



Penryn  
College

"Achieving through Challenge"

# **"Achieving through Challenge"**

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## Penryn College Vision

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We want to develop young people who are ready to make a positive contribution to their community. We want them to be polite, compassionate, considerate, and care for those around them.

Our students will have the skills and confidence to communicate well and to organise themselves effectively. They will work independently, work as part of a team, and be able to lead others. We want students who can read fluently, write and be numerate. Our students will have a depth of knowledge in a broad range of subjects and study skills.

They will know how to keep themselves happy, healthy, and safe. They need to be able to play their part in a modern democracy, to accept a range of different views, and to use their power to challenge the things that are not right in an appropriate way. We want their experience in school to be fun, engaging and inspiring. They need to leave us knowing there are even better times ahead and confident that this is just the start.

As staff and Governors, we want to enjoy what we are doing, to be able to focus on the most important aspects of our jobs and to know we are making a difference. We want to work in an environment where professional expectations of ourselves are high, but the support is even higher. We want the parents/carers and the community to see their young people shine in whatever field they choose.

## Facts about the College

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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 2023 is 1,165.

**We are 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. In September 2008 we opened the doors of Cornwall's first £23,000,000 "School for the Future" and in 2011 we became an Academy. 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 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 have 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.

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 sporting activities, performances and fundraising activities.

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## Safety is everyone's responsibility

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We take our responsibility to promote children's welfare and keep them safe extremely seriously. We create a safe and caring environment in which your young people can understand themselves and others while they learn about the world in which they live. We believe that to prepare our students for a full role in Modern Britain it is essential that they understand and celebrate that Britain is multicultural and diverse. Making everyone feel welcome at Penryn College is one of our core values.

## When can I visit The College?

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Any time at all. Simply visit the school website to make an appointment and a member of staff will be happy to show you our College during or after class time. The Headteacher is often at the front of school at the start and end of each day to meet parents and students. In September 2024 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.

## Who cares for my child?

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At Penryn College we make considerable efforts to look after your child in every way. Our system of care and guidance involves every teacher and member of staff. All the staff meet daily to ensure that any matters of concern are speedily dealt with, we also have an Educational Support Team (EST) allocated to each year group who work closely with those students who are finding things difficult.

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 and 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 friendships they have 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 area, to help us assess key skills of communication, leadership and teamwork. This is followed by activities days in July which builds upon what students have learnt during their first year. They will also be attached to one of four Houses; Arwenack, Gluvias, Killigrew or Pendennis.

Your child will meet their Form Tutor every day to discuss school arrangements, settle queries and organise form activities. Additional time is also regularly set aside to enable your child to review their schoolwork and organise homework/extended time with their tutor.

All staff work closely with the **Head of Year 7**, **Heads of Year** and **Subject Heads of Faculty** who have charge of the welfare, discipline, academic and social development of your child. We must not forget the clerical, technical and other support staff who give help to the children every day.

## Care for students with medical needs

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

## **My child is very able, what provision is available for them?**

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Our high aspirations for students' futures are developed through lessons and opportunities outside the classroom. All department programmes will offer these students a variety of extended learning opportunities. Our curricular are planned with ambition in mind for all. At all levels we ensure that students access rich, well sequenced and ambitious lessons that are relevant and thought provoking. Students have access to academic texts to support their learning and challenge their thinking to further inspire them to achieve at the very highest levels. Our teachers are experienced at setting challenges within the classroom to meet individual's needs.

Beyond lessons, mentoring, guidance and engagement is key. This comes from mentors in school, successful ex-students and career professionals. Extra-curricular activities, as well as trips are also key. 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?**

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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.

### **Education Support**

If a child is experiencing learning and behavioural problems, we refer them to our Education Support 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**

We are very proud of our provision for children with specific learning needs and 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.

## **What will my child study?**

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**KS3** - 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.

- ❖ STEAM – a new project based approach centred on Technology and IT, but reaching out to Maths, Engineering, Science and the Creative Arts.
- ❖ Art, Textiles, Music, Drama and Dance.
- ❖ Food & Nutrition.\*
- ❖ Physical Education and Games.\*
- ❖ Personal and Social Education including Health, Sex and Relationship Education (PSHE).\*

*\* All of these subjects form part of our Life Skills 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.

**KS4** – In Years 10 and 11 our students follow the National Curriculum, which includes:

- ❖ English.
- ❖ Maths.
- ❖ Science.
- ❖ Religious Education.
- ❖ Physical Education.\*\*
- ❖ Careers Education.\*\*
- ❖ Personal and Social Education including Health, Sex and Relationship Education (PSHE).\*\*

*\*\*All of these subjects form part of our Life Skills programme.*

In addition to the above, our students can choose other GCSE/Technical subjects such as History; Geography; Design Technology; Engineering; Food & Nutrition; French; Spanish; Creative Media; Computer Science; Enterprise and Marketing; Health and Social Care; Hospitality & Catering; Religious Studies; Art Textiles & Design; Music; Dance or Drama. 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 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 extracurricular 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/Technical 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.

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.

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### **How is PSHE delivered?**

In Years 7, 8 and 9, we deliver lessons of Life Skills in a dedicated slot of time, one double per fortnight, alongside pupils rotating through eight double lessons of Food Technology. 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 dedicated team of Life Skills 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.

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 is the Relationship and Sex Education Programme?**

We believe that relationship and 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 regularly invited from relevant external agencies to add their expert information, all within our Lifestyle Curriculum which combines PHSE (Personal, Social, Health and Economic Education), Food and PE (Physical Education) and Health & Social Care. Our Life Skill 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.

### **What type of Religious Studies is taught?**

We examine moral, ethical and philosophical issues through the lens of different religious and non-religious world views. At Key Stage 3, units of work are taught in accordance with the Cornwall Agreed Syllabus and include Christianity, Sikhism, Islam, Buddhism and Hinduism as well as a unit of work exploring spirituality in Cornwall. At Key Stage 4, pupils can opt for AQA GCSE RE, which includes a study of Hinduism and Christianity or non-examined statutory RE.

Having the opportunity to study and compare different, religions, cultures and traditions is fascinating and can help shape personal opinions and prepare them for interacting with the world around them.

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### **What can the Physical Education Department offer my child?**

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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/Sports Science 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. In Year 11 students can choose to take part in performance sports on a Wednesday afternoon.

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. 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	Triathlon

### **My child is talented at sport, what special encouragement will they receive?**

For very talented students we offer expert coaching, mentoring 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  
400 metre Track  
Four lane Jumping Pit  
Shot Circles  
Shot/Discus throw circles  
  
High Jump Area  
  
Long Jump/Triple Jump pits

Students will need trainers and studded footwear (not astro or blades).

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### **What about children who are talented in The Arts?**

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All students will receive an Arts curriculum that is 'live', enjoyable and 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 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, County ensembles, graded music exams and Grade 5 theory). *Dance* (Cornwall Dance Showcase with The Hall for Cornwall, Elite Dance Academy's, links with CDS Dance School in Truro, KS3 Dance and our CAPA Dance Program). *Art and Textiles* (Extensive Extra Curricular programme, Arts Ambassadors and Fashion Academy). *Drama* (Range in different clubs, visits and workshops from professional practitioners, school productions and Cornwall Drama Showcase).

Our aim is for all students to be offered opportunities to take part in performances and exhibit work at least once a year. Students have the potential to join our Academy groups, Elite Choirs and become Art Ambassadors. We provide opportunities for students to be selected to work with visiting artists and professional practitioners at least once a year from many organisations. Including KEAP, CDS, The Hall for Cornwall, Cornwall Music Hub and Grays Wharf Gallery.

### **How much homework will my child have?**

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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 and Science and then gradually over the first half term, other subjects will introduce setting homework. All students will have sessions of extended tutor 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 15-30 minutes of homework/independent learning tasks per subject per week, rising to 45 minutes in Year 9. It is stressed that these are guidelines only. If students or parents anticipate problems with any independent learning/homework task, they should talk to their Tutor or Subject Teacher.

In Year 7:

- Maths, Modern Foreign Languages and Science set homework once every week.
- English homework is set twice each week (one is reading a student's own book for pleasure, which is also a specified activity during some tutor periods – this is not an assessed task, but it is expected that students all read regularly at home).
- STEAM and Humanities set homework once a fortnight.
- Life Skills, DT, 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.

### **How will I know what my child is studying and how well they are doing?**

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You can find out exactly what each subject is teaching, when it is being taught, when it is assessed and how well your child has learnt their work by looking at the coloured sheets in your child's exercise books, or on the Showbie app on their iPads.

- A green sheet details what students will know, understand and do in each unit of work.
- A yellow sheet records each student's final assessment at the **end of a unit** and whether they are working towards, at or above their target grade.
- A curriculum pathway on the iPad which shows grade achieved in the unit assessment points.

In Year 7, there is a guideline of two formal assessments a year. Their result is graded from 1 – 9 (9 being the highest grade).

### **"Live" Reports**

On your child's page on the Virtual School, under the **Live Assessments Tab**, you will again be able to find the grade your child received for that assessment and feedback from the teacher about what they did well and how they could improve.

You will receive a Summary Report each term and in the Summer Term, a written report by your child's tutor.



## What opportunities do parents have to talk with teachers?

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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 Year. 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 to see how they are settling in. There is also an opportunity for a formal Parents' Evening, called Subject Review, when you will be to 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
- To provide information for parents
- To be a source of constructive feedback on educational and social projects
- To support student projects and help obtain extra funding.

## Attendance

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Good attendance is essential if a child is to benefit from the opportunities we provide. If a child is unable to attend, the College is notified before the start of the school day at 8.40am. Concerns about absence are dealt with by Tutors, Heads of House and our Attendance Team. 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.

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 about discipline?

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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 'Behaviour: Expectations, Support and Consequences' poster that is in all classrooms and on the website. 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 suspension 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 Reset room. The Reset room provides intervention and support to help students understand their behaviour and work with staff to unpick any issues and explore how to improve things moving forward. 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.

### **Can I, as a parent, have access to policy documents?**

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Yes, by all means. Please visit the school website where you will be able to find school policies. If you wish for more information 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 follow all relevant DFE and Local Authority guidelines for safeguarding and fully follow its recommendations.

### **If I have a complaint, what is the procedure?**

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Please telephone the College Complaints' Officer, Mrs. Beth Laing, and tell her the nature of your complaint. Mrs Laing 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. Further information can be found in the Complaints Policy.

### **Uniform**

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**Rationale:** At Penryn College we want students to feel proud of belonging to the College and wear their uniform smartly. 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 people in a working environment. We want to be fair and consistent and by wearing the correct uniform it will allow us to be just that. We also believe that uniform has other benefits such as:

- **High expectations** – We have high expectations of our pupils which we want them to step up to and meet. This is so they are the best versions of themselves and succeed beyond their potential. Part of our high expectations is that students look the best they can and wear the correct uniform.
- **Creating community cohesion** – We are all in this together and we want to ensure equality, fairness and togetherness for everyone. We want students to have a real sense of belonging to the school community by wearing the correct uniform.
- **Reduce unkindness and distractions** – We want all students, no matter their socio-economic background to feel safe and happy at school. Reducing differences in the clothes and shoes students wear helps to ensure no student feels disadvantaged. Clothing can also be another distraction in an already busy world. Uniform encourages a focus on their education rather than status and obsession with having the latest designer styles.
- **Safety** – If students are identifiable in a unique uniform, we can keep pupils safe as we can easily recognise those on school grounds are part of our community and those who are not. As a community school we occasionally have other students on site for events, such as sporting fixtures and we can quickly and easily see who belongs to Penryn College. On school trips, pupils are easy to identify and keep safe.
- **Preparation for life beyond school** – Many jobs require uniform or special clothing, and it will be expected that they would wear what is asked of them correctly. Dressing professionally is something that students need to prepare for moving forward.
- **Improvement in learning** – Research shows that having a uniform and wearing this correctly, as per the school policy, can improve the development of the school ethos and improve behaviour and discipline. This will contribute to the progress of pupils.

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. Hairstyles must be appropriate for College, and jewellery should be discreet. 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/carers considerable upset.

Uniform	How it must be	What is not allowed
<b>Hair</b>	<ul style="list-style-type: none"> <li>•It must be neat and tidy.</li> <li>•It should also be of an acceptable natural colour.</li> <li>•Functional and discrete hair accessories are permitted</li> </ul>	<ul style="list-style-type: none"> <li>•Hair is not to be patterned, shaved or multi-coloured</li> <li>•Hair should not be dyed unless it is of natural appearance and one colour only</li> <li>•No tramlines, shaved hairstyles or extreme hairstyles</li> </ul>
<b>If you are in doubt, please consult your child's Tutor or Head of Year before your child's hairstyle is changed.</b>		
<b>Piercings</b>	<ul style="list-style-type: none"> <li>•Ear piercing only with a pair of studs or small rings/hoops (no bigger than a 5 pence coin)</li> <li>•No nose piercings – these are completely banned</li> </ul>	<ul style="list-style-type: none"> <li>•No big-hooped earrings (should be no bigger than a 5 pence piece)</li> <li>•No nose piercings at all, including no spacers or retainers</li> <li>•No plasters covering nose piercings</li> </ul>
<b>Jewellery</b>	<ul style="list-style-type: none"> <li>•One watch</li> <li>•One small discreet ring</li> </ul>	<ul style="list-style-type: none"> <li>•One discreet bracelet</li> <li>•No necklaces</li> </ul>
<b>Make-up</b>	<ul style="list-style-type: none"> <li>•Discreet and natural make-up</li> </ul>	<ul style="list-style-type: none"> <li>•If a member of staff deems the make-up inappropriate, students will need to remove it</li> </ul>
<b>Shoes</b>	<ul style="list-style-type: none"> <li>•Smart black shoes without logos or branding of any kind. (See pictures for examples of acceptable shoe styles below)</li> <li>• DM Leather Shoes with no logo are acceptable - if you are buying new, please by with Black stitching.</li> </ul>	<ul style="list-style-type: none"> <li>•No trainers, sandals, boots, skate shoes or flip-flop style shoes.</li> <li>•No logos or branding</li> <li>•No Airforce 1s, Vans or similar</li> <li>•No high heels</li> </ul>
<b>Coats</b>	<ul style="list-style-type: none"> <li>•These are not to be worn in the school building</li> <li>•A hoody is not a coat and should not be used as an alternative to a coat</li> </ul>	<ul style="list-style-type: none"> <li>•A coat, hoody or non-school jumper cannot be worn instead of a school jumper. Students must be prepared for all climates. E.g. Have a school jumper and have a white discreet underlayer underneath their polo shirt if they get cold and a school branded polo shirt if they are too warm</li> </ul>
<b>Layers</b>	<ul style="list-style-type: none"> <li>•White discreet underlayers can be worn underneath a school polo shirt and school jumper if they are cold</li> </ul>	<ul style="list-style-type: none"> <li>•Different colours of underlayers including black are not allowed.</li> </ul>
<b>Jumper</b>	<ul style="list-style-type: none"> <li>•A black Penryn College logo jumper must be worn</li> </ul>	<ul style="list-style-type: none"> <li>•Other black jumpers and hoodies which do not have the Penryn College logo are not allowed</li> </ul>
<b>Polo shirts</b>	<ul style="list-style-type: none"> <li>•A white Penryn College logo Polo shirt must be worn (or grey branded Penryn College logo polo shirt for year 11)</li> </ul>	<ul style="list-style-type: none"> <li>•Non-Penryn polo shirts are not acceptable</li> </ul>
<b>Trousers</b>	<ul style="list-style-type: none"> <li>•Black formal and smart tailored trousers as available at supermarkets</li> <li>•They should be full length and rest on the shoe.</li> </ul>	<ul style="list-style-type: none"> <li>•No jeans or jean type material, combat trousers, leggings/stretch-type trousers, cropped trousers, drainpipes or skinnies. No decorative loops, logos, studs or additional buttons.</li> <li>• No rolled up trousers</li> </ul>
<b>Girls Trousers</b>	<ul style="list-style-type: none"> <li>•Should be formal Smart Tailored trousers</li> <li>• They should be full length and rest on top of the shoe</li> </ul>	<ul style="list-style-type: none"> <li>•No rolled up trousers</li> <li>• No jeans or jean type material, combat trousers, leggings/stretch-type trousers, cropped trousers, drainpipes or skinnies. No decorative loops, logos, studs or additional buttons.</li> </ul>
<b>Black belts</b>	<ul style="list-style-type: none"> <li>•They may be worn for the purpose of keeping trousers up and should fit and be worn through the trouser belt loop</li> </ul>	<ul style="list-style-type: none"> <li>•No long belts that the ends hang out. They should be looped through</li> </ul>

<b>Skirts</b>	<ul style="list-style-type: none"> <li>•Black formal tailored skirt, closer to the knee than the hip.</li> </ul>	<ul style="list-style-type: none"> <li>•No tube/ stretch / skork skirts</li> <li>•No rolling up skirts</li> </ul>
<b>Shorts</b>	<ul style="list-style-type: none"> <li>•Formal and smart tailored black knee length shorts</li> </ul>	<ul style="list-style-type: none"> <li>•Cargo, jean, chino, combat, stretch style shorts are not acceptable</li> </ul>
<b>Socks</b>	<ul style="list-style-type: none"> <li>• Must be Black or White Ankle Socks</li> </ul>	<ul style="list-style-type: none"> <li>• Knee length or coloured socks are not acceptable</li> </ul>
<b>Tights</b>	<ul style="list-style-type: none"> <li>• Must be Plain black or Skin coloured</li> </ul>	<ul style="list-style-type: none"> <li>• Tights with holes in are not acceptable</li> </ul>

## WHAT HAPPENS WHEN THINGS GO WRONG?

We understand that sometimes things happen and there might be an issue with your child's school uniform. We want to work with you to help students be in the correct uniform.

If there is an issue, a note from home explaining the situation is needed. We will then lend the student some school uniform from our supply for them to wear for the day.

We will ensure we have enough supplies of clean uniform and shoes to help students out if there are issues. If a student refuses to wear this uniform that will result in disciplinary action being taken. Students wearing the wrong shoes will be issued with plimsolls, as is the case in many other schools. In order to be hygienic, at the end of each day, the plimsolls will be sprayed so germs are not spread.

Many thanks in advance for your support getting this important issue right.

All school uniform with the College logo can be purchased through Castle Sports, who have a shop on Falmouth Killigrew Street or through their website: [www.castlesports.co.uk](http://www.castlesports.co.uk).

## Sportswear

<https://macronstoresw.com/schools/penryn-college/>

### **PE AND GAMES (compulsory items)**

Red Macron Sports Top

Black Macron Shorts

Black/Red Macron socks

Black Macron leggings\*

\*\*Trainers/Football boots/Shin Pads (Gum shields are advised for Rugby and Hockey).

### **PE AND GAMES (optional items)**

Red Macron PE quarter zip (recommended)

Black Macron PE baselayer (recommended)

Red Macron PE Jacket (recommended)

A range of additional items are available for purchase. Please refer to the online shop

\*No tight-fitting athletic shorts are allowed in lessons

\*\*PE ONLY - TRAINERS: These are to be a sports trainer shoe and NOT a leisure/skateboard shoe.

## **What equipment must I provide for my child?**

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Pens, pencils, coloured pencils, ruler and eraser.

A bag or case for books.

Maths equipment – calculator, compass and protractor.

## **Charges and Remissions**

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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 STEAM 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.

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## **What help will my child receive in finding out about all the different careers available.**

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 Skills lessons and includes having access to and using Unifrog, the award winning, online careers platform. Our programme is designed to help broaden aspiration and encourage students to explore all the different pathways available to them and help them 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.

Our Careers programme is complemented by a range of opportunities designed to give students clear and impartial information, advice and guidance. Students are supported by a careers team who are available to offer any support in helping students understand the pathways to reaching their goals. We offer opportunities to visit local colleges and universities, vocational afternoons with a nearby Post 16 college, work experience, trips to local industries and events and individual careers guidance interviews through Hannah Ali from Careers 4U. We are also supported by Laura Morrison from CSW Ltd who focuses on students who may need extra support.

## **Destination of 2023 Year 11 Leavers**

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**Number of Students: 216**

Apprenticeships: 12

Further Education: 203

NEETS: 1

Unavailable: 0

Moved away: 0

## Grades Area - Overview Report - Quals Level 2023

### GCSE 9 to 1 grades

Name	Total Grades	9	8	7	6	5	4	3	2	1
Arabic	1	1	0	0	0	0	0	0	0	0
Art	47	1	5	4	13	8	4	9	3	0
Art & Design (Fine Art)	1	0	0	1	0	0	0	0	0	0
BIOLOGY	84	9	12	18	22	8	12	1	0	1
CHEMISTRY	81	10	9	16	14	19	7	6	0	0
COMPUTER SCI	22	0	2	2	4	3	2	4	0	4
DESIGN TECH	20	0	2	0	1	4	6	1	4	2
DRAMA	14	1	0	1	5	1	1	1	1	3
ENGINEERING	14	0	2	2	4	1	4	1	0	0
ENGLISH LANG	215	10	26	24	38	33	29	34	15	4
ENGLISH LIT	202	11	22	27	38	39	22	27	10	5
FOOD & NUTRITION	39	3	6	2	2	5	6	9	6	0
FRENCH	27	3	1	4	3	3	5	4	3	1
GEOGRAPHY	100	6	13	9	9	14	14	16	17	1
HISTORY	109	14	24	14	17	9	7	11	8	4
MATHS	216	16	12	23	26	32	53	29	16	7
PE GCSE	25	2	7	6	4	3	1	2	0	0
Persian	1	1	0	0	0	0	0	0	0	0
PHYSICS	81	11	16	12	15	18	7	2	0	0
RE FULL COURSE	120	26	19	17	17	15	8	10	5	3
SPANISH	12	5	4	0	1	2	0	0	0	0
TEXTILES	26	1	3	1	6	6	3	3	2	1
TRILOGY SCIENCE	258	0	5	8	23	46	58	77	30	7

### Technical Awards

Name	Total Grades	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
CREATIVE IMEDIA	36	2	6	5	5	3	6	6
DANCE	10	0	6	1	2	0	1	0
ENTERPRISE	29	0	0	11	3	3	5	3
HEALTH & SOC	22	7	2	3	9	1	0	0
HOSPITALITY	21	1	2	2	5			10
MEDIA PRODUCTION	41	3	13	11	12	1	0	0
MUSIC BTEC	8	0	3	1	4	0	0	0
PE BTEC	65	7	8	20	20			9