011-12)	0.4 %	5.7%
L.A. Average (2011-12)	0.4 %	7.4 %
Wales (2011-12)	1.3 %	7.4%
Cefn Saeson (2012/2013)	0.5%	5.0%
LA Average (2012/2013)	0.8%	5.6%
Wales (2012/2013)	1.3%	6.4%

"Pupils' attendance levels are very good when compared with similar schools and compare very favourably within its family of schools over the past three years"

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SCHOOL COUNCIL

The School Council represents all the students in the school. Each registration form elects 2 representatives onto its Year Council, which meets on a weekly basis. It is an excellent forum for pupils to air their views about a wide variety of subjects - homework, uniform, food, environment etc. Members of the school council take part in interviewing potential new staff; they were even involved in choosing the new Head teacher. They take assemblies for the whole school, often involving very loud music, and get involved in raising money for charity. As a result of a School Council decision a peer counsellor initiative was set up to provide a sympathetic ear for students to discuss any worries. The Headmaster often consults the School Council over different issues such as the Healthy Eating Initiative and he values their contribution to school life.



DISCIPLINE

The school insists on high standards of behaviour from its pupils, who are expected to exercise self discipline and to behave in a responsible, moral and socially acceptable way. School rules are displayed in each Form Room and included in the School Discipline Policy Booklet and Discipline for Learning Booklet for Pupils and Parents. Please read the Home School Agreement with your child, you will be issued with an official agreement to sign and return to school in September.

Minor misdemeanours will be dealt with initially by reprimand or DFL detention.

More serious misbehaviour will be punished by Head Teachers after-school detention of up to 60 minutes with 24 hours notice being given to parents and transport home being the parents' responsibility.

Persistent misbehaviour will initially be dealt with by interviewing the parents and seeking their co-operation in ensuring this does not recur.

Where pupils continue to disrupt teaching and learning they may find themselves placed in the Exclusion Room. Here they will work in silence and have all privileges withdrawn. Pupils in the exclusion room will be supervised by staff at all times.

Where gross misbehaviour or persistent serious misbehaviour occurs pupils may be excluded from School. This sanction can be authorized only by the Headteacher in consultation with School Governors.

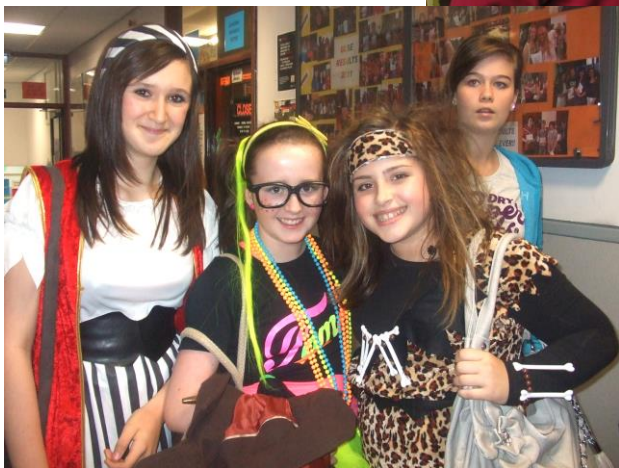
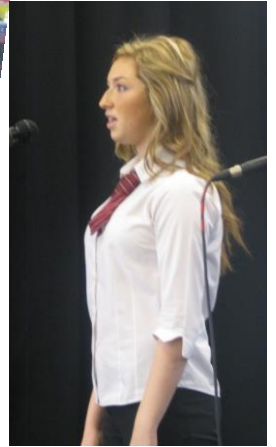
“Behaviour within and around the school is good. Pupils’ behaviour and attitudes reflect their full participation in learning and decision-making about their life in school. All pupils are courteous and polite.”

Estyn Inspection Report

SEX EDUCATION

This subject is dealt with both as part of the National Curriculum Science syllabus and the Health Education element of Personal Development. Specialised topics may be dealt with by a team of specialist teachers. The L.A. has a County Policy on Sex Education and this has been adopted by the School’s Governing Body. This policy is available at the school where it can be seen by parents.







RELIGIOUS EDUCATION

Religious Education is taught to all pupils in Years 7 – 11 in order to comply with statutory requirements. The syllabuses followed are in accordance with County Policy.

Religious Studies is offered as a GCSE examination subject in Years 10 and 11 in Full Course only, the rest of Years 10 and 11 follows a similar syllabus which feeds into the Welsh Bacallaureate Qualification.

At present School Assemblies are held every week for each Year Group. These Assemblies are taken by Senior Members of Staff and by the Heads of Year on a rotational basis.

Assemblies are broadly Christian in character but non-denominational in content.

WELSH LANGUAGE

At present Welsh is a compulsory subject in Years 7 – 11, following National Curriculum programmes of study in years 7 - 9. Welsh is also provided in Years 10 and 11 as an optional subject to external examination level at Full Course GCSE and as a compulsory subject as Short Course GCSE.

Urdd Gobaith Cymru flourishes in the School with a wide range of activities and pupils enjoy a residential experience at Llangranog.

The school encourages all in the community to speak Welsh as part of our commitment to Bilingualism. We are proud to be a school in Wales, our country. We have made a small start in Bilingualism thus far, but we are currently giving this a high priority.

CAREERS ADVICE AND GUIDANCE

Cefn Saeson has a team of staff who are responsible for the Careers Programme. The team is overseen by Acting Deputy Head, Mr. S. Foley, and led by the P.S.E. Co-ordinator, Mrs. Sandra Nicholas, and the school's Careers Adviser, Mrs. Chris Collins, who is available on Wednesday, Thursday and Friday. Careers Wales West meet to agree the programme of events for Years 9, 10 and 11 pupils.

The Careers Adviser works with pupils in groups and individually. The overall programme includes lessons, advice and guidance interviews, and visits to provide the fullest possible exploration of career opportunities.

Cefn Saeson makes use of on-line interactive careers resources.

Year 9, 10 and 11 pupils are interviewed and all pupils are involved in group work. Careers guidance is enhanced by a week's Work Experience in Year 10. All Year 11 pupils are offered individual guidance with the Careers Adviser and an individual Career Action Plan is agreed. An 'after school service' is also available to all school leavers at the Careers Wales Centre in Neath. All pupils in Years 9 and 10 plan for their own individual Learning Pathway.



PARENTAL VISITS

Parents' Evenings are held annually for every Year Group and are publicized well in advance through the School Calendar and reminders in the Parents' Newsletter. Additional Parents' Evenings are provided for Year 7 and Year 10 to discuss how pupils have settled into their respective Key Stages and share the CATs test results and resulting pupil targets' also taken from the Fisher Family Trust estimates.

Where possible Parents' Evenings are normally arranged to follow closely after examinations/assessments, and letters will be sent to parents to allow for the arrangement of appointments. Parents are welcome to contact the school at any time to discuss aspects of their child's education or other matters of concern. It is helpful if parents telephone for an appointment, normally with the Head of Year. If the matter is genuinely urgent, parents should feel free to call at School, or telephone without prior arrangement

EXTRA CURRICULAR ACTIVITIES

"The variety of extra-curricular activities is extensive. These provide a good range of experiences from drama, sporting and musical activities to exemplary charity work".

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"Staff are always willing to help out any way they can. There are loads of different lessons and so many opportunities for sports clubs, after school clubs and lunchtime clubs"

Caitlin Rose Year 7

The school offers a very wide range of activities – sport, music and drama being particular strengths. School concerts, drama productions and carol services have become a feature of local community life. The School Orchestra has over sixty members and, in addition to concerts in the community, presents an annual Musical evening in the refurbished St. David's Church, Neath. The Christmas Carol Service in St. David's Church, Neath is a fixed event in the school calendar and provides an excellent showcase for our Orchestra, School Choir and Chamber Choir.

There are regular visits abroad for a variety of purposes, e.g. Geography Department to New York, Iceland and next year Sicily; the History Department to the Normandy battlefields; and the French Department to Paris; P.E. Department to Austria for skiing and Spain for summer watersports or a combined rugby and netball tour to Italy.

Please visit our website www.cefnsaeson.co.uk for more details.

Due to the fluidity of extra-curricular activities, regular updates are provided to pupils on new activities as they occur.

DUKE OF EDINBURGH AWARD

Cefn Saeson has a flourishing Duke of Edinburgh Award Scheme with a designated and experienced teacher having responsibility.

There are approximately 75 pupils actively involved in the scheme, such is its popularity amongst senior pupils. In Year 9 pupils begin working for their Bronze Award moving on to the Silver Award in Year 10/11. Pupils regularly progress to the Gold Award in the sixth form or College.



“The extra curricular provision of the Duke of Edinburgh Award Scheme is another exceptional feature, with large numbers of pupils achieving Bronze and Silver Awards”

Estyn Inspection Report

PROVISION FOR SPORT

Cefn Saeson recognizes, supports and endorses the following statement from the Sports Council for Wales.

‘Sport brings enjoyment and satisfaction. It draws out the energy and enthusiasm in young people, helping them to develop valuable physical and social skills. Sport teaches girls and boys self-confidence and how to cope with winning and losing. Team sports teach young people to work together and encourage leadership qualities. Taking part and helping other people join in is an important part of life in our community’.

Pupils must participate in the following activities as prescribed by the National Curriculum at KS3 and KS4: Games, Gymnastics, Athletics, Outdoor Pursuits (including Orienteering).

Extra curricular activities include: netball, badminton, tennis, soccer (boys and girls teams), rugby, basketball, cricket, athletics, trampolining, cross country, fitness training, dance and aerobics.

We are fortunate in having our own extensive playing fields which include rugby/soccer pitches, redgra hockey pitch, cricket square and 4 tennis courts. Indoors we have a Sports Hall which has 5 badminton courts, netball and basketball markings and 5 a-side soccer pitch. A 60m x 30m Floodlit Astro turf, upgraded outdoor changing rooms and drainage of the grass playing fields was completed a few years ago, thanks to a £400k Sports Grant.



SCHOOL TERM DATES 2014/15

Term	Term Begins	Mid Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2014	Monday 1 st September	Mon 27 th October	Friday 31 st November	Friday 19 th December	75 40+35
Spring 2015	Monday 5 th January	Mon 16 th February	Fri 20 th February	Fri 27 th March	55 30+25
Summer 2015	Mon 13 th April	Mon 25 th May	Fri 29 th May	Mon 20 th July	65 29+36
				Total	195

INSET days not included

Bank Holidays

New Year, 1st January, 2015
 Good Friday, 3rd April, 2015
 Easter Monday, 6th April, 2015
 May Day, 4th May, 2014 (All schools close)
 Spring Bank Holiday, 25th May, 2014
 Summer Bank Holiday 31st August 2015

PUBLIC EXAMINATIONS POLICY

Every pupil is regarded as an examination candidate and the School would wish every pupil to leave with a nationally valid qualification. For the majority of pupils, the GCSE examination, across a range of subjects, is the aim.

GCSE qualifications, based on courses approved by Welsh Government are offered in English, English Literature, Maths., Science, Physics, Chemistry, Biology, History, Geography, Religious Studies, French, Welsh, Spanish, Design and Realisation, Design and Communication, Technology, Music, Home Economics (Child Development), Textiles, Art, Physical Education and for some extra subjects may be offered such as Statistics and Additional Maths.

Others will sit a combination of GCSE, and Vocational subjects such as BTEC Performing Arts (Acting and Music), Business Studies, Health & Social Care, Construction, Hairdressing and Information Communications Technology qualifications. Some examinations may be sat early usually in Years 9 or 10 as part of our "More Able and Talented" Policy



EXAMINATION RESULTS

Over the last 5 years our percentage of pupils gaining 5 *A-C grades (Threshold 2) has improved. In 2014, we gained further record results with our capped points score. A trend that reflects the positive attitudes that Cefn Saeson has developed. Indeed, Welsh Government Value-Added Data published by the BBC in 2013 shows that Cefn Saeson is in the top 35% of schools in Wales in the value it adds to pupil achievement from the time they enter the school in year 7, to the time they leave at the end of year 11. As you can imagine, we are extremely proud of this achievement.

L2 Threshold				L2 incl. Eng & Maths			
2011	2012	2013	2014	2011	2012	2013	2014
77%	81%	79%	83%	59%	61%	51%	53%

In particular also, we are very pleased with our recent benchmarking positions for many national performance indicators, including the % gaining at least 5 A* - C grades *including* English and Maths, and the Core Subject Indicator i.e. those achieving at least a C grade in each of the Core subjects English, Maths, and Science. More detailed results for Key Stage 3 (2014) and provisional Key Stage 4 data (2014) are as given in the final pages of this prospectus. This data will be updated as soon as we receive final information for 2014 performance.

SCHOOL HOURS (PUPILS)

The current situation is as follows:

The school day begins at 8.30 a.m. for all pupils and ends at 2.45 p.m.

The afternoon session begins at 1.05 p.m.

The number of hours in lessons is 25 hours per week.

CHARGING AND REMISSIONS POLICY

The School Governing Body has adopted the County Charging Policy with the following additions:

a) Examination Fees

The School requires parents to pay the charges made by an examination board for re-scrutinising a result if required to do so by a parent.

No charge will be made in the event of the School requiring the re-scrutinising of the result(s) in the case of one or more pupils.

If a pupil fails, without good reason, to complete the examination requirements, i.e. failure to complete coursework or sit an examination for which the Governing Body has paid a fee, the fee can be recovered from the parent, whether or not the examination was a prescribed examination.

b) Damage to School Property

The Governing Body will seek payment from parents for damage to, or loss of, School property caused wilfully or negligently by their children.



DESTINATION OF PUPILS (Leavers - 2013 cohort)

No. of pupils in year	179
Full time education	156
Employed	1
Not in Employment, Education or Training	1
Work Based Training - Employed	0
Work Based Training – Non-Employed	7
No response	-

Data For 2014 Not Yet Available

ADDITIONAL LEARNING NEEDS

Arrangements for the education of pupils with Additional Learning Needs are regularly reviewed to ensure that the most appropriate support by specialist staff is offered to each child at every stage of his/her school career.

This is achieved in a number of ways:

- Teaching in small class sets
- Support within mainstream lessons
- Withdrawing pupils from mainstream lessons for individual or small group support

The Learning Support team is led by Mrs. Linda Blake our Additional Learning Needs Co-ordinator/SENCo. Decisions regarding the needs of pupils are ALWAYS made after full consultation with parents and the designated Learning Coach/Head of Year. Cefn Saeson follows nationally recognised learning support programmes tailored to meet the specific needs of pupils who are identified as a result of diagnostic testing upon entry in Year 7.

The learning support department

“provides an excellent level of care and boosts pupils’ confidence”.

Estyn Inspection Report

The school also hosts the Secondary Aged Resource for Visually Impaired Pupils within the Learning Support Team. Qualified staff ensure that pupils have access to the full curriculum and that they are fully included in whole school activities.



ACCESSIBILITY AND DISABILITY DISCRIMINATION ACT

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the 3 areas required by planning duties in the DDA.

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

SCHOOL UNIFORM

The traditional formal uniform comprises wine colour 'V' neck sweatshirt or jacket (KS4 only) with school badge, wine/silver/black school tie, white shirt, black tailored trousers or skirt and a less formal Summer uniform of white polo shirt and school badge and black tailored trousers/skirt. The formal uniform is compulsory although the Summer polo shirts are optional. **To help parents most items – including polo shirts – are available from the school.** These are very competitively priced and can be purchased from the school, simply direct dial 01639 791315.



COMPLAINTS PROCEDURE

If you have a complaint or you are not satisfied with your child's education first try and resolve the matter by making an appointment to discuss your concern with your child's Learning Co-ordinator (Head of Year) or a senior member of staff.

The school policy and procedure for complaints follows Welsh Assembly Guidance by adopting a three stage approach..

- Stage 1 – complaint raised withthe first recipient within the school, and resolved informally by appropriate staff within the school.
- Stage 2 – matter referred to Headteacher for investigation, decision and resolution.
- Stage 3 – matter referred to the Governing Body for investigation, decision and resolution.

Usually most complaints are dealt with informally at Stage 1, though a complaint may be recorded on a Complaints Form, and a record kept at any stage.

The full Complaints Policy is to be made available on the school website www.cefnsaeson.co.uk



STAFF and SCHOOL GOVERNOR LIST 2014/2015

SENIOR STAFF	
Mr. D. Cole	Headteacher
Mr. S. Foley	Acting Deputy Head (Curriculum, Teaching and Learning & ICT Systems). Including: Assessment, Personalised monitoring and tracking systems, Timetable, Options system, 14-19 initiative, Department reviews, Chair of Academic Committee.
Mr. S. Moyse	Senior Assistant Head (Examinations, Primary Liaison and ICT Systems). Including: Health & Safety and Premises, Keep Kids Safe, Assessment Manager incl. Report format, Attendance, registration procedures.
Mrs. P. Martell	Assistant Headteacher (Pastoral). Including: Child Protection, Support and Care systems, DFL, Rewards, Chair of Pastoral Committee.
Mr. J. Griffiths	Assistant Headteacher (Pupil Achievement and Support). Including: mentoring and support systems, Essential Skills, Welsh Baccalaureate, NQTs.
Mrs. A. Bond	Senior Administration Officer

STAFF NAME	Whole School Responsibility
Mrs. L. Blake	ALN Coordinator / VI, LAC, MEAG
Mrs. K Evans	More able and talented pupils
Mrs. S. Humphries	Initial Teacher Training, Graduate trainee
Mrs. S. Nicholas	PSE, Careers Programme
Mr. L. Davies	Reports QA and EPD
Mrs. B. Marks	BTEC Quality Nominee
Ms. S. Roberts	School Council
Mrs. L. George	Literacy Co-ordinator
Mr. G. Slarke	Numeracy Co-ordinator

ENGLISH	
Mr. L. Davies	Enhanced Subject Leader of English
Mrs R. Fender	Teacher / ALN English
Mrs L. George	Teacher and Literacy Co-ordinator
Miss S. Wainwright	Teacher, English and French
Dr. C. Mills	Teacher, English and R.E.

MATHEMATICS	
Mr. G. Slarke	Subject Leader of Mathematics and Numeracy Co-ordinator
Mrs. P. Martell	Assistant Headteacher
Mrs. M. Thomas	Teacher / ALN Maths
Mrs. V. Anderson	Teacher of Mathematics
Miss E. A. Parry	Teacher of Mathematics & Head of Year
Mr R. Jones	Teacher of Mathematics

SCIENCE	
Mrs. C. Francis	Enhanced Subject Leader of Science & Chemistry
Mrs. S. Nicholas	Subject Leader of Biology / PSE
Mrs. L. Martin	Teacher of Chemistry
Mrs. S. Humphries	Teacher of Biology / Head of Year / ITT and Grad trainees
Mr. B Humphreys	Teacher of Physics (Head of Year)

LANGUAGES	
Mr. H. Carpenter	Subject Leader of French
Mrs. R. Thomas	Teacher i/c Spanish, Teacher of French
Mr. E. Thomas	Subject Leader of Welsh
Miss T. Hawkins	Teacher of Welsh

HUMANITIES	
Mrs.R. Mason	Subject Leader of Geography
Mr. J. V. Griffiths	Teacher of Geography / Assistant Headteacher,
Mrs. K. Penquet	Teacher of Geography
Mrs. N. Wall	Subject Leader of R.E.
Mrs L. Williams	Subject Leader of History
Miss S. Roberts	Teacher History / R.E. / Head of Year / School Council

TECHNOLOGY	
Mr. T. Naylor	Subject Leader of Design Technology
Miss H. Evans	Teacher of DT / Textiles/Child Development
Mr. A. David	Teacher of Design Realisation

ICT	
Mr. D. Evans	Head of ICT and teacher of P.E.
Mr. S. Foley	Acting Deputy Headteacher

EXPRESSIVE ARTS	
Mr. M. McCarthy	Subject Leader of Physical Education
Mrs. B. Lougher	Teacher of P.E.
Mr. D. Evans	Teacher of P.E. & Head of ICT
Mr. C. G. Westermarck	Subject Leader of Art & Design
Mrs. N. Ellard	Teacher of Art
Mrs. K. Evans	Subject Leader of Music (part-time)
Mrs. B. Marks	Teacher of Music, BTEC Quality Nominee
Mr. A. Malcolm	Teacher of Guitar (part time)
Mrs C Davies	Peripatetic Music Teacher – Wind (<i>NPT & Swansea funded</i>)
Mr. A. George	Peripatetic Music Teacher – Brass (<i>NPT & Swansea funded</i>)
Miss A Marston	Peripatetic Music Teacher – Strings (<i>NPT & Swansea funded</i>)
Mrs. S. Belsey-Wood	Peripatetic Music Teacher – Singing (<i>NPT & Swansea funded</i>)
Mr R Jones	Peripatetic Music Teacher – Keyboard (<i>NPT & Swansea funded</i>)
ALN, NURTURE & VISUALLY IMPAIRED RESOURCE	
Mrs. L.Blake	ALN Co-ordinator Visually Impaired Resource



Mrs. P. Morris	Teaching Assistant & Braillist (cover supervision) (part-time)
Mrs. I. Chesterfield	Teaching Assistant (cover supervision)
Mrs. C. Yeomans	Teaching Assistant & Braillist (cover supervision) (part-time)
Mrs. P. Newton	Teaching Assistant & Braillist
Mrs. K. Davies	Teaching Assistant / Nurture group (cover supervision)
Mrs. B. Thomas	Teaching Assistant / Skills / Nurture group (cover supervision)
Mrs. J. Williams	Teaching Assistant / Skills / (cover supervision)

OFFICE STAFF	
Mrs. A. E. Bond	Senior Administrative Officer (SMT)
Mrs. J. Evans	Senior Clerk
Mrs. E. Tandy	Pastoral Secretary Room 15 / Admin.
Mrs. L. Corish	Reprographics / Uniform / Admin
Miss N. Young	Administration assistant

ANCILLARY STAFF	
Mr. J. Byrnes	Caretaker / DT Technician
Mrs. J. Carpenter	Laboratory Technician
Mrs. A. Clark	Laboratory Technician (Science cover supervision)
Mrs. C. Christie	Food Technology Technician (part time)
Mr. L. Rowberry	Lead I.C.T. Technician / Scanning / Website / SIMS / PLASC
Mrs. R. Pye	First Aider / Exams Support Assistant / Admin. Visits
Mrs. N. Edwards	School Library / Admin.
Mrs. L. Chilcott	Teaching Assistant / Pupil mentor / teacher, CoPE
Ms. A. Thomas	Education Welfare Officer (part-time)
Mr. D. Scott	I.C.T. Technician / Website
Mr. P. Harris	Assistant Caretaker

KITCHEN STAFF	
Mrs. S. Jones	Catering Officer, Cook
Mrs. W. Black	Kitchen Assistant
Mrs. J. Pritchard	Lunchtime supervisor; Learning Support Assistant
Mrs. Clare Brooks	Assistant Catering Officer, Kitchen Assistant
Mrs. Bev Fernquest	Kitchen Assistant
Mrs. Terry Gladwin	Kitchen Assistant

CLEANING STAFF	
Mrs. Barbara Jones	Cleaner
Mrs. Kath Elkins	Cleaner; LSA, Lunchtime supervisor
Mrs. Jackie Hale	Cleaner; Lunchtime supervisor
Mrs. Sian Miles	Cleaner
Mrs. Linda Hopkins	Cleaner; Lunchtime supervisor
Mrs. Debra Hancox	Cleaner
Mrs. Dorota Juszkievicz	Cleaner
Mrs. Sue Brown	Cleaner



SCHOOL GOVERNORS	
Cllr. Peter Rees	Chair of Governors, LEA Governor
Mr. Del Hastings	Vice Chair, Co-opted Governor
Mr. David Cole	Headteacher
Cllr. A. Carter	LEA Governor
Cllr. John Warman	LEA Governor
Cllr. A Jenkins	LEA Governor
Mrs. Angela Gullam	LEA Governor
Mrs. Lesley Hynes	Parent Governor
Mr. Nick Williams	Parent Governor
Mrs. Sue Baynham	Parent Governor
Mrs. C. Heaven	Parent Governor
Mr. A. Lewis	Parent Governor
Cllr. M. Protheroe	Parent Governor
Mr. Sean Foley	Teacher Governor
Mrs. Louise George	Teacher Governor
Mrs. Jan Evans	Staff Governor
Mrs. Ceri Kear	Co-opted Governor
Mrs. Sue Edwards	Co-opted Governor
Mr. David Boot	Co-opted Governor
Mrs. Cheryl Richardson	Co-opted Governor

PASTORAL TEAMS 2014/2015

HOY 7: Mrs S. Humphries		
7C	Mrs L George	Rm 1
7E	Mr E Thomas	Rm 3
7F	Mr R Jones	Rm 4
7N	Mrs M Thomas	Rm 6
7S	Mrs N Wall	Rm 5

HOY 8: Mrs B. Marks		
8 C	Mr H Carpenter	Rm 25
8 E	Mr L Davies	Rm 2
8 F	Miss T Hawkins	Rm 27
8 N	Mrs B Lougher	Wt Rm
8 S	Mrs C Francis	Rm 23

HOY 9: Mr B. Humphreys		
9C	Mrs R Thomas	Rm 25
9E	Mr C Westermarck	Rm 35B
9F	Mr T Naylor	Rm 31
9N	Mrs L Martin	Rm 30
9S	Dr C Mills	Rm 26

HOY 10: Mrs S. Roberts		
10C	Mrs R Mason	Rm 12
10E	Mrs N Ellard	Rm 35A
10F	Mrs K Penquet	Rm 13
10N	Miss S Wainwright	Rm53

HOY 11: Miss E Parry		
11C	Mrs V Anderson	Rm 18
11E	Mr A David	Rm 37
11F	Miss H Evans	Rm 32
11N	Mrs R Fender	Rm 19
11S	Mr D Evans	CMF
11A	Mrs L Chilcot	Rm 49B

Reserves		
	Mrs S Nicholas	
	Mrs K Evans	
	Mrs L Blake	
	Miss L Williams	
	Mr G Slarke	



Cefn Saeson Comprehensive School **Provisional SSSP 2013**
Summary of School Performance (1) **LA/School No. 671 / 4064**

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2014 : 160

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 2013/14	100	99	83	52	48	355	570
LA Area 2013/14	100	97	89	56	54	351	539
Wales 2013/14	99	94	82	55	52	340	520
School 12/13/14	100	98	82	54	51	349	535
School 11/12/13	100	97	80	57	55	342	502

Number of boys aged 15 who were on roll in January 2014 : 86

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 2013/14	100	99	81	43	41	351	564
LA Area 2013/14	100	95	86	49	47	338	514
Wales 2013/14	99	92	78	51	48	327	493
School 12/13/14	100	97	79	50	49	342	521
School 11/12/13	100	96	76	54	53	332	484

Number of girls aged 15 who were on roll in January 2014 : 74

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 2013/14	100	99	85	62	57	359	579
LA Area 2013/14	100	98	93	63	61	365	565
Wales 2013/14	99	95	86	59	56	354	549
School 12/13/14	100	98	85	60	55	356	551
School 11/12/13	100	98	84	60	56	353	522

(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) Used for all Free School Meal benchmarking tables.
(6) Used in the calculation of the Core Data Set statistical family.
(7) Note that the denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.
.. Data not available.

This report uses data for 2013 for LA and Wales comparative information

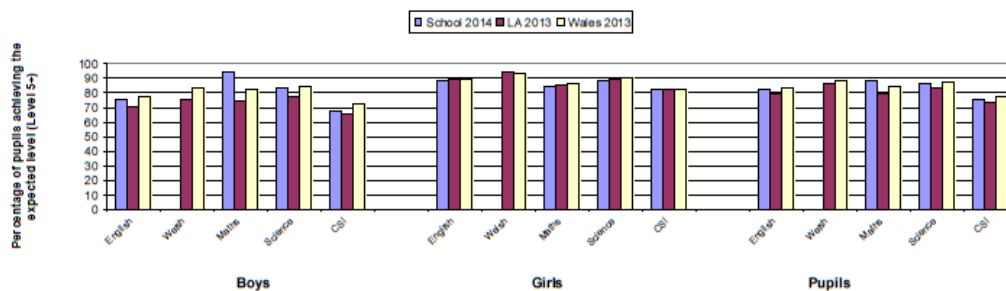
Cefn Saeson Comprehensive School
Neath Port Talbot

LA/School no: 671/4064

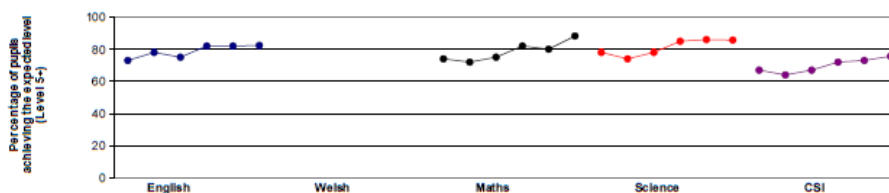
School comparative information: National Curriculum Assessments 2014
Key Stage 3

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2014	LA 2013	Wales 2013	School 2014	LA 2013	Wales 2013	School 2014	LA 2013	Wales 2013
English	75	70	77	88	89	89	82	79	83
Welsh	0	75	83	0	94	93	0	86	88
Maths	94	74	82	84	85	86	88	79	84
Science	83	77	84	88	89	90	86	83	87
CSI	67	65	72	82	82	82	76	73	77



School Performance over time (2010 - 2014)



Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2013 for LA and Wales comparative information

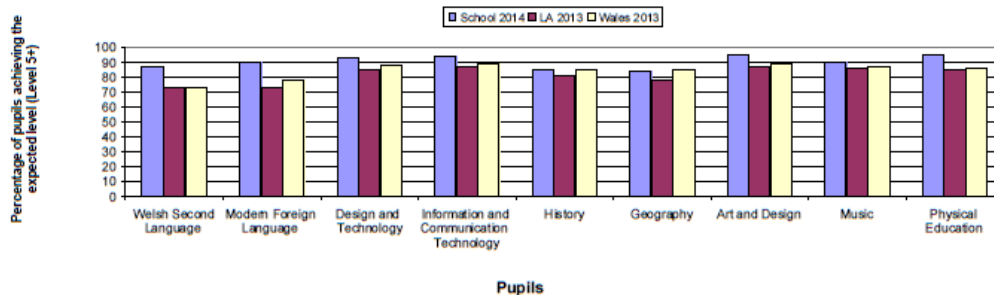
Cefn Saeson Comprehensive School
Neath Port Talbot

LA/School no: 67 1/4 064

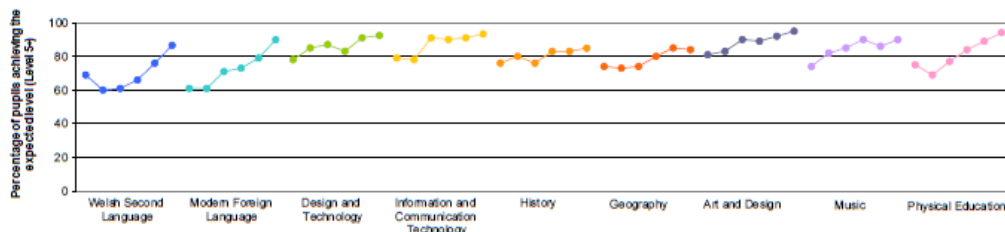
School comparative information: National Curriculum Assessments 2014
Key Stage 3

Percentage of pupils achieving the expected level (Level 5+)

	Boys			Girls			Pupils		
	School 2014	LA 2013	Wales 2013	School 2014	LA 2013	Wales 2013	School 2014	LA 2013	Wales 2013
Welsh Second Language	83	62	65	90	84	82	87	73	73
Modern Foreign Language	88	61	71	91	84	86	90	73	78
Design and Technology	90	79	83	94	92	93	92	85	88
Information and Communication Technology	90	82	86	96	93	93	93	87	89
History	83	73	80	87	89	90	85	81	85
Geography	81	69	80	87	87	90	84	78	85
Art and Design	94	80	83	96	94	95	95	87	89
Music	87	79	83	93	93	92	90	86	87
Physical Education	94	84	85	94	87	87	94	85	86



School Performance over time (2010 - 2014)



Notes:

1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.