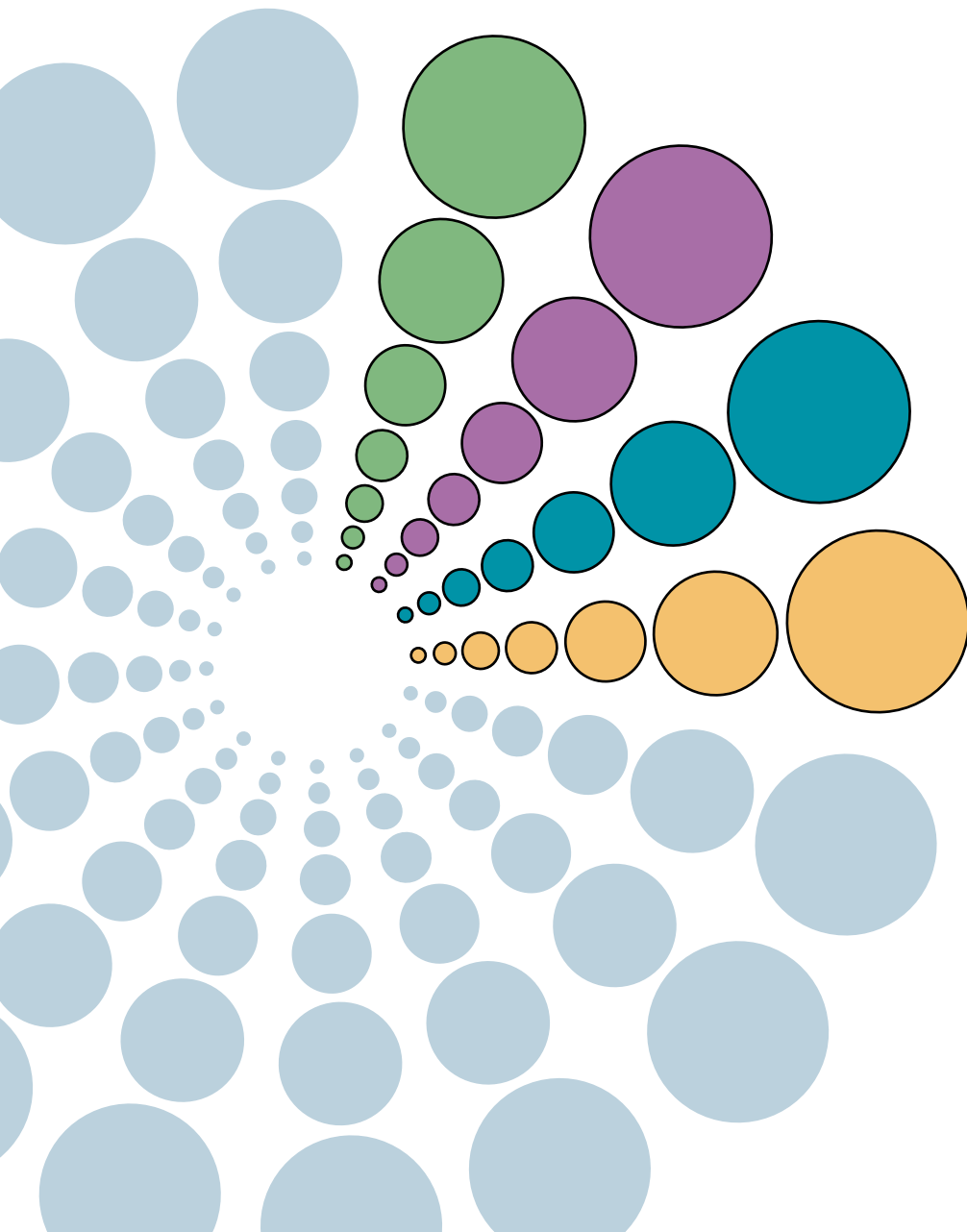




School Prospectuses

Guidance for Headteachers & Governing Bodies



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This Circular is addressed to Chairs of School Governing Bodies and Headteachers. It is being copied to Chief Executives and Directors of Education in Local Authorities, Secretaries of national and local bodies, and Teacher Training Institutions.

Further copies of this Circular and the National Assembly Booklets listed below can be obtained from:

Parents and Information Branch (SPD4)
National Assembly Training and Education Department
Cathays Park
CARDIFF
CF10 3NQ
Tel: 029 2082 6010
Fax: 029 2082 6016
Email: education.training@wales.gsi.gov.uk
or visit www.learning.wales.gov.uk

Enquiries about this Circular should be directed to:

Catherine Roberts
Parents and Information Branch (SPD4)
National Assembly Training and Education Department
Cathays Park
CARDIFF
CF10 3NQ
Tel: 029 2082 6012
Fax: 029 2082 6016
Email: Catherine.Roberts@wales.gsi.gov.uk

SUGGESTED READING

National Assembly for Wales Booklets

- National Assembly for Wales Circular 15/01: Governors' Annual Reports - Guidance for Governing Bodies;
- Target Setting - Guidance for Headteachers and Governing Bodies(2000);
- Welsh Office Circular 35/98: Reports on Pupils' Achievements from 1999;
- "How is Your Child Doing at Primary School?" A Parent's Guide to the National Curriculum, Assessment and Reporting (produced annually);
- "How is Your Child Doing at Secondary School?" A Parent's Guide to the National Curriculum, Assessment and Reporting (produced annually);
- National Assembly for Wales Circular 18/00: Statutory Approval of Qualifications under Section 400.

The following are produced annually:

- National Curriculum Assessment Results in Wales: Key Stage 1;
- National Curriculum Assessment Results in Wales: Key Stage 2;
- National Curriculum Assessment Results in Wales: Key Stage 3;
- GCSE/GNVQ Results in Wales: Key Stage 4;
- Benchmark Information for Key Stage 1;
- Benchmark Information for Key Stage 2;
- Benchmark Information for Key Stage 3 and 4.

ACCAC Guidance:

- the Making Effective Use of Assessment Information series;
- Practical Suggestions for Assessing Pupils Working Towards Level 1.

ACCAC Publications
PO Box 2129
Erdington
Birmingham
B24 ORD
Tel: 07071 223647
Fax: 0121 3776522

Estyn Publications:

- Standards and Quality in Primary Schools: Setting Targets for Improvement (1999);
- How well are we doing? A survey of self-evaluation in Secondary Schools 1998-1999 (1999);
- Standards and Quality in Secondary Schools: Tackling Low Performance (1999);
- Self-Evaluation in Primary Schools: Adding value and making a difference (2001).

Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW
Tel: 029 2044 6446
Fax: 029 2044 6448

INTRODUCTION

This Circular provides guidance to schools and Governing Bodies on the statutory content of School Prospectuses. It replaces previous guidance contained in Welsh Office Circulars 22/96 and 40/96 in respect of School Prospectuses. The information regarding Governors' Annual Reports is replaced by Circular 15/01.

There are some minor changes to the statutory list of contents for School Prospectuses, as set out in the Education (School Information) (Wales) (Amendment) Regulations 2001. The main changes are:

- the section covering the school's ethos and values must include details of the home-school agreements prepared by the school;
- detail on equal opportunities policies must be included;
- the item on arrangements for disabled pupils must be included in the School Prospectus **as well as** the Governors' Annual Report;
- details of the security and health and safety arrangements for pupils, staff and school premises must be included in the School Prospectus **not** in the Governors' Annual Report.

The Regulations amend the Education (School Information) (Wales) Regulations 1999 and will come into force on 1st September 2001.

BACKGROUND

All maintained schools are required to publish a prospectus each year. The statutory contents are detailed in this guidance, however Governing Bodies may, of course, choose to include additional information which they think will be helpful. Some suggestions for additional information which could be included are contained in this booklet. However, it should be noted that these are suggestions only, and should not in any way be treated as statutory content.

Copies of the prospectus should be available, without charge, at the school for reference and for distribution to parents on request. This ensures that parents have access to up-to-date information about schools in their area. If the Governing Body considers it to be necessary the prospectus may be translated into a language other than Welsh or English and made available to parents without charge.

In addition to the information published in the prospectus, Governing Bodies are reminded of their duty to allow parents to see copies of information which may be referred to in the prospectus, such as:

Statutory Instruments and National Assembly for Wales (previously Welsh Office) Circulars sent to schools about the powers and duties of Governing Bodies under Part 5 of the Education Act 1996 (the curriculum, including the National Curriculum); any published Estyn reports on the school; current schemes of work and syllabuses; and, for voluntary schools, that part of the trust deed governing Religious Education (RE), and any statement by the governing body about RE.

TIMING

There is no set time of year for publishing school prospectuses. Schools are, however, encouraged to publish their prospectus at least six weeks before the final date by which parents are asked to apply for admission to the school, or to express a preference for a place.

FORMAT

It is appreciated that publishing a new prospectus every year can prove costly for schools. Some schools choose to publish the annual information (e.g. performance, attendance and admissions information) in a separate supplement, which is inserted in a pocket at the back of, or attached to, the prospectus, and can therefore be easily replaced. An increasing number of schools are now using web sites as a means of getting information across to parents in an attractive and cost effective way. Two example pages from school web sites are shown overleaf.

PRODUCING ENGAGING MATERIAL

In response to requests from schools, Governing Bodies and LEAs, this Circular contains guidance on producing more engaging school prospectuses. Based on examples of good practice identified by Estyn, suggestions for ways of organising and presenting the information contained in prospectuses are included throughout this booklet. It should, however, be noted that these are **suggestions** only, and it is for schools and Governing Bodies to decide whether or not, and how, they wish to use them.

The Circular is set out in a way which describes:

- 1) the information which must be included in school prospectuses;
- 2) information which could be included (i.e. optional information which is not a statutory requirement); and
- 3) examples of good practice.

The full statutory list of contents is published separately at Annex 2 and in the enclosed wall chart.

Thursday, May 10th, 2001.

Search Home Latest News Alumni

- Prospectus
- Staff
- Teaching Resources
- Pupil Pages
- Links
- Contact Us
- Diary of Events
- Departmental Pages

This site is best viewed at resolution of 1024 x 768.

Dyffryn School Prospectus, Academic Year 2000 - 2001

Information to Parents

Dyffryn School is a mixed 11 - 16 county secondary school offering a wide range of educational opportunities to approximately 830 pupils. In its day-to-day routine it is organised into two distinctive smaller units:

- i) the Lower School - first and second year pupils (Year 7 and 8)
- ii) the Upper School - third, fourth and fifth year pupils (Years 9, 10 and 11)

The Lower School is housed at Talcennau Road, and the Upper School is housed at Bertha Road, Margam.

Each division has its own Teacher in Charge, who is responsible to the Headmaster for gaining a close knowledge of the children in their care, for looking after their progress, discipline and welfare and for making contact with the parents of those pupils.

Enquiries regarding the progress and welfare of pupils should be addressed initially to the Upper School for pupils in years 9, 10 and 11 and to the Lower School for pupils in years 7 and 8. Arrangements will be made to make the appropriate member of staff available for interview if required. Parents are urged, whenever possible, to make an appointment either by letter or telephone, indicating their child's name, form and the nature of the subject which they wish to discuss.

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Brynhyfryd Junior School



- Introduction
- The School
- Clubs
- School Council
- Special Events
- PTA
- School Rules
- Resources
- Layout
- Web Design

4:32PM

The School



- Our School
- Hours
- Contact details
- Pastoral Care
- Curriculum
- Homework



- Extra Curriculum Activities
- School Discipline
- Our first year children
- Charging and Remissions Policy
- School Rules
- School Uniform

Content

1. Practical details

What information must be included?

- Name, address, telephone number and type of school.
- Name of Headteacher and Chair of Governors.
- Dates of school holidays (including half term holidays) during the next school year.
- School session times.
- Summary of charging and remissions policies determined by the Governing Body of the school.

What information could be included?

- Foreword (by headteacher).
- Mission Statement / Aims of school.
- Full list of staff.
- Full list of Governors.

Good practice

- Devoting one page to school details, name of headteacher and chair of Governing Body ensures that they are clearly set out and easily found (see opposite, top).
- A welcome “letter” from the headteacher provides a helpful introduction to, and outline of, the prospectus (see opposite, below).

School Address:

Telephone Number:

Fax Number:

Headteacher:

Chairperson of the Governing Body:

Welcome

Dear Parents,

Choosing the right school for your child is vitally important. Most parents want a good education for their children but they also want them to be happy and to feel safe and secure. At St Joseph’s School we believe we can offer all these things. We pride ourselves on the broad, balanced and full education we provide at both Key Stage 3 and Key Stage 4, and the high standards of teaching and learning are a credit to the hard work of both staff and pupils. Equally we are also proud of the atmosphere of friendliness and co-operation which is always evident.

Many visitors to the school comment on the warm welcome they receive and the politeness and maturity of our pupils. The Inspection Report of 1994 noted “The School places emphasis on the quality of the care, support and guidance it gives to all its pupils. Its central principle is to endeavour to develop each pupil’s talents to the full and to affirm every pupil’s dignity and worth”.

We do value our pupils and we believe that their time in school should be rewarding and fulfilling. Should you choose to send your child to St Joseph’s I am fully confident that you will have made the right decision. I look forward to meeting you soon and if you have any queries or concerns please contact me at school at any time.

Yours sincerely

Headteacher

2. The curriculum, educational organisation and teaching methods at the school

What information must be included?

- A curriculum statement, to include a summary of its content, an explanation of how it is organised in relation to different year groups and key stages, and a description of the teaching methods used.

What information could be included?

- Which National Curriculum subjects are taught and how they are organised, including which are taught separately and which are taught through an integrated approach.
- How Religious Education is organised.
- What optional subjects are available and how choices are constrained.
- Arrangements for matching work to children of different abilities, including setting and grouping by ability in the classroom.
- The arrangements for identifying and providing for exceptionally able children.
- Classroom organisation and teaching techniques, including whole class teaching and group work approach.
- Class sizes and composition (eg mixed or exclusive age groups).
- Teaching time during a normal school day (or week), including RE but excluding the statutory daily act of worship, class registration and lunch and other breaks. This should be compared with the recommended minima in Welsh Office Circular 43/90 "Management of the School Day", namely:

Age	Hours per week
5-7	21
8-11	23.5
12-16	25

- Details of how parents may inspect or obtain copies of the school's SEN policies.
- A summary of the Governing Body's curriculum aims (section 371 of the Education Act 1996) together with its policy on the curriculum (section 370(1) of the Education Act 1996). The LEA must provide all its schools, except hospital special schools, with a copy of this statement.
- Information about homework, for example, the amount and the kind of work given.
- Details of school visits, for example previous and forthcoming educational visits.

- Information regarding the transfer from infant to junior school or from primary to secondary school.

Secondary schools only

- National Curriculum full or short courses at Key Stage 4, optional subjects available at this stage, and how choices are constrained.
- A list of approved external qualifications, plus the titles of the associated syllabuses for which courses of study are provided for pupils of compulsory school age.

Good practice

- Separating the curriculum information into Key Stages can provide a useful focus (see below).
- The suggestion overleaf shows how simple diagrams can be used to show the curriculum for different year groups.
- Highlighting key words or curriculum subjects in bold can break up large amounts of text (see p13).

The National Curriculum

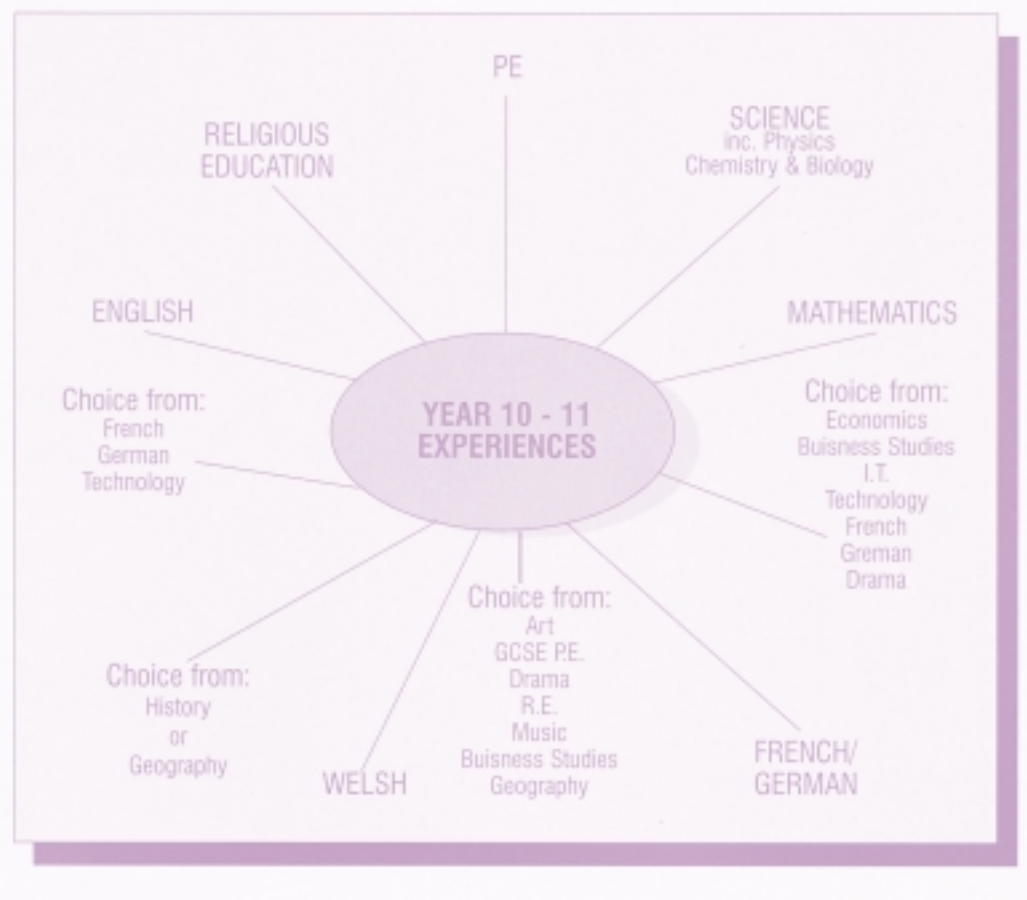
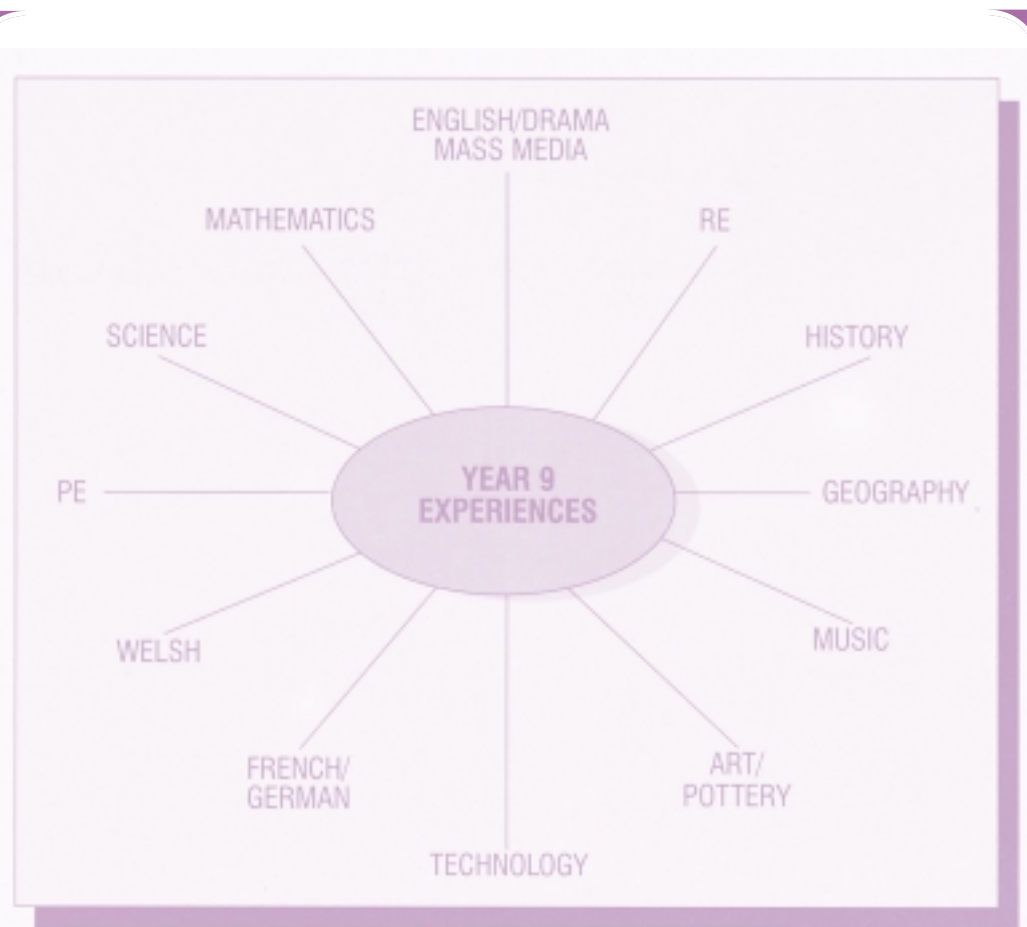
At Key Stage 1 4-7 year old

At this stage the main building blocks of learning experiences are laid. The emphasis will be on developing essential skills of communication, literacy and numeracy. By providing a broad rich curriculum using an integrated approach, we aim to develop the children's interests whilst also recognising their level of maturity. These are important years where children learn how to observe, listen, respond and develop not only as individuals but also as caring members of our community.

At Key Stage 2 8-11 year old

The essential skills of communication, literacy and numeracy will still be the central focus of our curriculum. But, as their understanding of the different disciplines increases, more time will be given to science and the foundation subjects. The curriculum will still take place within an integrated theme where it is meaningful and relevant.

Children will be encouraged to develop self-confidence, independence in learning and higher order skills in a range of situations.



ORGANISATION AND CURRICULUM

We provide our pupils with a curriculum which seeks to educate the 'whole person' as well as in academic and practical ways. We strive to make our curriculum appropriate to pupils' needs with teaching styles that develop positive attitudes to learning, the understanding of concepts and the acquisition of knowledge and skills. Pupils need such an education to make their way in a rapidly changing society and economy.

The **content** of the curriculum is broad, balanced and relevant. Pupils study the National Curriculum and Religious Education. The curriculum is regularly reviewed so that our pupils receive an education which is relevant and up-to-date.

The school has an **academic organisation** based on six faculties. These faculties are Technology, English, Humanities, Languages, Mathematics and Science. **Teaching groups** in the Faculties vary in nature but in general there are mixed ability classes on admission in Year 7. A process of setting, determined by each faculty, takes place as pupils move through the school. Some setting takes place in Year 7 with further extensions to setting in Years 8-11. The medium of instruction is English.

Homework is an important element of the pupil's education and is set on a regular basis in accordance with a published timetable. All pupils are issued with a homework diary. Parental support in supervising the completion of such work is appreciated.

Pupils in Years 7, 8 and 9 study either French or German as a **foreign language**. Parents are consulted about the language on offer.

Within Years 10 and 11 pupils are given some **choice** as to the subjects they follow. Pupil numbers in some subjects are limited to the amount of specialist equipment available (as in Business Studies and Technology). Where insufficient numbers of pupils opt for a particular course it may be withdrawn. Only a very few pupils are not able to follow all the courses they choose. All pupils study Science for 20% of curriculum time in Years 10 and 11.

Parents who wish to withdraw their children from either **Religious Education** or **assemblies** in whole or in part, should contact the Headmaster.

Those pupils who have **Special Needs** are identified by Special Needs staff through close liaison with Primary Schools and testing within Eirias. Appropriate arrangements are made for these pupils, including support within lessons by Special Needs staff, and withdrawal for extra help. A corrective reading course is run in Year 7 for pupils whose reading would disadvantage them in lessons. An enrichment co-ordinator works with subject staff to promote extension activities for very able children.

Welsh is taught as a separate subject to all pupils in Years 7-11.

For pastoral care purposes pupils belong to a mixed ability tutorial (Form) group under the care of a form tutor. The overall guidance is the responsibility of the appropriate Head of Year who monitors and co-ordinates the academic and social progress of pupils in his or her charge.

3. Special curricular and other arrangements made for particular categories of pupils, including those with statements of special educational needs

What information must be included?

- Special curricular and other arrangements for particular categories of pupils including those with Special Educational Needs (SEN) both with and without statements.
- A summary of the school's SEN policy.

What information could be included?

- Details of how parents may inspect or obtain copies of the school's SEN policies.

4. Arrangements for making complaints about the curriculum

What information must be included?

- How parents and others can find out about the arrangements under section 409 of the Education Act 1996 for dealing with formal complaints (to the governing body, LEA or both) about the curriculum or any related matter. LEA maintained schools should keep a copy to hand of the LEA's document setting out the arrangements.

5. The content and organisation of sex education policy

What information must be included?

- Information about the school's overall approach to sex education, including the selection of teaching materials appropriate to the needs and ages of pupils.
- The extent to which sex education forms a discrete or integral element of the curriculum.
- A reminder that parents can withdraw their children from all or part of the sex education provided.

What information could be included?

- Whether or not the Governing Body gives parents the opportunity to see teaching materials for themselves before these are introduced in the classroom, how these materials are used, and whether and how outside speakers are used to address particular topics in a way that is consistent with the Governing Body's overall policy and with statutory requirements.

6. Religious Education and collective worship provided at the school

What information must be included?

- Whether a determination has been granted lifting the requirement for broadly Christian worship either for specified groups of pupils or for the whole school.
- Details of parents' rights to withdraw children wholly or in part from religious education and collective worship, and of alternative provision made for those pupils who are exempt.
- Details of any affiliations which the school has with a particular religion or religious denomination.

7. Use of the Welsh language

What information must be included?

- The extent to which subjects are taught through the medium of Welsh, and, where the language is the medium of instruction in any subject, the extent to which corresponding instruction is available through the medium of English.
- The circumstances in which pupils may be exempted from Welsh as a National Curriculum subject, and details of any alternative provision in such cases.
- The extent to which Welsh is the day-to-day language of communication at the school.

8. Sport

What information must be included?

- A statement on the school's sporting aims, and provision for sport.

What information could be included?

- What sports, especially team sports, are played at the school.
- The time allocated to individual and team sports in the formal curriculum and beyond (including the opportunities to play sport outside formal school hours in the evenings and at weekends).
- The facilities available (including individual playing fields and the extent to which they are used by the local community).
- The PE and coaching qualifications held by teachers at the school.

- The use made by the school of coaches and other sport specialists including parents.
- Links with local sports clubs.

Good practice

The example below shows how the section on sex education policy may be set out, and the kind of information which may be included in the section on Sport. It also shows how information on school visits may be included (as mentioned in Section 2, “The curriculum, educational organisation and teaching methods at the school”).

Sex Education

The school’s programme of sex education, as agreed by the Governing Body is linked with areas of the National Curriculum and also a broad based social education. The main emphasis is on relationships and will reflect the needs of the pupils as they develop over the key stages. Parents may view the policy and discuss the teaching materials used. Parents have the right to withdraw their children, should they so wish, from sex education.

School Visits

Children enjoy visiting places and learn much from first hand experiences. We have an extensive programme of educational visits linked to different areas of the curriculum. We are not allowed to charge directly, but may request a voluntary contribution. Parents experiencing difficulty in meeting costs are always welcome to approach the Headteacher.

We organise two residential visits a year. Y5 spend a week in Borfa House and Y6 stay at Abercregan field study centre. These are excellent opportunities for studies of areas of contrast. If you are in receipt of Income Support you may be entitled to financial assistance.



Sports Activities

Our school has excellent grounds and we have a large pitch and a hard court.

There is a wide range of sports activities undertaken during the year where children represent the school. These include swimming, rugby, cricket, netball, short tennis, rounders, gymnastics, athletics, cross-country and chess.



Any child taking part represents the school and this is recognised as a privilege equal to academic and artistic achievement. It also fosters team spirit and the

development of skills. We aim to give children of all abilities the opportunity to participate in competitive events.

In Physical Education children are expected to wear shorts, t-shirt and gym shoes (not heavy trainers).

Swimming lessons are generally given to Y5 pupils and they will need a swimming costume and towel. Our children were overall winners of the Swansea Schools Junior Swimming Championships for the second year running.

9. Careers education and guidance, work experience

What must be included? (Secondary schools only)

- The ways in which pupils are given a broad awareness of the world of work, the sources of information and advice on educational and vocational choices pre and post-16, and the opportunities for individual counselling.
- The school’s approach to developing the Curriculum to help pupils gain qualities of initiative and self-reliance.
- How young people are helped to understand industry, the economy, and the opportunities offered by setting up in business.
- What links have been developed with employers to support these objectives and to provide opportunities for work experience.

What could be included? (Primary schools)

- Any practical measures taken by the school to introduce pupils to the world of work ie to encourage self-reliance.
- How the school helps pupils to understand industry and the economy.
- Any steps taken to develop links with employers.

Good practice

- Comments from pupils and employers could be included to illustrate the variety of work experience provided and the benefits of this for both parties (see p18).

WORK EXPERIENCE

Comments made by pupils, parents and employers.

“It has been a pleasure to work with all three pupils we had on work experience. They were a credit to their families and to the school in the way they presented themselves during the week.”



“Matthew applies himself to his work very well and has a mature and responsible approach. He has proved a useful contributor to the department and a good ambassador for his school.”

“Nicola was a very lively girl who was keen to try anything. I recommend that she applies for a temporary position. A pleasure having her.”

Individual pupils were found to be:

“Pleasant, willing and most important, very thorough”

“able to carry on unsupervised and produced a quality finish”

“very polite, hard working and careful person, very quick to learn - excellent all round”

10. The ethos and values of the school

What information must be included?

- A statement describing the ethos of the school which underpins pupils’ spiritual, moral, cultural and social development through the curriculum and other activities.

Section 351 of the Education Act 1996 requires that the Curriculum should promote the spiritual, moral and cultural development of pupils, and should prepare them for the opportunities, responsibilities and experience of adult life.

- Details of the home-school agreements adopted by the governing body (under section 110(1) of the School Standards and Framework Act 1998).

What information could be included?

- General arrangements for school discipline, including any strategies to prevent bullying.
- Arrangements adopted by the school for the pastoral care of pupils.
- An outline of the main extra-curricular activities provided at the school. for example after-school clubs, sports activities, music/drama opportunities.
- Details of the school’s uniform/clothing policy.
- The school’s approach to punctuality and attendance, and procedures for collecting children from school.
- Arrangements for school dinners, for example the options available to pupils, procedures for claiming free school meals and supervision of pupils during lunchtime.
- The school’s policy regarding medical issues, for example the school’s procedures for administering medication within school hours, what medical facilities are available and any medical examinations or injections administered in school throughout the year.

Good practice

- The example on p20 (top) shows how the ethos of the school may be described.
- Quotes from existing or past pupils can provide a realistic ‘feel’ for the school (see p20, bottom).
- The example on p21 (top) shows how information about extra-curricular activities may be set out.
- The example on p21 (bottom) shows how information on school rules and school uniform may be included in this section.

St Davids is a caring community in which all individuals matter.
 Each pupil is equally important and equally valued.
 This school tries to help young people to gain the knowledge, skills, self confidence and awareness to contribute fully to society.



The school's ethos is shaped by working towards Care, Consideration and Respect being shown between pupils, staff and community

Our pastoral system is based on four Houses, each with a team of tutors who exercise care and support for individual children



LIFE IN THE SIXTH FORM

“Excellent preparations for higher education, friendly approachable staff and wide sporting facilities are just a few of the attributes I associate with Sixth Form life here at Eirias High School. The friendly atmosphere also ensures that pupils joining the school in the Lower Sixth settle in quickly.”

HOW I SETTLED INTO EIRIAS HIGH SCHOOL

“I joined Eirias High School in Year 8 and I became a member of Form Group ‘O’. On my ‘trial day’ I was quite apprehensive as I knew the school had over 1200 pupils. However, when I arrived at school all of the staff were very friendly and I quickly got used to the number of people. My first lesson was English and I found it very interesting. The teachers are very good and have time for each individual. I soon settled in with a group of friends, and learnt my way around.”

PREPARING FOR GCSEs

“As I am preparing for my GCSEs, the teachers are always willing to spend any amount of time helping with any difficulties or queries. They also give advice on exam technique, revision and the opportunities available after GCSE, which has helped me considerably.”

EXTRA CURRICULAR WORK

Extra curricular work is seen as vital to the development of the whole child. At Llangewydd we offer a wide range of activities which raise self esteem, broaden experience, build confidence and provide experiences where success is shared. We have a very wide choice of activities in which the children are able to participate.

There are some 90% of children attending after school and lunch time clubs. We have received a distinction Award from the Education Extra charity because of our work in this area.

Our children are able to participate in lessons in woodwind, brass, piano, guitar, recorder and violin. They are able to enjoy a wide range of sporting activities and musical experiences. Subject areas are covered in depth. Maths club, Welsh club, Science club, IT club, exploring the internet, environmental club, European partnership and Boris the Bookworm club are just a few of the exciting clubs we have on offer.

We believe firmly that success experienced in extra curricular activities provides great dividends in the classroom situation.



School Rules

We organise a successful and orderly school where pupils learn in a happy environment. We expect all our pupils to behave in a way which brings credit on their homes and themselves and which reflects the Catholic ethos of St Joseph's High School.



There are times, however, when we need to impose sanctions and we ask for your support in this regard. Sanctions, when necessary, will be as follows:

- Detention during part of lunch break.
- Detention after school with 24 hours notice given to parents.
- Internal exclusion from normal classes with work provided.
- For more serious offences temporary, or even permanent, exclusions may be applied.

School Uniform

Uniform is compulsory so we endeavour to provide a uniform which is attractive to pupils. However, we do reserve the right to decide what is suitable in respect of personal appearance, for example, make-up and jewellery is not accepted except for watches, earring studs and religious medallions. Also we do not consider extremes of hairstyles to be appropriate for school.

Whilst we make every effort to safeguard pupils' property, the school cannot accept responsibility for losses and, therefore, it is advisable to insure on your House Contents Insurance against loss.

11. Equal opportunities

What information must be included?

- Details of any policies adopted by the governing body with respect to equal opportunities.
- It is the duty of the governing body and headteacher to promote equal opportunities and good relations (*Section 4 of the School Government (Terms of Reference) Regulations 2000*).

What information could be included?

Any policies adopted by the governing body:

- to eliminate unlawful discrimination on ground of race or sex;
- to promote equal opportunities and good relations between persons of different racial groups, and between males and females;
- details of any school-based strategies to address racial awareness;
- an outline of any racial harassment policy that forms part of the racial equality policy or the overall school behaviour strategy.

Schools are encouraged to record and monitor reported racist incidents and how they are resolved. Governing bodies are also encouraged to prepare reports on these incidents for pupils, parents and LEAs. For further information see National Assembly for Wales Circular 3/99 "Pupil Support and Social Inclusion".

12. Pupils with disabilities

What information must be included?

- A description of the admissions arrangements for pupils with disabilities (including the admissions arrangements for pupils with special educational needs without statements).
- Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils.
- Details of facilities provided to assist access to the school by pupils with disabilities (for example, physical access or access to the curriculum).

The Disability Discrimination Act (DDA) 1995 defines a disabled person as one who has "a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities". This would include, for example sensory impairments affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely to become substantial.

*These provisions do **not** apply to special schools.*

13. School security

What information must be included?

- A description of the arrangements made for the security of the pupils and staff at the school, and the school premises.
Information should not be provided which may increase the risk to the school e.g. information which draws attention to specific security weaknesses or details of alarm systems.

14. Information about admissions

What information must be included?

- The arrangements (if any) for visits from parents considering applying to the school for a place for their child.
- The school's current admissions policy, or the current policy operated by the maintaining LEA on behalf of the school (i.e. the policy which will determine admissions to the school in the next school year), including, in primary schools, arrangements for the admission of pupils under 5 years of age.

Secondary schools only

- The number of places which were available at the school in the current school year (i.e. for prospectuses for 2001/2002 concerning admissions for the 2002/2003 school year the current school year would be 2001/2002), and the number of applications and expressions of preferences for those places.
- The admissions limit which applied for admissions to the school in the previous school year (i.e. for prospectuses for 2001/2002 this would be the 2000/2001 school year, as published in the autumn of 1999).
- The total number of applications to, or expressions of interest for the school (with first, second and third preferences and so on, shown separately) received before the relevant deadline in the 1999/2000 school year (only formal applications made on the appropriate form or by letter should be counted).

What information could be included?

- The proportion of places allocated against each of the oversubscribing criteria operated in relation to the school.
- The number of appeals against non-admission and rate of success.

These 2 items of additional information may be particularly helpful for parents applying, or expressing a preference for, admission to oversubscribed schools. Schools who choose to publish such additional information are encouraged to make clear that the outcome of the previous year's admissions and appeals round is not a guaranteed indicator to the next year's decisions, but that such information can assist parents in considering their options.

Visiting the school

Parents are welcome to visit the school. Appointments to see teachers are best made outside school hours as an impromptu visit may disrupt a class lesson. For security reasons all visitors during the school day are requested to report to the office.

Prospective parents

Prospective parents are invited to contact the school to arrange a visit during school hours, not only to see the head and staff, but also to sample the working atmosphere of the school.

Admission of children

Nursery

Children aged 3+ are admitted to our Nursery in the September of the academic year that they attain the age of four. Children commence school in small groups over a few days. We hope that by joining in these formative years we lay good educational foundations.

Welcoming coffee mornings and afternoons are held for new as well as current parents.

We keep a waiting list of children and we encourage parents to place their child's name on this list after their second birthday as this helps with forward planning. Please ask for a copy of our nursery booklet.

Reception

The LEA is the admitting authority for all children in the City and County of Swansea. Each child about to commence full time education will be offered a place in a school maintained by the LEA.

Children in our Nursery Class who live in catchment will automatically be offered a place in our Reception Class. All children living in our catchment area are guaranteed a place at our school.

Admission for older classes can be arranged at any time and parents are asked to consult the Headteacher. Children outside our catchment will need to fill in a preferred placement form which can be collected from the secretary.

15. Attendance data

What information must be included?

For the previous school year and for year groups where all, or the majority of, pupils are of compulsory school age:

- the total number of unauthorised absences in each term, divided by the total number of possible attendances in that term, defined as the total number of sessions, multiplied by the total number of pupils to whom the unauthorised absence provisions apply at the beginning of that term.

Total no. of unauthorised absences

Total no. possible attendances x total no. pupils to whom the provisions apply

If total no. possible attendances = A, total no. pupils covered by the provisions = B, total no. unauthorised absences = C

the calculation is = $\left(\frac{C}{A \times B}\right) \times 100 = X\%$

16. National Curriculum results (Primary)

The National Curriculum (NC) statutory assessment results must be the most recent published (*it is appreciated that results for the previous school year may not be available at the time the prospectus is published, therefore the most recent published information should be used*). The national (all-Wales) results are published annually by the National Assembly for Wales in "National Curriculum Assessment Results in Wales" leaflets and booklets, which are sent to each school.

Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results only, may where schools choose, be presented alongside whole-school results.

What information must be included?

KEY STAGE 1

School and National (all-Wales) Results

- The number of pupils in the final year of Key Stage 1.
- The percentage of pupils as determined by Teacher Assessment:
 - a) who were at each level in the subjects of English, Welsh (as a first language), mathematics and science;
 - b) who were at each level in the attainment targets of speaking and listening, reading and writing in English;
 - c) who were at each level in the attainment targets of oracy, reading and writing in Welsh (as a first language);
 - d) who were at level 2 or above in English or Welsh (as a first language), mathematics and science in combination.
- The percentage of pupils as determined by the NC Tasks/Tests:
 - a) who were at each level in the attainment targets of reading and writing in English;
 - b) who were at each level in the attainment targets of oracy, reading and writing in Welsh (as a first language);
 - c) who were at each level in mathematics.
- The percentage of pupils exempted from assessment under sections 364 or 365 of the Education Act 1996.

KEY STAGE 2

School and National (all-Wales) Results

- The number of pupils in the final year of Key Stage 2.
- The percentage of pupils as determined by both Teacher Assessment and NC Tests/Tasks:
 - a) who were at each level (including working towards level 1) in the subjects of English, Welsh (as a first language), mathematics and science;
 - b) who were at level 4 or above in English or Welsh (as a first language), mathematics and science in combination;
 - c) who were exempted from assessment under Sections 364 or 365 of the Education Act 1996;
 - d) who failed to register a level because they missed the assessment due to absence;
 - e) who failed to register a level on being assessed;
 - f) who were not entered for the tests because they were working outside the level of the tests.

Headteachers are not required to pass any information to Governing Bodies for inclusion in prospectuses (or Governors' Annual Reports) where the number of pupils eligible for assessment is fewer than five. This is set out by the regulations in order to protect the confidentiality of the results of individual pupils in schools where there are a very small number of pupils eligible for assessment. Where the number is fewer than ten, but more than four, the headteacher need only pass on the percentage of pupils who:

- for Key Stage 1, reach or exceed level 2;
- for Key Stage 2, reach or exceed level 4

The Governing Body must, however, include a statement explaining why the information has been published in this way, or why no information appears at all.

Good practice

- Explanatory text boxes alongside tables are a helpful way of making sense of the information (see opposite).

NATIONAL CURRICULUM ASSESSMENT RESULTS (Year)

Percentage of Pupils at Each Level

		D	A	N	B	W	1	2	3	4	5	6	Level 4 & above		
ENGLISH	Teacher Assessment	School	0	0	0	n/a	0	0	4	28	55	13	0	68	
		National	0	0	1	n/a	1	1	6	21	48	22	0	70	
	Test/Task	School	0	7	0	0	n/a	n/a	2	24	54	13	n/a	67	
		National	0	2	1	1	n/a	n/a	5	17	48	26	n/a	74	
	WELSH	Teacher Assessment	School	0	0	0	n/a	0	0	4	25	53	18	0	71
			National	2	0	1	n/a	0	1	5	24	49	18	0	67
Test/Task		School	0	5	0	0	n/a	n/a	3	24	49	19	n/a	68	
		National	2	2	0	2	n/a	n/a	4	22	50	18	n/a	68	
MATHEMATICS		Teacher Assessment	School	0	0	0	n/a	0	0	0	11	72	17	0	89
			National	0	0	1	n/a	0	1	5	22	47	24	0	71
	Test/Task	School	0	3	0	0	n/a	n/a	0	15	54	28	n/a	82	
		National	0	2	1	1	n/a	n/a	5	22	44	25	n/a	69	
	SCIENCE	Teacher Assessment	School	0	0	0	n/a	0	0	0	9	70	21	0	91
			National	0	0	1	n/a	0	0	4	17	53	25	0	78
Test/Task		School	0	5	0	0	n/a	n/a	0	4	67	24	n/a	91	
		National	0	2	0	0	n/a	n/a	3	14	55	26	n/a	81	

CORE SUBJECT INDICATOR*

Teacher Assessment	School	65
	National	64
Test/Task	School	64
	National	63

A typical Year 6 child will probably be at Level 4 - so a Level 5 is an exceptionally good result. A Level 6 is unusual at age 11. Most pupils will move to a new level every two years or so. At any one time pupils are likely to reach a higher level in some subjects than in others

D: Exempted or disapplied under Sections 364 or 365 of the Education Act 1996.

A: Pupils who failed to register a level due to absence.

N: Pupils who failed to register a level for reasons other than absence.

B: Pupils not entered for the tests because they are working outside the set levels of the tests.

W: Working towards level 1.

* The percentage of pupils attaining at least level 4 in English or Welsh (first language), Mathematics and Science in combination.

17. School performance information (Secondary)

The National Curriculum (NC) statutory assessment results must be the most recent published (*it is appreciated that results for the previous school year may not be available at the time the prospectus is published, therefore the most recent published information should be used*). The national (all-Wales) Key Stage 3 results are published annually by the National Assembly for Wales in "National Curriculum Assessment Results in Wales" leaflets and booklets, which are sent to each school.

Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results only, may where schools choose, be presented alongside whole-school results.

What information must be included?

- The average rates of unauthorised and authorised absences at Secondary schools locally and nationally (as published by the National Assembly for Wales).

KEY STAGE 3

School and National (all-Wales) Results

- The number of pupils in the final year of Key Stage 3.
- The percentage of pupils as determined by Teacher Assessment and NC Tests/Tasks:
 - a) who were at each level (including working towards level 1), in the subjects of English, Welsh (as a first language), mathematics and science;
 - b) who were at level 5 or above in English or Welsh (as a first language), mathematics and science in combination;
 - c) who were exempted from assessment under Sections 364 or 365 of the Education Act 1996;
 - d) who failed to register a level because they missed the assessment due to absence;
 - e) who failed to register a level on being assessed;
 - f) who were not entered for the tests because they were working outside the level of the tests.

Headteachers are not required to pass any information to Governing Bodies for inclusion in prospectuses (or Governors' Annual Reports) where the number of pupils eligible for assessment is fewer than five. This is set out by the regulations in order to protect the confidentiality of the results of individual pupils in schools where there are a very small number of pupils eligible for assessment. Where the number is fewer than ten, but more than four, the headteacher need only pass on the percentage of pupils who for Key Stage 3, reach or exceed level 5.

The Governing Body must, however, include a statement explaining why the information has been published in this way, or why no information appears at all.

GCSE, ENTRY LEVEL QUALIFICATION, GCE A and AS, GNVQ and NVQ RESULTS

The Education (School Information) (Wales) Regulations 1999 (as amended) require the Governing Bodies of maintained Secondary schools to publish a range of information about the above results in their prospectuses. The minimum information required is contained in the School Summary Report of Achievement (RE2) which is provided by the National Assembly for Wales. Copies of this Report can be used to provide the necessary information if the school wishes. A full list of the information can be found at Annex 1.

Good practice

- A summary page preceding the results can provide a helpful synopsis of the school's performance (see below).



PROSPECTUS SUPPLEMENT 1999/2000

Please find below a synopsis of the 1998/99 results at:

GCSE

ADVANCED LEVEL

GNVQ

Also attached is a summary of the school's results in National Tests at Key Stage 3 together with the All-Wales results for National Tests at Key Stage 3 for 1998.

GCSE RESULTS 1998/99

A* - C Pass Rate	64%
A* - G Pass Rate	99%

Percentage of Pupils gaining 5 A* - C grades	64%
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ADVANCED LEVEL RESULTS 1998/99

Pass Rate A - B	44%
Pass Rate A - C	70%

Average points score for 2 'A' Level Candidates	21
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GNVQ RESULTS 1998/99

Intermediate (Merit/Distinction)	95%
Advanced (Merit/Distinction)	90.3

18. Details of destinations of pupils over 16 years of age

What information must be included? (Secondary schools only)

For **pupils aged 15 or 16** at the start of the previous school year.

- The total number in the age group.
- The percentage who have since commenced:
 - a course at any school or any course of further education;
 - employment;
 - training;
 - in any other category; and
 - those whose destination is unknown.

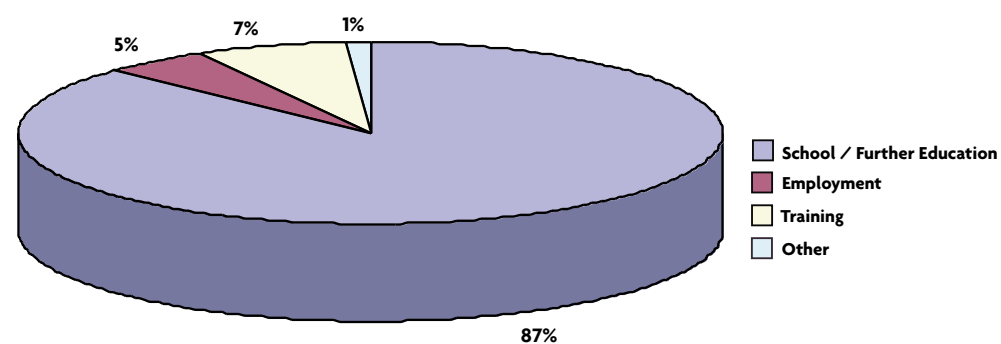
For **pupils aged 17 or over** at the start of the previous school year.

- The total number in the age group.
- The percentage who have commenced:
 - any course of further education;
 - any course of higher education;
 - employment;
 - in any other category; and
 - those whose destination is unknown.

The regulations require schools to publish information about the destination of pupils who were 16 or over during the previous school year. This would mean, for example, that a prospectus for the 2001/2002 school year (i.e. for admissions in the 2002/2003 school year) must include information about those who were 15 or over at the start of the 1999/2000 school year.

Good practice

- Simple pie charts could be used to provide an easy illustration of pupils' destinations.



GCSE, Entry Level Qualification, GCE A and AS, GNVQ and NVQ Results

Governing Bodies are required to publish a range of information. They are, of course, free to include any additional information on pupils' achievements. Some examples are: GCSE grades achieved after the age of 15; A/AS grades achieved before the age of 16; vocational qualifications achieved at levels other than those required.

Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results only, may where schools choose, be presented alongside whole-school results.

The **minimum** information is as follows:

For pupils aged 15

- For the reporting school year, the number of pupils aged 15 on the school roll in January.
- The percentage of pupils aged 15 who:
 - were entered for five or more GCSEs or equivalent;
 - achieved GCSE and vocational qualifications equivalent to five or more GCSE grades A*-C;
 - achieved GCSE and vocational qualifications equivalent to five or more GCSE grades A*-G;
 - achieved GCSE grades A*-C in each of mathematics, science, English or Welsh (first language) in combination (i.e. the Core Subject Indicator);
 - entered at least one Entry Level Qualification (e.g. Certificate of Educational Achievement), GCSE short course, GCSE or equivalent;
 - entered one or more GCSE or equivalent;
 - achieved GCSE and vocational qualifications equivalent to one or more GCSE grades A*-C;
 - achieved GCSE and vocational qualifications equivalent to one or more GCSE grades A*-G;
 - achieved no graded GCSE or equivalent;
 - achieved at least one GCSE short course grades A*-G or equivalent;
 - achieved one or more Entry Level Qualification only;
 - did not achieve a GCSE, GCSE short course, ELQ or equivalent;
 - were 1) entered for; 2) achieved any grade A*-C; 3) achieved any grade A*-G, in the separate subjects of GCSE English, GCSE Welsh (first language), GCSE mathematics, GCSE Science.

FOR ALL THE RESULTS ABOVE, NATIONAL, LOCAL AND THE TWO MOST RECENT THREE-YEAR ROLLING AVERAGES MUST BE SHOWN WHERE AVAILABLE.

- The percentage who, during the period 1 September to 31 August of the reporting school year, achieved:
 - a GNVQ Part 1 or a GNVQ at Foundation level or NVQ level 1;
 - a GNVQ Part 1 or a GNVQ at Intermediate level or NVQ level 2.

The qualifications are those approved by the Secretary of State or a designated body under section 400 of the Education Act 1996 or under section 37 of the Education Act 1997.

For pupils aged 16, 17 and 18

- For the reporting school year, the number of pupils aged 16, 17 and 18 on the school roll in January.
- The number of pupils entered for 2 or more GCE A level examinations or equivalent.
- The percentage of those who achieved:
 - a) 2 or more grades A-C;
 - b) 2 or more grades A-E;
 - c) the average points score per candidate;
 - d) each of the following ranges of point scores

0	1 to 4	5 to 9	10 to 14	15 to 19	20 to 24	25 to 29	30 or more
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- The number entered for fewer than 2 GCE A level examinations or equivalent. For those candidates:
 - a) the average points score per candidate;
 - b) the average points score per subject;
 - c) the percentage of those who achieved each of the following range of point scores

0 to 4	5 to 9	10 to 15
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FOR ALL THE RESULTS ABOVE, NATIONAL, LOCAL AND THE TWO MOST RECENT THREE-YEAR ROLLING AVERAGES MUST BE SHOWN WHERE AVAILABLE

- The number of pupils who, during the period 1 August to 31 July of the reporting school year, achieved:
 - a GNVQ Intermediate or NVQ at level 2;
 - a GNVQ Advanced or NVQ at level 3.

The qualifications are those approved by the Secretary of State or a designated body under Section 400 of the Education Act 1996 or under Section 37 of the Education Act 1997.

The Regulations do not require schools to present results for boys and girls separately, but schools are encouraged to do so.

Governing Bodies are encouraged to list in an appropriate place in the Prospectus the number of pupils on the school roll with statements of Special Educational Needs.

Annex 2

Content of School Prospectuses: Reference to Statutory Instruments

Items in *italics* are for Secondary schools only

Item		Reference to S.I. 1999/1812 ¹ Schedule 3
School Details	Name	Para 1
	Address	
	Telephone number	
	Name of headteacher;	
	Name of Chair of Governing Body	
	Type of school	Para 2
Term dates and session times		Para 14(1)&(2)
Charging and remissions policy		Para 13
Curriculum statement; teaching methods and organisation		Para 6(1)
Special curricular and other arrangements made for particular categories of pupils, including those with Special Educational Needs (SEN) both with and without statements. Summary of school's SEN policy		Para 6(1)&(2)
Arrangements for making complaints about the curriculum		Para 8
Content and organisation of sex education policy		Para 9
Religious Education and collective worship at the school		Para 12(1) to (4)
Use of the Welsh language		Para 17(1)&(2)
Statement on the school's sporting aims, and provision for sport		Para 11
<i>Careers education and arrangements for work experience</i>		Para 10
The ethos and values of the school (to include details of home-school agreements)		Para 7; Para 14 as amended by S.I. 2001/1111 ² para 2(2)
Details of any equal opportunities policies		
Pupils with disabilities; arrangements for admission and access plus steps taken to prevent disabled pupils being treated less favourably than other pupils		Para 14 as amended by S.I. 2001/1111 para 2(2)
School security: the security and health and safety arrangements for pupils, staff and school premises		
Information about admissions		Para 3 to 5
Attendance data		Para 25
The school's National Curriculum (NC) assessment results for Key Stages 1, 2 and 3 as appropriate. Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results only may, where schools choose, be presented alongside whole-school results		Para 18(1) to (8), 19(1) to (6) and 20(1) to (6)

¹ S.I. 1999/1812 The Education (School Information) (Wales) Regulations 1999

² S.I. 2001/1111 The Education (School Information) (Wales) (Amendment) Regulations 2001

Item	Reference to S.I. 1999/1812 ¹ Schedule 3
The latest available national (all-Wales) comparative NC assessment results as published by the National Assembly for Wales	Para 18(9), 19(7) and 20(7)
<i>The school's examination results (Entry Level Qualification, GCSE, A and AS examinations and vocational qualifications) as provided in the RE2 form.</i> Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results only may, where schools choose, be presented alongside whole-school results	Para 16(1)&(3)
<i>The latest available national (all-Wales) comparative examination results as published by the National Assembly for Wales</i>	Para 16(2)
<i>Details of destinations of pupils over 16 years of age</i>	Para 23 & 24

CONTENT OF SCHOOL PROSPECTUSES: CHECKLIST

Items in *italics* are for Secondary schools only

Item		√
School Details	Name	
	Address	
	Telephone Number	
	Name of Headteacher	
	Name of Chair of Governing Body	
	The type of school	
Term dates and session times		
Charging and remissions policy		
Curriculum statement; teaching methods and organisation		
Special curricular and other arrangements made for particular categories of pupils, including those with Special Educational Needs (SEN) both with and without statements; Summary of school's SEN policy		
Arrangements for making complaints about the curriculum		
Content and organisation of sex education policy		
Religious Education and collective worship at the school		
Use of the Welsh language		
Statement on the school's sporting aims, and provision for sport		
<i>Careers education and arrangements for work experience</i>		
The ethos and values of the school (to include details of home-school agreements)		
Details of any equal opportunities policies		
Pupils with disabilities; arrangements for admission and access plus steps taken to prevent disabled pupils being treated less favourably than other pupils		
School security: the security and health and safety arrangements for pupils, staff and school premises		
Information about admissions		
Attendance data		
The school's National Curriculum (NC) assessment results for Key Stages 1, 2 and 3 as appropriate (Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results only may, where schools choose, be presented alongside whole-school results)		
The latest available national (all-Wales) comparative NC assessment results as published by the National Assembly for Wales		
<i>The school's examination results (ELQ, GCSE, A and AS examinations and vocational qualifications) as provided in the RE2 form. (Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results only may, where schools choose, be presented alongside whole-school results)</i>		
The latest available national (all-Wales) comparative examination results as published in Schools Performance Information Booklets		
Details of destinations of pupils over 16 years of age		

