



# Penyrheol Comprehensive School

## Governing Body Annual Report To Parents 2019-2020

Adroddiad Blynnyddol Y Corff Llywodraethu I Rieni 2019-2020

**Headteacher: Mr. A. Tootill :Pennaeth**

**Chair of Governors: Mr. J. Bowen :Cadeirydd y Llwyodraethol**



# Annual Report to Parents

Dear Parents/Guardians ,

At the start of the 2019/20 school year no one could have anticipated the unprecedented challenges that lay ahead and the impact these would have on all of our lives. On behalf of the Governing Body and indeed the whole school community I must firstly take the opportunity to thank all of our key workers in the NHS who continue to fight the worldwide pandemic on the front line. This sentiment was perfectly summed up by Maddison Garforth 10D, the winner of the Art competition, which was proudly displayed on the school fence at the front of the school for all to see.

There are, of course, many key workers who have also risen to this indefatigable challenge, not least of which is every member of our own school staff, and in particular the Headteacher Mr. Tootill and his SLT team who have steered the school through the most tumultuous year, matched only by the fire in 2006. I have every confidence that our pupils and staff have the resilience to emerge even stronger than we did then, which makes me so proud to be Chairman of Penyrheol Comprehensive School.

In the same way that pupils have had to adapt to online learning, so too have governors and I wish to thank them for their continued support, and particularly outgoing governors Mr. Graham Ashman, one of our longest serving governors along with parent governor Mr. Steffan Patrick and wish them both well.

The governing body is indebted to parents who have also played their part by supporting their children with remote learning during lockdown, and the school in all the measures it has had to take to return pupils to the classroom. It is now vital that we continue to work together to maintain and strengthen this partnership by ensuring children attend school regularly and keep up to date with any online learning.

Never before has our school motto been more crucial as I truly believe that if we continue to work together as a school community, our children will be given every opportunity to go on and achieve future success.

*I Llwyddo Rhaid Credu*



Jeffrey Bowen  
Chair of Governors



# Annual Meeting with Parents

There is no Annual Governing Body Meeting with Parents in our calendar. This is because of legislative changes in Section 94(13) of the School Standards and Organisation (Wales) Act 2013. Instead of schools setting a date for an annual meeting, the legislation allows for parents to request up to 3 meetings with the Governing Body per year (or more at the discretion of the Governing Body).

These meetings can be requested provided the following conditions are met:

- The meetings are about issues relating to the school and not about individual pupil progress or about grievances against staff.
- The Governing Body receives a petition requesting a meeting signed by the parents / guardians of at least 30 pupils registered at the school.

If sufficient parents wish to hold a meeting with the Governing Body, they should submit the petition to the Chair of Governors or Clerk to the Governing Body via the school. A meeting will then be arranged within 25 working days of the petition being handed in and all parents will be informed of the meeting's date and time, the venue and the issues to be discussed, at least 10 working days before it takes place.

We would like to take this opportunity to remind you that parents / guardians are always welcome to contact the school about any concerns they may have and to make an appointment to see the Headteacher or another member of staff. We have a clear Complaints Policy which is available on our website.



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# Penyrheol Comprehensive

**P**enyrheol Comprehensive School was established in 1973. It is a mixed English-medium 11-16 Comprehensive School that serves the communities of Gorseinon, Loughor, Penyrheol, Kingsbridge and Garden Village. The school liaises closely with five partner primary schools to ensure smooth transition from one phase to the next. At sixteen the majority of pupils continue their education at Gower College with which the school has an excellent working relationship.

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

Examination results are not the only measure of a successful school. At Penyrheol pupils 'enjoy their life at school and appreciate the strong relationships they have with staff and their peers. Nearly all feel safe, included and valued.' Pupils from Penyrheol do well both locally and nationally in areas as diverse as mountain biking and public speaking. They achieve individual and team honours in sporting activities; they can act, sing, dance and win competitions for their artistic talent. They also care for those less fortunate than themselves and regularly raise considerable sums of money for charity.

Penyrheol is a genuine comprehensive school in that it has pupils of all abilities and backgrounds. It is very much a part of the community that it serves. There is a considerable amount of new housing being built in the locality, because the area is a pleasant one.

In September 2009 a new school building was opened at Penyrheol to replace the two-thirds of the school that was destroyed by fire in March 2006. The new building provides excellent facilities for all our specialist subjects and is an environment that promotes good teaching and learning.

**Penyrheol seeks to be a happy, caring community in which all who work are valued, supported and treated with respect and tolerance. In so seeking, we hope everyone will be motivated to achieve their full potential and strive for the highest standards of teaching, learning and behaviour.**

**Ceisio Penyrheol fod yn gymuned hapus a gofalgar, lle caiff pawb sy'n gweithio ynddi eu gwerthfawrogi, eu cefnogi a'u trin â pharch a goddefgarwch. Yn hyn o beth, gobeithiwn y bydd pawb yn cyrraedd eu llawn botensial ac yn ymdrechu i gyrraedd y safonau uchaf o ddysgu, addysgu ac ymddygiad.**





# Constitution of the Governing Body 2020

| L.E.A. Governors              |          | Term of Office End Date: |
|-------------------------------|----------|--------------------------|
| Mr. J. Bowen                  | Chairman | 02/08/24                 |
| Cllr. K. Roberts              |          | 25/02/24                 |
| Councillor A. Stevens         |          | 25/04/22                 |
| Mr. P. Wilcox                 |          | 21/01/2                  |
| Mr. A. Bevan John             |          | 21/10/2                  |
| <b>Community Governors</b>    |          |                          |
| Mr. M. Cahill                 |          | 04/12/23                 |
| Mrs. S. Letson                |          | 06/12/21                 |
| Mr. N. Richards               |          | 06/12/21                 |
| Mrs. K. Shadrach              |          | 12/07/24                 |
| Dr. D. Stokes                 |          | 06/09/21                 |
| <b>Parent Governors</b>       |          |                          |
| Mrs. A. Clarke                |          | 24/10/22                 |
| Ms. M. Griffiths              |          | 05/12/23                 |
| Mr. R. Longley                |          | 12/07/24                 |
| Mx. T. Murphy                 |          | 05/12/23                 |
| Mrs. R. Watts                 |          | 05/12/23                 |
| Vacancy                       |          |                          |
| <b>Teacher Governors</b>      |          |                          |
| Mr. N. Binding                |          | 16/11/21                 |
| Mr. A. Mackay                 |          | 23/01/24                 |
| <b>Staff Governor</b>         |          |                          |
| Mrs. D. Steele                |          | 25/04/21                 |
| <b>Headteacher</b>            |          |                          |
| Mr. A. J. Tootill             |          |                          |
| <b>Clerk to the Governors</b> |          |                          |
| Mrs. V. U. Jeffreys           |          |                          |

## Contact Address for the Chairman of Governors and Clerk:

Penyrheol Comprehensive School,  
Pontarddulais Road,  
Gorseinon,  
Swansea  
SA4 4FG  
Telephone: (01792) 533066

The Headteacher is a governing body member and attends all Governing Body meetings.



# Committee Membership 2019-20

| <b>Pupil Discipline &amp; Exclusion (Statutory)</b> | <b>Staff Disciplinary &amp; Dismissal (Statutory)</b>   | <b>Staff Dismissal and Dismissal Appeal (Statutory)</b>     |
|-----------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------|
| Mr. J. Bowen                                        | Mr. M. Cahill                                           | Mr. J. Bowen                                                |
| Mrs. A Clarke                                       | Mrs. M. Griffiths                                       | Mr. R. Longley                                              |
| Mr. R. Longley                                      | Councillor A Stevens                                    | Mr. N. Richards                                             |
| Mr. N. Richards                                     | Mrs. R. Watts                                           | Dr. D Stokes                                                |
| Mrs. K. Shadrach                                    | Mr. P. Wilcox                                           | Councillor K. Roberts                                       |
| <b>Complaints Committee (Statutory)</b>             | <b>Personnel Sub Committee</b>                          | <b>Statutory Committee Pool to be called alphabetically</b> |
| Mr. J. Bowen (Chair)                                | Mrs. K. Shadrach (Chair)                                | Governors excluding                                         |
| Mrs. K. Shadrach (Vice Chair)                       | Mr. P. Wilcox (Vice Chair)                              | teachers, staff and those                                   |
| Mr. R. Longley                                      | Mr. M. Cahill                                           | not previously involved or                                  |
| Mrs. R. Watts                                       | Mrs. S. Letson                                          | declaring an interest.                                      |
| Mr. P. Wilcox                                       | Mr. A. Mackay                                           |                                                             |
|                                                     | Mrs. D. Steele                                          |                                                             |
| <b>Finance Committee</b>                            | <b>Community &amp; Property</b>                         | <b>Curriculum</b>                                           |
| Mr. N. Richards (Chair)                             | Mr. J. Bowen (Chair)                                    | Mrs. K. Shadrach (Chair)                                    |
| Mr. J. Bowen (Vice Chair)                           | Mr. N. Richards (Vice Chair)                            | Mrs. R. Watts (Vice Chair)                                  |
| Mrs. D. Steele                                      | Mr. M. Cahill                                           | Mr. N. Binding                                              |
| Mr. P. Wilcox                                       | Mrs. D. Steele                                          | Mrs. A. Clarke                                              |
|                                                     | Councillor A. Stevens                                   | Mrs. S. Letson                                              |
|                                                     |                                                         | Mx. T. Murphy                                               |
|                                                     |                                                         | Dr. D. Stokes                                               |
| <b>Performance Management</b>                       | <b>Headteacher/Deputy Headteacher Panel (Statutory)</b> | <b>Pay Committee</b>                                        |
| Mr. J. Bowen                                        | Mr. J. Bowen (Chair)                                    | Mrs. K. Shadrach (Chair)                                    |
| Mrs. K. Shadrach                                    | Mrs. K. Shadrach (Vice Chair)                           | Mr. M. Cahill                                               |
|                                                     | Mr. M. Cahill                                           | Mr. P. Wilcox                                               |
|                                                     | Mrs. A Clarke                                           | Mrs. S. Letson                                              |
|                                                     | Mr. N. Richards                                         |                                                             |
|                                                     | Mr. P. Wilcox                                           |                                                             |

# Named Governors 2019-20

|                                                              |                                       |
|--------------------------------------------------------------|---------------------------------------|
| <b>Child Protection Governor</b>                             | Mr. J. Bowen in his capacity as Chair |
| <b>School Child Protection Officer</b>                       | Mr. D. Benney, Deputy Headteacher     |
| <b>Looked After Children Governor</b>                        | Mrs. K. Shadrach                      |
| <b>Swansea Governor Representative</b>                       | Mr. J. Bowen                          |
| <b>School Link Governor</b>                                  | Mr. P. Wilcox                         |
| <b>Health &amp; Safety and Fire Risk Assessment Governor</b> | Mr. J. Bowen                          |
| <b>Eco Governor</b>                                          | Vacancy                               |
| <b>ALN Governor</b>                                          | Mrs. K. Roberts/Mrs. S. Letson        |
| <b>ICT Link Governor</b>                                     | Councillor A. Stevens                 |
| <b>Whistleblowing Governor</b>                               | Mr. M. Cahill                         |
| <b>Attendance and Wellbeing</b>                              | Mrs. K. Shadrach                      |
| <b>Data protection</b>                                       | Mr. N. Richards                       |
| <b>Healthy Eating Governor</b>                               | Mr. N. Richards                       |

## Clerking of Committees

The Clerk of Governors, Mrs. Verna Jeffreys is to clerk all statutory and non-statutory committees.





# A Summary of the School Year

The 2019/20 academic year was the strangest we have experienced since the fire of March 2006. It was a year of two halves: relative normality during the Autumn Term and the first half of the Spring Term; complete abnormality from 23rd March onwards.

The national lockdown, which for schools lasted until 29th June when we partially reopened, also led to the cancellation of GCSE summer 2020 exams for Years 11 and 10. Instead, schools were required to award each Year 11 pupil a Centre-Assessed Grade (CAG) based on whatever evidence we had of each pupil's attainment and progress. We were also required to rank order pupils within each grade. At Penyrheol we were fortunate to have a significant amount of evidence of pupils' attainment, including external module results, mock exam results, non-examined assessments, as well as class work and homework. Heads of Department oversaw the process of awarding the CAGs and these were then internally moderated by the Senior Leadership Team. We sent this information to the WJEC by the specified deadline, knowing that the grades would be subject to some kind of national moderation process to ensure that standards were similar to previous years.

You are probably aware that the algorithm created to try to maintain reasonable parity between exam results from previous years with those in 2020 was a disaster and led to many grade changes, some of which were completely inexplicable. This was especially the case for 'A' Levels, but was also true for GCSEs. The system quickly unravelled and UK governments decided to abandon the algorithm and award grades instead based on the best of the CAG or the grade calculated by the algorithm. As a result of this decision, no results from 2020 are being published and no comparisons are being made between schools. It was truly a unique set of results. Penyrheol pupils achieved our best ever set of results as far as the Level 2 Threshold, including English and Maths, goes, with 69.7% reaching this important standard. Our Capped 9 result was 370 points on average per pupil, which met our ambitious target.

Other normal performance indicators were also abandoned because of the global coronavirus pandemic. There were no national reading and numeracy tests for Years 7, 8 and 9 pupils, and no national categorisation process for schools. This annual report for parents will be slimmer than usual because we have no exam or test data to report nor targets to share.

What happened instead from 23rd March until 29th June was that schools were given two important tasks. One was to provide emergency childcare for the children of key workers and the other was to set up and run online learning for pupils who were now at home because of lockdown. This meant that our school remained open throughout the lockdown period and was staffed on a rota basis. We provided a really excellent emergency childcare programme which involved a combination of direct teaching, online learning and recreation time. This provision was accessed by over 30 pupils, although never more than about 8 pupils at the same time.

The other task was to provide appropriate remote learning for the vast majority of our pupils who were now at home. For the first few days we simply uploaded some generic work for each year group on Google Classroom while we organised what we were going to do. We took the decision very early to have a single learning platform (in our case, Google Classroom, as this seemed less 'clunky' than some of the other options). We felt that this would simplify the technological challenges of remote learning for our pupils and their parents. It meant that our staff could focus on a single means of setting work and we provided video training on how to do this.

# Summary Continued...

After a few days, we were able to be more specific and targeted with the work we were providing for our pupils, setting up classes on Google Classroom and targeting the work to those classes. Gradually, we became more familiar with the system and this allowed us to begin receiving work in from pupils, assessing it and returning it with comments. The final stage of development was to use software called Loom to essentially record lessons. This allowed pupils to see and hear their teachers and for lessons to be run as if the pupils were present.

However, we did not provide what is called 'synchronous' learning i.e. live streamed lessons. Some parents have wondered why we didn't do this as this system would most closely replicate what happens in school. But it is fraught with problems at both ends of the technology! For the pupil, it means that they must log on at a specific time and join the lesson. They need a device to themselves and sufficient internet speed to make this work effectively. We know that many of our pupils are sharing devices with siblings and/or parents. For the teacher, working from home, there could also be internet issues and there could also be the problem of them having to look after/home tutor their own children at the same time as they are expected to teach live lessons to their pupils. There are also potential safeguarding issues with live streaming and, to combat these, the Local Authority insisted that such lessons either had two staff present or were recorded. It is worth pointing out that, having originally pushed synchronous learning, the Local Authority's default position is now that recorded lessons are the best method of providing remote learning.

Another issue that some parents queried was the fact that we only provided two hours of learning a day from 23rd March through to the end of the academic year. These two hours were divided into three 40-minute lessons for KS3 pupils (Year 7-9) and two one-hour lessons for KS4 pupils (Years 10-11). In reality, we didn't provide lessons for Year 11, because their exams were cancelled. Instead, we recommended that they continue with their learning in the subjects which they planned to take in college in 2020/21. We felt that two hours of learning per day was the right amount for our staff to set and our pupils to complete. Staff were involved in a rota of emergency childcare supervision in school and many had their own children to look after at home. This meant that their time for preparing lessons, assessing work and responding to pupils was more limited than under normal working conditions. For pupils, if they were having to share devices (sometimes with more than one sibling), two hours would enable them to plan out their days so that work could be completed. We also felt that expecting too much work to be completed under the conditions of working from home, would lead to many pupils giving up if they couldn't cope.

In spite of the limited amount of work and the gradually improving programme that we set up, only about 50% of our pupils engaged really well with remote learning and about one third did not engage at all. For these pupils, the five and a half months out of school meant that they were falling behind with their learning.

It is also worth mentioning that we had about 50 pupils who didn't have access to a device at home for remote learning or didn't have internet connectivity. We provided these pupils with hard copy work until we were able to supply them with laptops. The Local Authority provided a small number of dongles, which enabled those without internet connectivity to log into our remote learning. Hard copy work has some benefits (e.g. parents can actually see what pupils have completed, which may not always be the case online). However, it didn't enable pupils to participate in certain assessments or to be in contact with their teachers if they needed further support.

# Summary Continued...

While all of this learning was taking place at home, our pastoral team were also busy making regular phone calls to our more vulnerable pupils to check on how they were coping with the lockdown restrictions. We invited some of these pupils in for face-to-face meetings too where we felt this would be of benefit.

In early June, the Education Minister, Kirsty Williams, announced that schools would partially re-open from 29th June to 'check in, catch up and prepare for the summer and September'. We consulted with parents to see how many wanted to send their children back to school before planning a programme. Initially schools were asked to open for four weeks, which would have included one week of the normal summer holiday (to be exchanged for a two-week half term in October). However, the Local Authority decided that Swansea schools would close on the previously scheduled date of 17th July. Our three-week re-opening programme included an individual 30-minute meeting with a member of staff for each pupil in Week 1 and a two-hour session of literacy and numeracy in Week 2. The final week involved three two-hour sessions, which included English, Maths, Science, PSE, Google Classroom and one further subject. Only eight pupils were able to be in a classroom at the same time because of the two-metre social distancing rule. We were able to cater for up to 400 of our pupils in this way, which was more than 50% of Years 7-10. We also offered our Year 11 leavers an individual meeting with a member of staff if they wanted it and provided a two-hour transition taster for the Year 6 pupils who would be joining us in September 2020. The whole programme ran very smoothly and was well received by pupils and parents. We believe we struck a good balance between focusing on well-being and learning.

Our school roll is currently 887, a decrease of 13 from this time last year, because of a smaller Year 7 cohort than the number of Year 11 leavers.

We continue to emphasise the crucial importance of good attendance at school if our pupils are going to achieve their full potential. All of the Penyrheol cluster schools use the following definitions about attendance:

|           |                      |
|-----------|----------------------|
| 100%      | Excellent attendance |
| 97%-99.9% | Very good attendance |
| 94%-96.9% | Good attendance      |
| 90%-93.9% | Room for improvement |
| Below 90% | Cause for concern.   |

We also continue to provide rewards for pupils who achieve 100% attendance in any given month and for the most improved attendance each half term. At the end of the year, we take all pupils who have managed 100% attendance throughout the year on a free trip to a theme park. Obviously, we weren't able to do this in 2019/20. As a result of the global pandemic, attendance data across Wales has not been published for 2019/20. In order to keep emphasising the crucial importance of attendance if pupils are going to achieve their full potential, we continue to not authorise the taking of any term-time holidays unless there are very exceptional circumstances. Missing school means missing out! Across the UK, on average, pupils whose attendance falls below 93% achieve significantly lower GCSE results. All our young people should be aiming for 100%.

# Summary Continued...

Ensuring good pupil behaviour is an essential part of our provision, because good behaviour is a pre-requisite for good learning. We have a clear Behaviour and Rewards Policy which is well understood by our pupils. We rely heavily on parents to be positive role models to their children and to support the school as we seek to ensure that pupils have the right attitudes to succeed in education and in later life. The home-school partnership is of fundamental importance to academic and social success. Our prospectus makes clear that we will use our inclusion room and after-school detentions as two of the sanctions we may give for certain types of unacceptable behaviour and that, if any parent is unhappy with these sanctions, then Penyrheol may not be the right school for their children. In 2019/20 37 pupils received at least one fixed-term exclusion and the total number of days of exclusions was 83. It is extremely rare for a pupil to be permanently excluded from Penyrheol and no pupil was permanently excluded in 2019/20.

Your child is set annual performance targets in each subject and regular assessments will track progress towards these targets. Parents are informed of their children's current attainment and of their targets through the interim and end of year reports. If a pupil achieves their end of year target well in advance, the system allows for the target to be negotiated upwards. Our aim is to motivate pupils to make continuous progress across the whole curriculum.

Our 2019/20 school production of 'The Addams Family' took place during the week before October half term. It was another triumphant success with a stand-out performance from Ellie Griffiths as Morticia Addams, but well supported by Connor Mould as Gomez Addams, Naomi Thomas and Katie Randell sharing the role of Wednesday Addams, Dean Thomas as Uncle Fester and Sam Lovering as Lurch. This was Sam's very first production, but he raised many laughs through his portrayal of Lurch. A big thank you to Amanda Murphy for choreography, who stepped in because of Emma Wilson's maternity leave, Laura Phipps, Natalie Finney and Kimberley Griffiths for musical production and Annelie Williams-Sheaf for production and direction.

Another successful Charity Week took place from 16th November. We raised £700 for Children in Need and a further £1,195 to be split between the charities chosen by Student Voice: Breast Cancer Awareness and the Neonatal Intensive Care Unit at Singleton Hospital.

Our Senior Prefects for 2019/20 were: Head Girl: Naomi Boyes and Head Boy: Rhys Thomas; Deputy Head Girl: Lucy Havard and Deputy Head Boy: Dean Thomas; Senior Prefects: Jessica McNulty, Evie Williams, Dylan Caswell and Sam Lovering.

We just had two staff leaving us in 2019/20. Mrs Kimberley Griffiths, an experienced Music teacher, worked for us from September 2018 to August 2020, first as a vocal and keyboard tutor and then as a Music teacher. When Mrs Laura Phipps, our Head of Music, went on maternity leave, Mrs Griffiths took over this role effectively for most of 2019/20. This enabled her to gain a permanent Head of Music position in another school.

Mrs Andrea Davies taught Maths at Penyrheol for 20 years and was a fine servant of the school, helping an entire generation of young people develop their numeracy skills in our community. Mrs Davies retired at the end of the 2019/20 academic year and we wish her a long and happy retirement.

# Summary Continued...

**F**inally, we are unable to run our usual annual Carol Concert at St. Catherine's Church at 7.00 p.m. on Wednesday, 16th December 2020. So instead we will be producing a recorded version for our pupils, parents and the wider community to enjoy. We hope that you will watch our performances!





# Curriculum

The curriculum we offer is broad and balanced and is designed to promote the cultural, intellectual, moral, physical and spiritual development of all our pupils, ensuring they leave school ready for the responsibilities and experiences of adult life. In accordance with the law it consists of the following core and foundation subjects for those aged 11-14 i.e. Years 7 – 9 (Key Stage 3).

## **Core subjects:**

English  
Mathematics  
Science

## **Foundation subjects:**

Art  
Design Technology  
French  
Geography  
History  
ICT  
Music  
Physical Education  
(Religious Education)  
Welsh

In addition pupils study Drama and Personal, Social and Health Education. Parents of pupils in Years 7, 8, 9 are issued with Parental Guides giving information about what pupils will be studying and suggestions about how parents can help them make good progress in all their subjects. There is also a Parent Guide for parents of KS4 pupils.

During Year 9, pupils are offered a range of optional subjects which they will then study during their remaining two years of school (Key Stage 4). Parents and pupils have always been involved in this process of choice. We encourage pupils to negotiate their own curriculum, while at the same time trying to ensure that all pupils maintain breadth and balance in their courses. Clearly the National Curriculum dictates some of the subjects pupils must study. Nevertheless, as a school we will always try to ensure some degree of negotiation, and involve both parents and pupils in the process.

## **All pupils must continue to study the core subjects of:**

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

# Curriculum Continued...

They are, in addition, able to choose three option subjects from the following:-

Art  
BTEC Public Services  
BTEC Hair & Beauty  
BTEC Sport  
BTEC Business Studies  
BTEC Construction  
BTEC Transport & Vehicle  
Computing  
Drama  
Food and Nutrition  
French  
Geography  
Health & Social Care, and Childcare  
History  
Information Communication Technology  
Media Studies  
Music  
Physical Education Studies  
Religious Studies  
Product Design  
Spanish  
Fashion and Textiles  
Triple Science



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

Courses in Personal, Social and Health Education, Physical Education and Welsh and are taken by all pupils in Years 10 and 11. All pupils will study the Welsh Baccalaureate Qualification and elements of Religious Education are covered within the qualification. This skills-based course is unique to Wales and is equivalent to one GCSE. In order to pass it, pupils have to undertake 3 Challenges (Enterprise, Global and Community) as well as an Individual Investigation.

We are currently developing our KS3 curriculum in line with the new Curriculum for Wales (CfW). This process began with an audit of our existing provision and the establishment of the Area's of Learning and Experiences (AoLE) across the school. Recent work has focused on forming meaningful links within and across the AoLEs. Our ambition is to develop a coherent knowledge rich curriculum that will give our pupils the knowledge, skills and understanding in each of the 4 purposes.

# Assessment, Exams & Reports

Staff maintain systematic and objective records in order to closely monitor and continually appraise the progress of the pupils in their classes. This, coupled with relevant assessment and examination results, enables all parents to receive, at the end of each year, a comprehensive written report detailing the progress made by their child.

The Year 9 report is produced in the Spring Term before pupils make their final option choices for KS4 in order to assist in this process. The Year 11 report is produced in January after the pupils have taken their mock GCSE exams in order to reflect the progress they have made at that crucial time. In addition parents receive a more condensed Interim Report each term, which allows them to keep track of their child's attitude to learning, behaviour and progress.

Pupils are given an end of key stage target which is aspirational and achievable. Progress is measured against this target. Pupils and parents are informed of these targets on reports. Pupils' literacy skills are tracked across the curriculum



# The Welsh Language at Penyrheol

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

Pupils will be undertaking Full Course GCSE Welsh at Key stage 4. A small number of pupils will be undertaking a Welsh Pathways Qualification instead. Pupils that move to Wales during Key stage 4 are exempt from compulsory Welsh and are given an independent study lesson instead.

We are proud of our Welsh culture and seek to recognise this in as many ways as possible. Pupils' awareness of their heritage and culture is raised by participation in the school's annual Eisteddfod, the annual trip to Llangrannog (Year 8) and our new Diwrnod Shw Mae event where Year 7 pupils are engaged in cultural and language activities.

Recommendation 3 from our Estyn inspection in 2018 was to 'improve provision to develop pupils' Welsh language skills in situations other than Welsh lessons'. As a result of this we have introduced the Siarter Iaith (Language Charter), a whole-school initiative to develop Welsh language and culture across the curriculum. As it is not something that is the responsibility of the Welsh Department, Clare Hyndman was appointed as Siarter Iaith co-ordinator and took up the role in September.

Staff and pupils have always been encouraged to use Welsh in an informal way and in all lessons, apart from Modern Foreign Languages and Learning Support, pupils are asked to record information such as the date and classwork, and respond to the register, in Welsh. A bank of useful Welsh phrases has been introduced to encourage all staff to use them both in the classroom and around school. "Bore da" is usually heard more often than "good morning" and the informal use of Welsh is reinforced by the school's Welsh phrase of the week. Already we are hearing more Welsh being spoken.

The Welsh calendar is being displayed in certain areas around school to remind us of famous events/ people in Wales and during the Rugby World Cup a display was put in the foyer and updated as Wales played their matches with countries displayed in Welsh.

This academic year Clare Hyndman has introduced the Penyrheol Welsh Challenge to Years 7 and 8 where one registration period per week is dedicated to learning Welsh. Prior to October half term each form carried out a number of activities and also built up a bank of 5 Welsh phrases that they use in and around school. These will now be shared with all staff so that they can use them with those classes. This half term, pupils will be carrying out a project which will result in the production of a Penyrheol Welsh Calendar (to recognise specific Welsh events, achievements, people etc) which will then be displayed around the school. There is also a weekly Welsh update on the TV screen in the foyer.



# Additional Learning Needs Provision

The Governing Body has approved a policy which sets out the way in which pupils with Additional Learning Needs are catered for in Penyrheol. This policy recognises the worth of each child as an individual, that the needs of individuals will differ and that the school must make every attempt to ensure that those needs are successfully met. Copies of the full document can be obtained from Mrs. V. U. Jeffreys (Clerk to the Governors).

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

At Penyrheol School the vast majority of pupils' needs are suitably and successfully met within the mainstream setting, taught by mainstream staff, supported by differentiated material and, where necessary, by Teaching Assistants. The school recognises that all staff are teachers of pupils with Additional Learning Needs and that any pupil can have an Additional Learning Need at some time in their school career.

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

The school has also had a small Specialist Teaching Facility for pupils with moderate to severe learning difficulties. The pupils in the STF spend their time in the facility and in mainstream lessons supported by Teaching Assistants. Plans are made on an individual basis.





# Looked After Children (LAC)

In Penyrheol, the Designated Teacher for Looked After Children is Mr. D. B. Benney, Deputy Headteacher (Pupils) and the name of the Link Governor for LAC is Mrs. K. Shadrach

All Looked After Children have a Personal Education Plan (PEP) drawn up within twenty school days of placement. In this plan, pupils are set challenging but achievable targets and if pupils have Special Educational Needs then links are also maintained with Mr. A. Mackay (ALNCO).

Each Looked After Child also has a Responsible Person in school who knows the pupil well and has a good relationship with them. In Penyrheol, this is normally the Pastoral Support Officer of the relevant Year Group. The PSO meets with the Looked After Child on a half termly basis and discusses the pupil's progress and educational performance. They will also discuss any additional support that is required on an individual basis.

The school always ensures that a member of staff attends LAC review meetings and that any relevant paperwork is forwarded in advance.

## The School Prospectus



The Governing Body keep the School Prospectus under annual review.

# Data Protection Privacy Notice

## Identity and contact details

Our postal address is: Penyrheol Comprehensive School, Pontarddulais Road, Gorseinon, Swansea SA4 4FG

Our website address is: [www.penyrrheol-comp.net](http://www.penyrrheol-comp.net)

Issues of how data is handled are dealt with by the Headteacher or the school's Data Protection Officer.

As a public authority, we must comply with all relevant legislation relating to data handling. The Information Commissioner's Office (ICO) is the supervisory authority in the United Kingdom established to ensure that your data rights are upheld.

## **Categories of personal data we hold and process**

Obtaining, recording, holding and dealing with personal information is known as 'processing'.

As a school the vast majority of information we collect is about our pupils but we do also hold key information needed about parents / guardians and staff members.

Generally a school file may include:-

- Attendance data
- Academic achievements and progress
- Information about behaviour
- Ethnicity
- Wellbeing and pertinent health information (medication, allergies and illnesses)
- Free School Meal eligibility
- Contact details of parents and guardians
- Minutes of meetings relating to the child
- Any statement of Special Educational Need and reviews of the same
- Information about other additional learning needs
- Reports and referrals to and from other agencies if applicable e.g. Youth Offending Service and Social Services.

The school as an employer will also hold a personnel file for all staff and this file will generally consist of:-

- Contact details
- Bank details, National Insurance Number for payroll purposes
- Details of any references or DBS checks where applicable
- Details of driving licence and vehicle MOT / Insurance
- Details of any disciplinary action
- Information regarding sickness and annual leave

# Data Protection Privacy Notice

## **How the School collects and uses personal data**

The School has a responsibility to provide its pupils with a good education in a safe environment. It is necessary to collect personal data to enable the school to provide pupils with an education, to track and monitor academic progress and to ensure those with parental responsibility are kept informed of key milestones and achievements.

Some of the information will be provided to us by parents / guardians and some will be generated by us whilst the pupil is in our school.

Here are some examples of how we collect and use your data:

### **Providing an education:**

We generate and then hold the reports of a pupil's progress and any examination results. We generate and keep attendance data which can be analysed to ensure that children are attending school regularly and attending on time. The school will on occasion utilise educational apps and websites with pupils, all of which will be undertaken under the supervision of a staff member.

### **Maintaining school discipline and awarding positive behaviour:**

As part of the school file we will create a behaviour record that includes all significant incidents of breaches of the school discipline policy. This would include any fixed term or permanent exclusions. The school file will also include examples of excellence and achievements.

### **Keeping learners safe and improving wellbeing:**

There may be occasions when the school will collect documentation regarding the wellbeing of pupils. It is a legal requirement for all schools to develop and have in place systems for safeguarding and promoting the wellbeing of children in their care. This may involve documenting concerns and receiving information from other agencies such as Social Services when they have a worry about a pupil. Monitoring wellbeing allows the school to ensure the best possible services and support are available to the pupils and their families.

This school also operates CCTV cameras within its grounds. The purpose of these cameras are to maintain school discipline and to keep learners safe.

### **Keeping parents updated and involved in the school:**

We do collect contact details of parents and guardians to ensure that we are able to keep you informed of school events and activities and can contact you quickly in the event of an emergency. It is important that parents / guardians inform the school as soon as possible of any

# Data Protection Privacy Notice

changes that occur to their contact details.

## **To enable efficient administration and reduce the need for children to be carrying money:**

We have adopted a biometric fingerprint system for school meal purchases which parents and pupils can take advantage of. The system uses thumbprints to create a unique identifier for each pupil. This identifier is only stored on our system while the pupil is at Penyrheol and is destroyed as soon as they leave. It is never shared with anybody else. The key benefits of using this system are that it is quicker and safer than handling money and so reduces queuing time. It also means that pupils eligible to receive Free School Meals can receive this benefit very simply.

## **Recruitment:**

When individuals apply to work for the school, we will only use the information they supply to process their application and to monitor equal opportunities statistics. Personal information about unsuccessful candidates will be held for six months after the recruitment process has been completed and will then be destroyed securely.

Once a person has taken up employment with the school we compile a personnel file relating to their employment. The information contained in this is kept secure and will only be used for purposes directly relevant to that employment.

## **The Source of Personal Data**

The vast majority of personal data we hold will have been generated in the course of a pupil attending the school or will have been provided to us directly from you. There are occasions where personal data is collected about you in other ways.

This includes:

- When partner agencies share information with us to provide a joined-up service to you.
- When you move into our local authority area, data may be shared from the previous school or local authority area.

## **People We Share Data With**

### **Service Provision:**

We may share data with others to enable a requested or statutory service to be provided. This could be where we use another agency to deliver the service for us or where we collaborate with other agencies. An example would be that information would be shared with the Local Authority to enable an assessment of a child's additional learning needs. Another example would be the supply of information at your request to contribute to a Child and Adolescent Mental Health assessment.

# Data Protection Privacy Notice

## **Transfer of information to another school / local authority:**

Personal information about you may also be provided to other local authorities or schools. An example would be where you have moved from one area to another or start at a new school. The school file will be securely transferred to the new Local Authority / school.

## **Health Information**

In some circumstances we may share information with NHS professionals providing services to our school children. This would be for services such as vaccinations, dental provision and school nursing activities.

We may collect health information on staff members when such information is supplied as part of the sickness policy and / or following referrals to occupational health.

## **Transfer of information required by law:**

We also share personal information where we are required to do so by law. Examples include where we are required by law to report matters to Welsh Government who then in turn publish a lot of the data they receive:

<https://statswales.gov.wales/catalogue/education-and-skills>

Another example would be our duties to share information with Social Services when they are carrying out their protective functions or the police when carrying out investigations.

## **How long we keep your data**

Data is held for no longer than is necessary and the school follows legal guidelines on how long information should be kept before it is securely destroyed.

The timeframe for holding data is different depending on the type of data involved.

To see our full retention schedule please visit our website where the retention schedule is included in our Data Protection Policy.

## **Transfers outside the European Economic Area**

We do not share personal information beyond the European Economic Area (EEA) except if a pupil moves to a school outside of the EEA. This is quite rare but does occur, particularly with children of British Forces personnel. In this circumstance the school file will be securely transmitted to the new school / authority as appropriate.

## **Your Data Rights**

In so far as is compatible with legal requirements you have a number of rights in respect of your data:

1. **Right to be informed.** We must be completely transparent with you by providing information

# Data Protection Privacy Notice

'in a concise, transparent, intelligible and easily accessible form, using clear and plain language'. Our privacy notice is one of the ways we try and let you know how data is handled.

2. **Right of access.** You have the right to access your personal information. Parents also have the right to access the educational record of their child.
3. **Right to rectification:** You have the right without undue delay to request the rectification or updating of inaccurate personal data.
4. **Right to restrict processing:** You can ask for there to be a restriction of processing, such as where the accuracy of the personal data is contested. This means that we may only store the personal data and not further process it except in limited circumstances.
5. **Right to object:** You can object to certain types of processing such as direct marketing. The right to object also applies to other types of processing, such as processing for scientific, historical research or statistical purposes (although processing may still be carried out for reasons of public interest).
6. **Rights on automated decision making and profiling:** The law provides safeguards for you against the risk that a potentially damaging decision is taken without human intervention. The right does not apply in certain circumstances, such as where you give your explicit consent.
7. **Right to data portability:** where personal data is processed on the basis of consent and by automated means, you have the right to have your personal data transmitted directly from one data controller to another where this is technically possible.
8. **Right to erasure or 'right to be forgotten':** you can request the erasure of personal data including when: (i) the personal data is no longer necessary in relation to the purposes for which they were collected (ii) you no longer provide your consent, or (iii) you object to the processing.

The Information Commissioner regulates data handling by organisations in the U.K. and works to uphold the data rights of citizens. The Information Commissioner's Office website provides more information on the rights available to you:

<https://ico.org.uk/for-the-public/>

## **Withdrawing Consent**

If you consented to providing your personal information to us and you have changed your mind and you no longer want the school to hold and process your information, please let us know.

If you encounter any difficulties in withdrawing consent, please contact the school's Data



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Protection Officer or the Headteacher.

## **Automated Decision Making and Profiling**

The school does not carry out automated decision-making, and as such any decision taken by us which affects you will always include human intervention. We do on occasion carry out profiling and track the progress of pupils to enable us as a school to target services to those who are in need of help and support.

## **The Right to Complain About Data Handling**

The school sets very high standards for the collection and appropriate use of personal data. We therefore take any complaints about data handling very seriously. We encourage you to bring to our attention where the use of data is unfair, misleading or inappropriate and we also welcome suggestions for improvement.

### **Informal Resolution:**

In the first instance we would ask that you try and resolve data handling issues directly with the Data Protection Officer, Headteacher or any member of the senior leadership team. We are committed to handling data appropriately and are confident that we can resolve most issues informally.

### **Formal Resolution:**

You can ask for your issue to be investigated by following the school's normal Complaints Procedure, which is published on our website.

If you remain dissatisfied following the response to your contact with the school, if it relates to issues of data handling, you can raise the issue with the Information Commissioner. It is free of charge to contact the Information Commissioner and request their assistance.

Information Commissioner's Office – Wales  
2nd Floor, Churchill House  
Churchill Way  
Cardiff  
CF10 2HH

Telephone: 029 2067 8400  
Fax: 029 2067 8399  
Email: [wales@ico.org.uk](mailto:wales@ico.org.uk)

# Extra Curricular Activities

We have a thriving drama department which puts on first class productions. These receive excellent support from the school orchestra and choir.



*“Last night’s show was one of the best performances that I have seen. It was funny, sad and highly entertaining. The cast and the singers were inspirational. Thank you all for such a wonderful and memorable evening! “*

*“A massive production with so much talent on display both on and off the stage”*

Various clubs and societies meet in the lunch hour or after school e.g. Music (orchestra/choir), Drama, Maths, Science, Welsh and French Clubs, and we have a good record of success in public speaking and debating.

At the end of the Summer Term we hold one or two days of activities for pupils ranging from trips away from school to sport and craft events within school.

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

Our Learning Resource Centre/Library is open to pupils from 8.00 a.m. to 4.00 p.m. daily and they may stay on after hours to work on the school’s computers if they so wish. There is a staffed Study Club each day.



# Sporting Activities

The school has at its disposal rugby, soccer and hockey pitches, multi-purpose courts and an all weather 3G pitch. This provision is further enhanced by the community link which makes available, for the school, a swimming pool (housed in a separate building), a sports hall, gymnasium and multi-gym.



We recognise the importance of encouraging participation in sporting activities. Our aim is to ensure that our pupils benefit from the facilities we enjoy and lay the foundation of a healthy adult lifestyle. We want all pupils to be involved in Physical Education and games lessons and as many as possible to take an active part in the sporting teams that represent the school in many different disciplines.



Inter-school matches are played regularly and a biennial tour abroad has become a feature of the school calendar. Annual ski trips are also organised.



# Donations to the School

There have not been any donations in this financial year.

## Community Links

The school has strong community links with our partner primary schools and with Gower College, as well as external agencies such as our local Police Liaison Officer, who is always prepared to visit the school to address assemblies and also contribute to our PSE days.

The school continues to foster and develop sporting, musical, artistic and academic links within the wider community. Educational visits this year were curtailed by the COVID 19 pandemic, but previous to lockdown, activities included::

- Our School production delivered a matinee performance to our partner primary schools of 'The Addams Family Musical'.
- Year 9 R.E. students visited the Imperial War Museum in London and spent time at the acclaimed Holocaust Exhibition.
- The Geography Department had several fieldtrips with different year groups to the Gower, Brecon Beacons and a joint visit to Kidwelly Castle and Pembrey Country Park with the History Department.
- Our Music department visited Gorseinon hospital at the end of Autumn term to perform Christmas Carols and also sang to the passing community in the local Sainsbury's.

## Governing Body Review Summary

The Governing Body held a Business Meeting in September to plan the year ahead and review all the policies required to manage the school.

# School Terms & Holidays

## Mid Term Holidays

| Term               | Term Begins                 | Terms Ends                 | Begins                     | Ends                       | Term Begins                | Term Ends                   |
|--------------------|-----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| <b>Autumn 2020</b> | Tuesday<br>1st<br>September | Friday<br>23rd<br>October  | Monday<br>26th<br>October  | Friday<br>30th<br>October  | Monday<br>2nd<br>November  | Tuesday<br>22nd<br>December |
| <b>Spring 2021</b> | Monday<br>4th<br>January    | Friday<br>12th<br>February | Monday<br>15th<br>February | Friday<br>19th<br>February | Monday<br>22nd<br>February | Friday<br>26th<br>March     |
| <b>Summer 2021</b> | Monday<br>12th<br>April     | Friday<br>28th<br>May      | Monday<br>31st<br>May      | Friday<br>4th<br>June      | Monday<br>7th<br>June      | Friday<br>16th<br>July      |

## Bank Holidays

|                     |   |                |
|---------------------|---|----------------|
| Good Friday         | - | 2nd April 2021 |
| Easter Monday       | - | 5th April 2021 |
| May Day             | - | 3rd May 2021   |
| Spring Bank Holiday | - | 31st May 2021  |

## The School Day

|                        |                   |   |                   |
|------------------------|-------------------|---|-------------------|
| Registration/Assembly: | 8.40 a.m.         | - | 9.00 a.m.         |
| Lesson 1               | 9.00 a.m.         | - | 10.00 a.m.        |
| Lesson 2               | 10.00 a.m.        | - | 11.00 a.m.        |
| <b>Break</b>           | <b>11.00 a.m.</b> | - | <b>11.20 a.m.</b> |
| Lesson 3               | 11.20 a.m.        | - | 12.20 p.m.        |
| Lesson 4               | 12.20 p.m.        | - | 1.20 p.m.         |
| <b>Lunch</b>           | <b>1.20 p.m.</b>  | - | <b>2.00 p.m.</b>  |
| Lesson 5               | 2.00 p.m.         | - | 3.00 p.m.         |



# Statement of Actual Expenditure

## Year Ending 31.3.20

|                                 | Delegated<br>Expenditure £ | Non-Delegated<br>Expenditure £ | Total Net<br>Expenditure £ |
|---------------------------------|----------------------------|--------------------------------|----------------------------|
| <b>Teachers Salaries</b>        | 3,023,916                  | 57,488                         | 3,081,404                  |
| <b>Salaries</b>                 | 1,071,591                  | 51,458                         | 1,123,049                  |
| <b>Other Employee<br/>Costs</b> | 1,036                      | 424                            | 1,460                      |
| <b>Premises</b>                 | 144,393                    | 0                              | 144,393                    |
| <b>Transport</b>                | 7,569                      | 37,545                         | 45,115                     |
| <b>Supplies &amp; Services</b>  | 605,065                    | 0                              | 605,065                    |
| <b>Recharges</b>                | 31,233                     | 4,860                          | 36,093                     |
|                                 |                            |                                |                            |
| <b>Gross Expenditure</b>        | <b>4,884,803</b>           | <b>151,774</b>                 | <b>5,036,578</b>           |
|                                 |                            |                                |                            |
| <i>Grant Income</i>             | <b>-402,977</b>            | 0                              | <b>-402,977</b>            |
| <i>Other Income</i>             | <b>-171,120</b>            | <b>1,765</b>                   | <b>-169,355</b>            |
|                                 |                            |                                |                            |
| <b>Gross Income</b>             | <b>-574,097</b>            | <b>1,765</b>                   | <b>-572,331</b>            |
|                                 |                            |                                |                            |
| <b>Net Expenditure</b>          | <b>4,310,707</b>           | <b>153,540</b>                 | <b>4,464,246</b>           |
|                                 |                            |                                |                            |

| RESERVES:                             | £              |
|---------------------------------------|----------------|
| FINAL FORMULA ALLOCATION:             | 4,219,745      |
| TOTAL NET EXPENDITURE:                | 4,310,707      |
| TRANSFER TO / (FROM) RESERVES:        | <b>-90,962</b> |
| OPENING BALANCE ON RESERVES 01/04/17  | 222,445        |
| CLOSING BALANCE ON RESERVES: 31/03/18 | 131,483        |
|                                       |                |

Management of the school finances is one of the major responsibilities of the Governing Body. Parents may be assured that every is made to ensure best value in every area of expenditure at all times.



# Toilet Facilities

 review of all the toilet provision within the school is constantly under review. This report sets out the current position and proposals for future improvements.

**Main Block.** The main block is a new building and all of the toilets meet the current specifications required by law, there are pupil toilets on the ground floor, and the top floor. There are staff toilets and disabled toilets on the top two floors in addition to this there is also a toilet in the medical room and one in the STF which is gender neutral. There is a new disabled wet room along with a separate disabled toilet on the ground floor which staff can use.

**Annexe Block.** The annexe has both male and female pupil and staff toilets. The staff toilets in the annexe are in a good state of repair.

**Outside Changing Rooms.** The outside changing rooms contain both pupil and staff toilets and have been recently refurbished with the work being completed in April 2019.

**Leisure Centre.** The leisure Centre has two sets of toilets, one set of toilets are within the pupil changing rooms male/female (school use only during the day), with a second set for public/customers toilets located in the link corridor on the ground floor, (separated by magnetic locking doors) for use during the day. These have newly been refurbished and they have incorporated two new unisex changing/wet rooms.

**Cleaning Regime.** The toilets are cleaned daily by school cleaning staff and this work is monitored by the site manager/officer; any problems are reported to the cleaning supervisor, the toilets are regularly inspected during the school day and any emergency cleaning that is required is carried out by the site manager/officer.

**The cleaning of all areas comply with the schools Covid-19 risk assessment and operational plan.**

**Toilet Products.** The toilets are checked every morning and toilet rolls and liquid soap is supplied as required, all of the toilets are fitted with electric hand driers.

**Penyrheol Comprehensive School**

Pontarddulais Road

Gorseinon

Swansea

SA4 4FG

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