



TREORCHY COMPREHENSIVE SCHOOL

YSGOL GYFUN TREORCI

A community school committed to excellence
Ysgol gymunedol wedi'i hymrwymo i ragoriaeth

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Setting the Scene

- 1534 pupils (316 in the 6th form)
- 145 staff (91 teachers)
- 21% of pupils entitled to free meals (deprivation factor)
- 6 million budget managed by Governing Body and Headteacher
- School Site – A challenge! 13 different blocks, mainly flat roofed
No green areas
- Community/Catchment /Area – Eight associate feeder school (although some pupils come from outside the catchment area.)
Pockets of considerable deprivation with very little employment prospects in the Valley.



Evidence

➤ **Examination Results**

(1997) 29% 5 A-C

(2007) 72% 5 A-C (level 2 threshold)

Value added/benchmarking – performance is almost always in the top quartile on all indicators.

316 in the 6th form from NVQ level 1 to Oxbridge

➤ **Estyn Inspection March 2006**

Grade 1(outstanding) in all seven Key Questions

➤ **NACE Challenge Award October 2007**

For Excellence in provision for Able, Gifted and Talented pupils
(first secondary school in Wales)



➤ **Bilingual/Welsh Medium**

Welsh seen as a core subject

5 subjects in Key Stage 3 taught bilingually or through the medium of Welsh
Bilingual Faculty has strong links with cluster schools

➤ **Performing Arts**

Brass band/senior orchestra frequently chosen for National Festival of Youth UK

Large scale school productions in the Parc & Dare Theatre and three
concerts a year – high pupil participation

Dance groups selected to perform in National Conference

➤ **Physical Education**

High participation in competitive events across and beyond Wales

PESS, 5 X 60, Sporting Marvels, Coaching Awards

Is this what excellence looks like?



Learning and Teaching

‘The quality of an education system cannot exceed the quality of its teachers’ (Sir Michael Barber/McKinsey)

- Recruitment
- Professional Development
- Reviewing and the sharing of good practice
- Leadership development at all levels
- Pedagogy
- Consistency



May 2000



LEARNING AND TEACHING **is the core vehicle for improvement**

Schools which have the courage to empower their students, to give real responsibility to them for their lives and learning, achieve real improvement.

Teachers coming into the profession must know that from their first day, they will be supported, they will be given the power to innovate and experiment while being helped to gain the professional expertise that only comes with experience and shared advice.

Middle Managers who have an open and consultative style and give their teachers, even those in the first year of teaching real opportunities for taking responsibility find themselves amply rewarded by the sheer volume and vibrancy of ideas that bubble up from within the staff.

Leadership Teams who share ideas and devolve responsibility to middle managers find themselves better supported and subject areas better run.

Heads who share the huge burden of leadership with a tight knit leadership team invariably run much more effective schools.



September 2000



Classroom Management

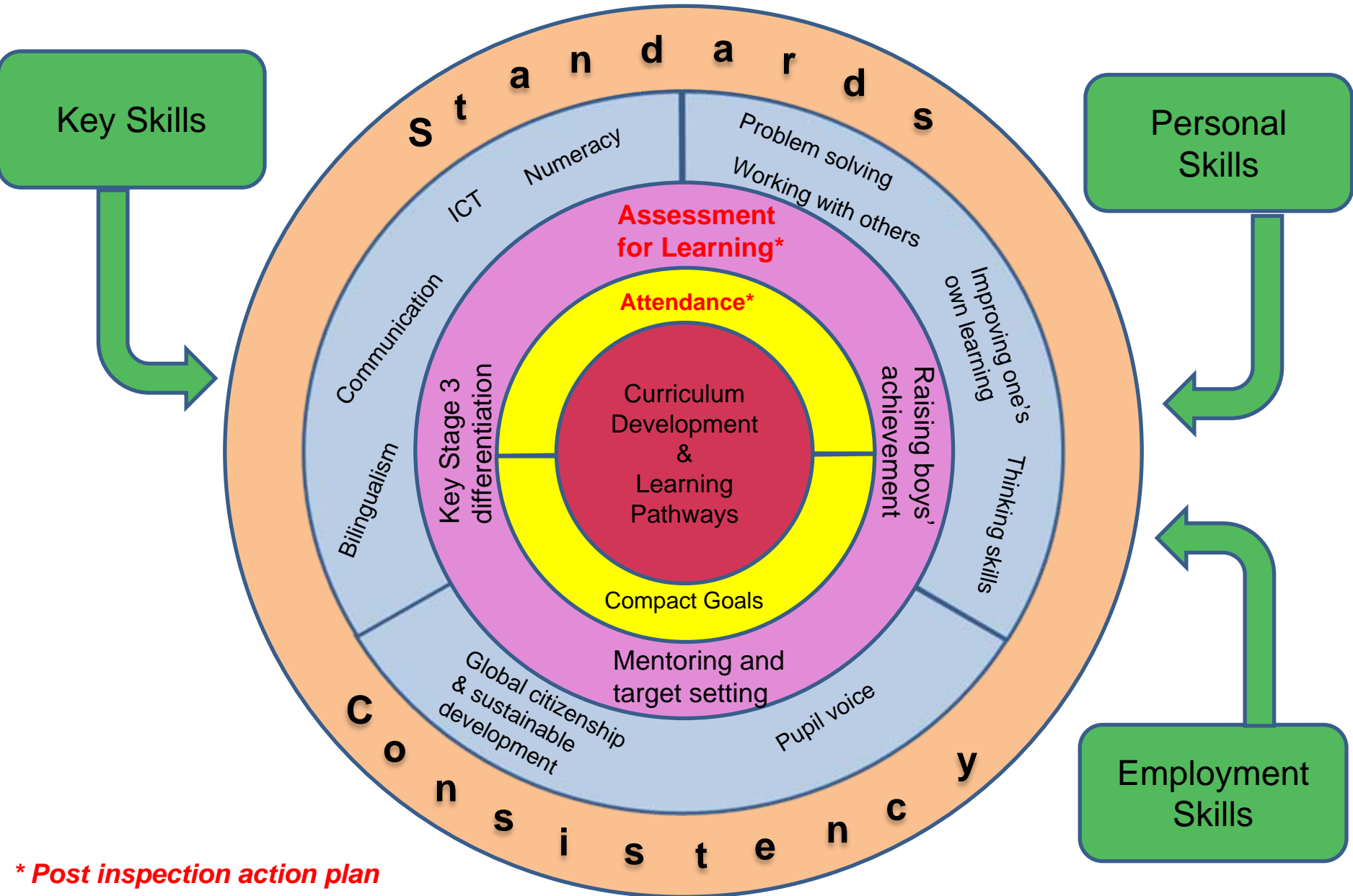
Basics – expectations of pupils’
behaviour

Focus – is always on pupils’
learning

**Biggest challenge of all is CONSISTENCY of
expectations
in these two areas as pupils move
from lesson to lesson**



Skills for Students 2007-08



* Post inspection action plan

The Student Experience

- Curriculum diversification
- The Skills Agenda (Literacy and Numeracy)
- Student Voice
- Additionality
- Community involvement



Leadership

- Intervene early and often
- Use of data
- Capacity building/distributed leadership
- Conviction
- Communication
- Partnerships



“Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource”.

John F. Kennedy

