



Penryn
College

"Achieving through Challenge"

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Facts About The College

Penryn College is an 11 – 16 Academy for boys and girls aged between 11 and 16 years who live in Penryn and the surrounding villages of Constantine, Flushing, Mabe, Mawnan Smith, Mylor, Perranwell and Ponsanooth. Students also join us from outlying villages and Falmouth. Our roll from September 2018 is 1130.

We're a lively thriving college, and we pride ourselves on offering the very best for our students.

Penryn College opened originally in Falmouth in 1957 and was moved to its present site in 1961. Since that time there has been a programme of continuous improvement, updating of buildings and of classrooms. A £3,000,000 Art, Design and Technology Centre, Humanities facilities and an Area Resource Base for children with severe learning needs opened in 2004. In September 2008, we opened the doors of Cornwall's first £23,000,000 "School for the Future". The Governors, University College Falmouth and University of Exeter, Sport England and other sporting agencies provided £1,400,000 for superb sports and creative arts facilities. These comprise of an international standard football and rugby all weather pitch, an astro hockey pitch and covered netball and tennis courts. We want everyone to understand, care and learn about the environment. In 2011 we became an Academy and we are now working with several primary schools to formalise our partnership with them in a Multi Academy Trust.

We want children to achieve their very best in school and in life.

High quality learning is at the heart of everything we do. Because we prepare young people for their futures, it is really important they know how to keep themselves safe in life and online. Every child receives an IPAD when they start at the College so they can learn to search, explore, investigate and make decisions using IT. This means students have the wonders of the world at their fingertips in a safely controlled environment. We also currently have three up-to-date networked computer rooms, a Mac Editing Suite and extensive WI-FI access to support high quality learning and independent study. Our customised "Virtual School" means students can access learning outside lessons and at home. It also helps parents learn first-hand about their child's daily school life.

Our students are given help and guidance in their final year to make the most appropriate choices for their post-16 education and for their future. When our students leave us at 16, the vast majority continue in full time education studying in a variety of local institutions including Truro Penwith College, Cornwall College, Falmouth and Helston Sixth Forms.

Our College buildings, amphitheatre and grounds are used extensively for learning by local students during the school day, after school and in the holidays. We are proud that we are a community school used by the community for adult education, sporting activities, performances and fund raising activities.

Safety is everyone's responsibility.

We take our responsibility to promote children's welfare and keep them safe extremely seriously. We create the very safest environment in which your young people can understand themselves and others while they learn about the world in which they live.

Penryn College has grown from strength to strength.

We are so very proud of what your children achieve. I hope that when you learn more about the College, you will feel some of the energy and dynamism of College daily life.

Aims Of The College

Our aim is that every young person takes responsibility for his or her own learning and has the opportunity to experience success and develop self-esteem.

Particularly:

- ❖ is able to communicate effectively in English and another language
- ❖ can use and understand Mathematics
- ❖ knows how to seek, organise and use information - from books and using ICT (Information and Computing Technology)
- ❖ acquires knowledge and understanding of the world's rapidly changing science and technology, history and geography, economics and industry, literature, religious and culture diversity, socio-political and environmental issues
- ❖ achieves the best possible examination results

We will also help your child:

- ❖ develop sporting, technical and other physical skills and practical abilities
- ❖ encourage the use of creativity and imagination and enhance aesthetic and spiritual awareness
- ❖ observe, enquire, apply skills and knowledge, to solve problems and to exercise judgement in decision making
- ❖ offer guidance on the world of work, careers and encourage progression into life-time learning
- ❖ widen interests through a programme of extra-curricular activities
- ❖ keep themselves safe online and in life.

It is equally important that we help parents to ensure their child:

- ❖ learns self-discipline and leadership skills
 - ❖ can work well with other people
 - ❖ is polite, reliable, adaptable and persevering
 - ❖ understands, is tolerant of, and respects other views and ways of life and understands what it means to be British
 - ❖ takes care of the environment, abides by the rules governing our community and is a good citizen
-

Our Uniform

The College uniform, chosen by the Governing Body in consultation with the students, is smart, comfortable, practical and easy to purchase locally. We want our students to look like young men and women in a working environment. Please provide tailored trousers rather than those resembling “leggings” and help us encourage girls to wear skirts of a suitable length for the workplace.

A high standard of personal appearance is expected. Hair styles must be appropriate for College, jewellery should be discreet and can only include one pair of stud earrings and one ring. **All other facial jewellery is inappropriate and should not be worn to College**

Please support us in ensuring your son or daughter does not wear fashion extremes in school.

Please label **ALL** items of clothing. The loss of items causes students and parents considerable upset.

GIRLS

Plain black school skirt of a suitable length for school
(not tight trousers or leggings)
Plain white polo shirt with College logo
Plain black sweatshirt with College logo
Plain black hooded top with College Logo - KS4 only
Black shoes (**No trainers, skate shoes or Vans**)

BOYS

Plain black school trousers (not jeans or chinos)
Plain white polo shirt with College logo
Plain black sweatshirt with College logo
Plain black hooded top with College logo
KS4 only
Black shoes (**No trainers, skate shoes or Vans**)

School Trousers should be formal, not a jean type, chino cut or leggings. As a guide, there should be some space between the leg and the material from the knee down and this part of the garment should be able to hold a crease. School Skirts should be of a suitable length and be appropriate for the workplace (ie. closer to the knee than the bottom). Black belts may be worn for the purpose of keeping trousers up and should fit and be worn through the trouser belt loop. Shorts may be worn but must be of a formal/tailored type cut and knee length, any others will not be allowed.

Make up must be discreet and modestly applied. **Hair styles** there should be no obvious hair dye or designs shaved into the hair. There should be no obvious hair accessories (large bows etc).

All school uniform with the College logo can be purchased through MC Sports & Uniform, who have a shop on Falmouth high street or through their website www.mcsporthalmouth.co.uk

Our Sportswear

P.E. AND GAMES

GIRLS

A-Game Red Polo Shirt
A-Game Black Skort
A-Game Red Socks

P.E. AND GAMES

BOYS

A-Game Red Rugby Shirt
A-Game Black Shorts
A-Game Red Socks

Optional kit items;

A-Game Black Leggings
A-Game Black Track Bottoms
A-Game Red Hoodie
A-Game Black/Red Shower Jacket
Black Under-Layer Top

PE Kit information;

All PE kit listed as ‘A-Game’ above must be purchased on the supplier’s website www.a-game.co.uk
Optional kit items are acceptable to wear in PE lessons if preferred, other items of sportswear will not be suitable. School jumpers are not to be used in physical lessons.

What Will My Child Study?

Lower School - In Years 7, 8 and 9 our curriculum complies with the Government's guidelines for a broad, balanced 'National Curriculum' of Core and Foundation subjects for all students. It includes:-

- ❖ English, Mathematics and Science (the core subjects).
- ❖ Geography, History and Religious education.
- ❖ French or Spanish, with the option to take a second language out of hours.
- ❖ Technology.
- ❖ Computing.
- ❖ Art, Music, Drama and Dance.
- ❖ Physical Education and Games.*
- ❖ Citizenship, Personal and Social Education including Health, Sex and Relationship Education.*

** All of these subjects form part of our Lifestyle programme*

Year 7 students are taught mainly in ability groupings with some mixed ability classes. In subsequent years, there is broad setting by ability and sometimes gender in many subjects. We plan carefully for children with special educational needs. According to their learning requirements, some children are taught in small discreet groups for some subjects or receive individual teaching in English and Maths at Key Stage 3.

Upper School - At GCSE our students follow the National Curriculum, which includes:-

- ❖ English.
- ❖ Maths.
- ❖ Science.
- ❖ Religious Education.
- ❖ Physical Education.**
- ❖ Careers Education.**
- ❖ Health Education and Citizenship including drugs and sex education.**

***All of these subjects form part of our Lifeskills programme*

In addition to the above, our students can choose other GCSE subjects such as History; Geography; Product or Graphic Design Technology options; Food & Nutrition; French; Spanish; Media Studies; Computer Science; Enterprise Studies (Business); Health and Social Care; RE; Art & Design; Craft or Textiles; Music; Dance or Drama GCSEs. We offer our students a combination of courses with different emphases. This allows them to follow their own interests while maintaining a wide spectrum for post-16 options. All students, irrespective of ability are encouraged to enter GCSE examinations as long as the course requirements are met. Those students who reach the standard of the English Baccalaureate are encouraged to choose History or Geography and a Modern Foreign Language. Native speakers are able to sit GCSEs in their chosen language without following a school course of study. There are extensive opportunities to develop leadership skills through a range of subjects and extra-curricular opportunities.

For those students for whom it is appropriate, a specialist programme of support is offered to assist pupils in achieving their qualifications. A detailed brochure describing our GCSE courses is issued to all parents for students making their options choices and is supported by parent/teacher meetings, individual discussions and a structured guidance programme.

In school, students spend 33.75 hours minimum a week in College. Lessons account for 26.25 hours, with the remaining time spent on registration, lunch and morning breaks.

What is the Sex Education Programme?

We believe that sex education should be taught within a programme that is concerned with the overall emotional, moral, social and physical development of the child. Relationships and Sex Education is delivered by a dedicated team of teachers, together with some Health Professionals who are invited from relevant external agencies, who are regularly invited to add their expert information, all within our Lifestyle Curriculum which combines PHSE (Personal, Social, Health and Economic Education) and PE (Physical Education). Our Lifestyle RSE enhances and builds on the work delivered by the Science Department. An overview of this programme can be found under the 'Policies' section of our website.

How is PSHE delivered?

In Years 7, 8 and 9 we deliver discrete lessons of Lifestyle. In Year 7 this is on a rotation with PE Units, in Years 8 and 9 there is a dedicated slot of time, one double per fortnight. The course promotes personal and social developments by working with students on individual and global issues, examining the world of work and enhancing students' studies through practice of and reflection on various skills including emotional understanding, communication, negotiation and debate. There is a strong emphasis on keeping a healthy, active lifestyle.

Our team of Lifestyle teachers are trained to facilitate discussing sensitive issues about health and wellbeing and will encourage students to explore their views on the world while being prepared to listen to the views of others. Key topics include relationships, drugs, alcohol and tobacco, sex education, careers, personal finance, democracy and government, law and human rights all with a leaning towards maintaining healthy habits and active lifestyles throughout life. All of the team who deliver Lifestyle are either PE or PSHE trained and most also deliver PE. Students are assessed on a wide range of Learning Skills as they develop through KS3.

In Key Stage 4, our programme is delivered through the Life Skills course which focuses on helping students prepare for life, work and their responsibilities as a citizen. In Year 10 students follow a series of lessons on 'Keeping Healthy and Keeping Safe' which focus on drug, alcohol, sex and other issues. In Year 11 the course has modules focusing on diversity, moral issues, personal finance and global economy. The courses are supplemented by experts who are invited from recommended external agencies to provide workshops on a range of topics within our framework.

What Type of Philosophy and Ethics is Taught?

RE teaches about people, cultures and morality and also teaches students the life skills of critical thinking, evaluation, cultural understanding and empathy. What a person believes affects their behaviour. Students are encouraged to appreciate the value of studying other people's religions and beliefs. This will, we believe, develop their knowledge, sensitivity, appreciation and tolerance.

Philosophy and Ethics at Penryn College reflects national developments and follows Cornwall's agreed approved syllabus, SACRE (Local Standing Advisory Committee for RE). Our students study the major world religions and philosophies such as Christianity, Islam, Buddhism and Humanism. All students will study a GCSE Religious Studies course but can opt for studying the full course examination. At GCSE students study Christianity and Hinduism as well as different ethical and philosophical world issues.

Any parent wishing to withdraw their child from the act of collective worship component of the school assembly, or from Philosophy and Ethics, must make an official request in writing to the Headteacher. If this is authorised, the child may work in our supervised library.

What Can The Physical Education Department Offer My Child?

Penryn College has a strong local and national reputation for high quality PE and school sport. We offer a wide range of activities from sailing and outdoor activities to traditional team games. In Years 10 and 11 all students can opt to take a GCSE/BTEC Level PE Course. Everyone has the chance to take part in developing their leadership skills with the opportunity to become accredited in Leadership. There is an opportunity to continue to learn in a wide range of clubs before and after school and also in community hours.

Outdoor experience is a key part of school life. This subject includes canoeing, climbing, orienteering, surfing, and kayaking. In Year 7 students have the opportunity to work with their tutors in the outdoors and to take part in the Isles of Scilly trip. In later years, students are able to obtain qualifications in a variety of outdoor activities.

In What Sports Can My Child Be Involved?

Athletics	Dance	Sailing
Archery	Football	Tennis
Badminton	Gymnastics	Table Tennis
Basketball	Netball	Trampolining
Kayaking	Orienteering	Watersports
Cheerleading	Volleyball	Cross Country
Skateboarding	Surfing	Cricket
Rugby Union and League	Hockey	Softball
Strength & Conditioning	Handball	Swimming
Rounders	Surf Lifesaving	Handball

My Child Is Talented At Sport. What Special Encouragement will She or He Receive?

For very talented students we offer expert coaching and training in superb facilities. We also have extensive access to opportunities in community time which support an athlete's development.

What Facilities For Sport Do You Have?

INDOOR

Gymnasium
Sports Hall (6 Courts)
Fully equipped Fitness Suite
Indoor Netball/
Tennis courts

OUTDOORS

MUGA areas – (*Multi use Games Area*)?
Synthetic turf hockey pitch
Synthetic turf Football/
Rugby pitch
Climbing Wall

FIELDS

Four Soccer/Rugby pitches
One Artificial Cricket Square
One 400 metre Track
Four lane Jumping Pit
Shot Circles

What About Children who are Talented In The Arts?

All students will receive an Arts curriculum that is 'live', enjoyable, real, that stimulates and maintains curiosity, interest and enjoyment enabling them to be more sensitive to, familiar with and confident across a range of art forms. Students with potential in the Creative Arts will be identified through department tracking sheets and will be recorded in plans to ensure they are challenged and excel.

Students will be offered opportunities to take part in extracurricular activities during term time as well as through holiday and weekend programmes: e.g. *Music* (Concert and Performance opportunities, Royal Albert Hall, Bournemouth Symphony Orchestra, County ensembles, graded music exams and Grade 5 theory). *Dance* (Carrick, Elite Dance, links with Falmouth University Dance, KS3 Dance). *Art* (Extensive Extra Curricular programme, Design for Jubilee Wharf, Arts leaders including CAPA primary, Animation). *Media* (Work with Falmouth university students).

Our aim is for all students to be offered opportunities to take part in performances and exhibit work at least once a year. Students with potential are also encouraged to become Arts Leaders through Bronze and Silver Arts Award. We provide opportunities for students to be selected to work with visiting artists and professional practitioners at least once a year KEAP, Cornwall Music Service Trust, Cornwall Music Education Hub, CYMAZ

My Child Is Very Able. What Provision Is Available for Him or Her?

Key Stage 2 scores and reports from primary schools help us to identify the Year 7 students with potential. All department programmes will offer these students a variety of extended learning opportunities and cross curricular projects. These have included 'Achieving through Challenge' expeditions in the Pyrenees and Norway with Leading Edge. Our teachers are experienced at setting challenges within the classroom to meet individual's needs. Many subjects have brought a stretch into the lower school classroom with GCSE style work and this is continued into upper school with A-Level work. Alongside these opportunities we run trips to a range of Universities, and have had guest speakers from Oxbridge to inspire our young people and explain entrance processes.

What if my Child has Special Educational Needs?

Penryn College's policy for students with Special Educational Needs complies with the most recent Education Act and the Code of Practice.

We are committed to identifying and providing for the needs of all students. A climate of warmth and support is fostered in which self-confidence and self-esteem can grow and in which students feel valued and able to risk making mistakes as they learn without fear of criticism. We have a well qualified and experienced team of Teachers and Teaching Assistants to support those with Special Educational Needs.

Many students with Special Educational Needs are taught in smaller groups and by an experienced specialist teacher, with help from Teaching Assistants. There is an extensive range of special provision throughout the school curriculum, and outside it, designed to support inclusion and full entitlement. Penryn College continues working towards fulfilling the requirements of being a 'dyslexia friendly' school.

Education Support

If a child is experiencing learning and behavioural problems, we refer them to our Skills Centre Team. This is situated in a suite of rooms at Penryn College where experienced staff work closely with children to address their behaviour and to develop a package of support to enable them to participate effectively in mainstream classes without disrupting the work of other children.

Area Resource Base for Vulnerable Children

Some children find it difficult to cope with the demands of mainstream secondary school. We are fortunate in having a facility which allows us to support a small number of these children through a personalised special educational programme. Entrance to the Area Resource Base is through application to the Local Authority.

How Much Homework Will My Child Have?

In Year 7:

In year 7 pupils will have a staggered start to homework, so they can get used to the work load. Pupils will start by being set homework in English, Maths, Science and Technology and then gradually over the first half term other subjects will introduce setting homework. All students will have sessions of personal study on their timetable each week. This is silent time for students to work on homework, catch up and do private reading.

- *Year 7 are given approximately 15-20 minutes of homework/independent learning tasks per subject per week (please see the exceptions to this, below.)*
- *Maths and Science set homework once every week.*
- *English homework is set once each week (we encourage children to read at home in addition to this.)*
- *ICT (Information Computing Technology), Modern Foreign Languages and Humanities set homework once a fortnight.*
- *Personal, Social, Health Economic Education and Citizenship (PSHE/C), Design Technology, Art and Drama set homework occasionally.*
- *Music and P.E. lessons are mainly practical in years 7, 8 and 9. Students are encouraged to join the many extra-curricular clubs we have on offer at the college (please contact our Study Support Programme Manager, Jake Ash).*

When can I visit the College and what is the admission number?

Any time at all. Simply telephone for an appointment and a senior member of staff will be happy to show you our College during or after class time. In September 2019 there are 210 Local Authority places available for Year 7 students. Penryn College adheres to the admissions policy operated by Cornwall Council on the College's behalf.

Attendance

Good attendance is essential if a child is to benefit from the opportunities we provide. If your child cannot attend College please phone the College every day that your child is absent, before 9.30am. Concerns about absence are dealt with by the Attendance Officer, Tutors and Heads of House. Our Educational Welfare Officer also regularly reviews attendance levels.

Please note that **permission for term time leave of absence can only be granted in exceptional circumstances.** This is an instruction from the Department for Education. **Any requests for holidays in term time will be refused unless there are very special reasons.** These must be addressed in writing to the Headteacher. We encourage children to have **full attendance** as this is shown to have a direct impact on achievement. **Attendance** for 2016/7 was 96.0%.

We operate an attendance system called "Schoolcomms". This system sends out an automated message to all parents if the school has not received a message explaining why the student is absent.

What Equipment Must I Provide For My Child?

Pens, pencils, coloured pencils, ruler and eraser.

A bag or case for books.

A simple pocket calculator.

Maths equipment – compass and protractor.

Can I, As A Parent, Have Access To Policy Documents?

Yes, by all means. Simply telephone the school office for an appointment and we will be pleased to give you access to policy documents and inspection reports. As a school, we adopt the County's Child Protection Policy and fully follow its recommendations. Key Policies are available on our website.

How will I know what my child will be studying and how well my child is doing?

Students have a copy of what they will be learning during the year, in the front of their book. This is also available on the website so that you can also see what they are learning about.

At the start of the unit of work, the students will have a detailed outline of the work they will be studying and the resources that will support their learning. At the end of each unit of work the teacher will give the student feedback on how they have done and their behaviour. This feedback will be available on the VLE for you to review as soon as it has been completed. Each term we will also print out a summary of the **end of unit grades** so you will have a copy for your records. Each year your Tutor will receive a written summary of your child's progress in their subjects.

What Opportunities do Parents Have to Talk with Teachers?

Should you or your child have any query or concern, please phone the College as soon as possible to make an appointment to see the most appropriate person. This might be the Tutor, the Head of Department, or for problems of a more serious nature, the Head of House. Naturally if we have concerns about your child, we will contact you and ask you to come into the College to talk with us.

In Year 7 there is an opportunity to see the school and meet your child's teachers informally early in the Autumn Term and see how they are settling in. Each year group will have two further formal Parents' Evenings when you will be able to meet teachers and discuss your child's progress.

Parents and students are given detailed guidance prior to choosing GCSE options and there will be an information evening which supports this process.

There is an active Parents' Forum whose main functions are:

- To provide a starting point for parents to share in their child's education
- To stimulate a three way channel for communication between school, parent and student groups
- Providing information for parents
- To be a source of constructive feedback on educational and social projects
- To support student projects and help obtain extra funding.

Who Cares For My Child?

At Penryn College we make considerable efforts to look after your child in every way. Our system of care and guidance, involves every teacher. All the staff meet daily to ensure that any matters of concern are speedily dealt with and we also have a team of Student Progress Officers allocated to each year group who work closely with those students who are finding things difficult. We also encourage our students to take responsibility for the school community.

We work very closely with our **Local Primary Schools** so that your child's move from Primary School to Secondary School is as smooth as possible. Even before your child attends Penryn College, we hope that your family will have visited us on several occasions - to look around the school and its facilities, to meet with the Head of Year 7 and your child's tutor. Our teachers' visit your child's Primary School so that their faces are familiar before your child joins us. Towards the end of the summer term, all our new students spend a full day with us and take part in a full range of lessons and activities.

Your child will be placed in a **Tutor Group** which takes account of the friendships they have already formed in the Primary School and which contains a cross section of abilities. The group is under the guidance of a **Form Tutor**. All Year 7 students take part in a day's activity in our Outdoor Education Centre, to help us assess key skills of communication, leadership and teamwork. This is followed up by a residential course on the Isles of Scilly in July which builds upon what students have learnt during their first year at the College. They will also be attached to one of four Houses.

In Year 8 students join a House tutor group which contains students of all ages. They will remain together until the end of Year 11 unless there are special circumstances. Each House also has a member of The Education Support Team whose role is specifically to look after the welfare of the children and ensure they make good progress.

Your child will meet at the *start of each school day* with their Form Tutor to discuss school arrangements, settle queries and organise form activities. This is founded upon the latest research available in how children learn. Additional time is also regularly set aside to enable your child to review their school work and organise homework/prep time with their tutor.

All staff work closely with the **Head of Year 7, Heads of House** and **Subject Department Heads** who have charge of the welfare, discipline, academic and social development of your child. We must not forget the clerical, technical and other ancillary staff who give help to the children every day. In turn, all of these are responsible to the **Headteacher**, who manages and supervises the school as a whole, supported by his Senior Leadership Team.

Care for Students with Asthma

This College takes responsibilities for students with asthma very seriously. The College has an established asthma policy based on the policy and guidelines determined by the Local Authority as advised by and agreed with the Health Authority. Staff have access to training on a regular basis. Students on the Asthma Register have access to an emergency inhaler, should the need arise.

What About Discipline?

Although the College aims to develop self-discipline in its students, limits on behaviour need to be set. We expect students to adhere to simple rules laid out in our 'Foundations for Learning' document. We value your support in this, because we realise that our sanctions work best if **our partnership with you** is strong. If a student misbehaves we will use a range of reasonable sanctions and remediation programmes to address this behaviour.

More serious misbehaviour can result in a temporary exclusion and/or being placed on the schools stages of suspension. Sometimes a child will be removed from lessons and an individual programme will be delivered in the Skills Centre. Very occasionally a student's behaviour is deemed so unsatisfactory that permanent exclusion is the only course open to us. We also recognise that poor behaviour is sometimes rooted in more complex problems and as a result, we often liaise with outside agencies for advice and support.

If I Have A Complaint, What Is The Procedure?

Please telephone the College Complaints' Officer, Mrs. Tamsin Schouten, and tell her the nature of your complaint. Mrs Schouten will advise you who the appropriate person would be to deal with the complaint and will arrange an appointment with that person, at your convenience. However, if you are not satisfied with the outcome, please write to the Headteacher clearly stating your complaint. If you do not feel that the complaint has been dealt with to your satisfaction, please write to the Chair of Governors, care of Penryn College, who will decide what action to take.

Charges and Remissions

The Governing Body recognises that additional activities, for example: day and residential educational visits, music, sport, theatrical performances – beyond the normal scope of the National Curriculum helps to provide a broad balanced, personal and social education for the children in the school. The Governing Body is aware of the economical and financial circumstances and endeavours to keep costs as low as possible. To provide these activities, parents will be asked to pay a voluntary contribution to cover costs. No child will be excluded from any activity organised by the school because of an inability of a parent to make a contribution but an activity will be cancelled if voluntary contributions by parents do not cover the full cost.

Activities for which charges may be made:

- a) The board and lodging element of any residential activities in or out of school hours.
- b) The full cost to each pupil of any activities taking place outside school hours (“optional extras” i.e. not an essential part of a prescribed public exam or required to fulfil statutory duties relating to the National Curriculum or to Religious Education).
- c) The cost or supply of materials and ingredients in Food and Design Technology and other subjects, where parents have indicated in advance that they wish to own the finished product.
- d) Entry fees for prescribed public exams (including re-sits) where a pupil has not been prepared by the school and for non prescribed examinations.
- e) The entry fees for prescribed public examinations for which the school has paid (or are liable to pay) if a pupil fails without good reason to complete the examination requirements - recoverable as civil debt at the school's discretion.
- f) The charges which may be made by the examining board for re-scrutiny or re-marking of exam papers at the request of parents.
- g) The costs of repairing or replacing equipment or property lost or damaged by pupils.

The Governing Body may, from time to time, amend the activity for which a charge may be made.

Qualifying for remission or help with charges

In order to remove financial barriers from disadvantaged pupils, the Governing Body has agreed that some activities and visits where charges can legally be made will be offered at no charge, or a reduced charge, to parents in certain circumstances.

Where a pupil is in receipt of (or registered for) free school meals or where the family is in receipt of Universal Credit, the Governing Body will cover the pupil's cost of board and lodging for any residential activity that it organises for the pupils if:

- the activity is deemed to take place within school hours;
- it forms an essential part of the syllabus for a prescribed public examination;
- is required to fulfil statutory duties relating to the National Curriculum or to Religious Education.

There may be other cases of family hardship which make it difficult for pupils to take part in chargeable activities. When arranging these activities the Governing Body will invite parents to apply in confidence for the remission of all or part of the charges. Applications will be considered by the Headteacher and notified in writing.

Parents shall not be charged at a level intended to subsidise the participation of other children. The total amount of remissions awarded will be reported to the Finance & Premises Committee annually. A full copy of the policy is available on our website.

Dates and Times for the Academic Year 2018 – 2019

Session Times

Morning	8.40am – 1.10pm
Afternoon	1.55pm – 3.25pm

Autumn Term Begins *5th September 2018 – 20th December, 2018 (inclusive)*
Half Term *22nd October 2018 – 26th October, 2018(inclusive)*

Spring Term Begins *7th January, 2019 – 5th April, 2019(inclusive)*
Half Term *18^h February, 2019 – 22nd February, 2019 (inclusive)*

Summer Term Begins *23rd April, 2019 – 23rd July, 2019 (inclusive)*
Half Term *27th May, 2018 – 31st May, 2019 (inclusive)*

The school will be closed to pupils on the following days:

Training Day	4 th September 2018
Training Day	27 th September 2018
Training Day	30 th November 2018
Training Day	18 th March 2019
Closure Day	24 th July 2019
Closure Day	25 th July 2019

What Help Will My Child Receive in Choosing a Career?

There is a strong commitment in the College to Careers Education, Information and Guidance (CEIAG). All students take part in a planned programme of CEIAG that is delivered through Life Style and Life Skills lessons and the tutor programme. This is designed to help broaden aspiration and encourage students to reach their full potential. It aims to encourage and develop the skills our students will need in the rapidly changing world, to prepare them for further education, training and work and to help their understanding of themselves and others.

The Careers Education Programme is complemented by a range of opportunities designed to give students clear and impartial information, advice and guidance: a careers area in the Library for all students to use; online resources accessed through the intranet; opportunities to visit local colleges and universities; Work Experience in Year 10 and individual Careers Guidance interviews through Careers Southwest. The Careers Southwest Advisor is available to Years 8, 9, 10 and 11 students and focuses on those who may need more support. We are working towards the Investor in Careers Award.

Destination of 2018 Year 11 Leavers

Number of Students: 213

Further Education/6 th Form	93.8%
Apprenticeship/Employed with training	4.3%
Moved away	0.5%
Preparation training	1.4%
Unemployed	0.00%
Not known/available	0.00%

GCSE RESULTS BY SUBJECT – JUNE 2018

Number of Pupils in year 213

Subject	Numbers achieving each grade (9-1)										Total Entry
	9	8	7	6	5	4	3	2	1	U / X	
English Language	4	17	23	35	42	42	30	11	5	0	209
English Literature	9	11	27	44	43	30	20	10	5	1	200
Maths	4	17	20	27	40	52	18	14	13	4	209
Science Combined	0	2	9	22	48	72	77	20	6	2	258
Science Biology	8	3	14	21	17	11	5	1	0	0	80
Science Chemistry	6	7	12	20	18	19	7	0	0	0	79
Science Physics	9	8	16	17	13	10	6	0	0	0	79
French	1	4	4	4	10	13	5	5	0	0	46
Spanish	1	5	4	5	11	8	4	1	0	0	39
PE (GCSE)	3	3	5	8	9	2	1	0	0	0	31
Art & Design	4	7	5	9	9	4	10	3	0	1	52
Drama	0	4	3	8	4	3	2	1	0	0	25
Music	1	1	1	1	0	1	3	2	1	0	11
Geography	6	15	13	13	11	13	10	10	8	0	99
History	8	11	14	15	8	12	21	11	8	1	109
RE (Full Course)	5	20	24	13	10	7	8	4	2	0	93
Computer Science	2	1	3	2	5	2	2	2	3	0	22
DT Food	0	0	2	2	4	0	2	6	0	0	16

Subject	Numbers achieving each grade (A*-G)										Total Entry
	A*	A	B	C	D	E	F	G	U	X	
DT Resistant Mats	0	3	7	6	6	3	0	0	0	0	25
DT Product	0	2	2	1	3	1	2	0	0	0	11
DT Textiles	5	2	1	0	1	0	0	1	0	0	10
Business Studies	0	0	8	4	3	3	0	1	0	0	19
Media	19	23	16	21	9	1	0	0	0	0	89
Further Maths											

Subject	Numbers achieving each grade (BTEC)										Total Entry
	L2D*	L2D	L2M	L2P	L1P	U	X				
Dance	7	0	4	0	0	0	0				11
Health & Social Care	1	2	6	14	3	1	0				27
PE (Sport BTEC)	4	8	16	42	13	1	0				84

College Location

