



Monmouth | Ysgol Gyfun
Comprehensive School | Trefynwy

PROSPECTUS 2021-2022



CONTENTS

- 3 Welcome
- 4 Learning Environment
- 6 Our Curriculum
- 9 Faculty of Business, Enterprise and Technology
- 13 Faculty of English
- 14 Faculty of Humanities
- 19 Faculty of International Languages
- 21 Faculty of Mathematics
- 22 Faculty of Performing and Expressive Arts
- 28 Faculty of Physical Education
- 30 Faculty of Science and Technology
- 37 Faculty of Welsh
- 38 Specialist Resource Base
- 40 Exam Results Summer 2021
- 47 General Information

Monmouth Comprehensive School

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 @LearnWithMCS

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Welcome to Monmouth Comprehensive School

At MCS, we aim to achieve the very best for every student with all aspects of their learning - academic, social, emotional and physical. We are determined to ensure that every student is happy and successful at school. Our values underpin all that we do:

- Respect
- Security
- Success
- Independence
- Freedom with
- Responsibility

OUR PHILOSOPHY AND CULTURE

Our philosophy is simple -
all members of the school
community need to

Work Hard and Be Kind

All else comes from this.



Hugo Hutchison
Headteacher

We support our students to:

- Achieve and develop the skills they need for the future
- Show respect for themselves and others
- Be emotionally and physically healthy with a strong sense of self-worth
- Be responsible, caring and ready to make a positive contribution to their communities
- Be intellectually curious lifelong learners
- Be able to adapt to different circumstances, being independent or collaborative as the situation requires

21st Century Learning Environment



MCS has the benefit of a magnificent school building, completed in 2018 under the 21st Century Schools programme. It is an ultra-modern facility that has education at its heart.

We have an abundance of spacious classrooms, flexible working spaces, presentation hubs, specialist areas for art, music, drama, science, product design, textiles, food technology and much more.

We are set in spacious grounds, with sports fields, astroturf pitches and other activity courts as well as plenty of space for students at break times.

With excellent technology and connectivity for digital learning, the school is an exceptional environment in which our students can learn and grow to lead happy and successful lives.



The school consequently won:
Constructing Excellence Wales
Best Digital Project Award 2019

Schools Project of the Year,
Education Buildings Wales 2019



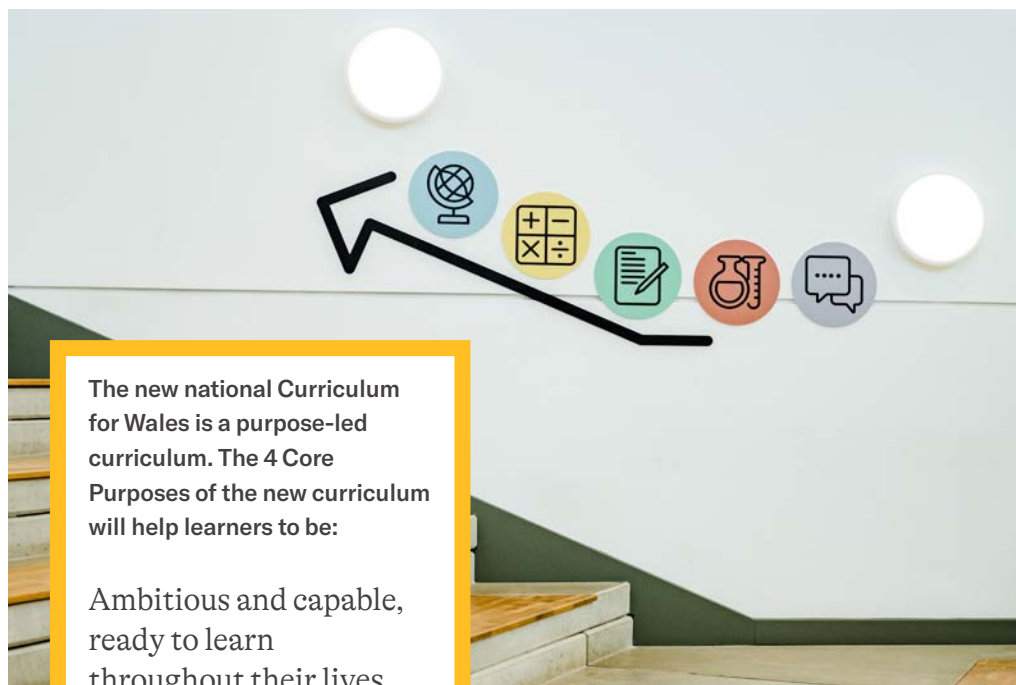
BUILDING THE NEW SCHOOL

Building Design Partnership Ltd, (BDP) was the firm of architects and engineers employed by Monmouthshire County Council to design and build the new school.

THE BRIEF: To deliver an inspirational educational environment within a centre of excellence for inclusive teaching and learning.

THE RESULT: A flexible and agile school fit for 21st century learning. The second of two senior schools delivered by BDP for Monmouthshire, this 3-storey secondary school features clusters of classrooms opening out onto a shared hub space. These ICT rich spaces have a variety of furniture to suit the particular needs of the departments and each has a presentation stair to seat up to half a year group at a time.





The new national Curriculum for Wales is a purpose-led curriculum. The 4 Core Purposes of the new curriculum will help learners to be:

Ambitious and capable, ready to learn throughout their lives.

Enterprising and creative contributors to life, ready to play a full part in life and work.

Ethical and informed citizens of Wales and the world.

Healthy and confident, ready to lead life to the full and be valued by those around them as valued members of society.

Our Curriculum

Purpose-led does not mean that the curriculum lacks rigour, knowledge or the development of subject-specific skills. Instead, the Four Purposes provide us with a framework in which we work. We always keep the purposes in mind, as well as the individual ambitions, interests and potential of every student at MCS.

Students will always be taught in subjects. Subjects matter - they have an important body of knowledge, specific skills and belong to a rich tradition that is unique to them.

“As civilised human beings, we are the inheritors, neither of an inquiry about ourselves and the world, nor of an accumulating body of information, but of a conversation of humankind, begun in the primeval forests and extended and made more articulate in the course of centuries.”

Michael Oakeshott

In order for students to think critically, to form their own opinions and to be introduced into these “conversations of humankind” it is necessary to have something to think about. Skills cannot be developed in a vacuum. Our responsibility under the Four Purposes is to ensure that students acquire powerful knowledge, develop their skills and so have the opportunity to become capable, creative, informed and confident members of society.

Subjects are grouped into *Areas of Learning and Experience (AOLE)* under the new Curriculum for Wales. These are:

- Health and Wellbeing
- Expressive Arts
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

KEY STAGE 3 - YEARS 7, 8 AND 9

In Year 7, students follow a curriculum that focuses on 2 main priorities. First, it introduces students to the rich variety of subjects on offer at secondary school, some of which they will have never encountered before. Second, it focuses on developing literacy, numeracy and digital competencies, led by their Form Tutor as well as through their subjects.

Students gain expertise and are assessed in their literacy, numeracy and digital competence to become more confident and independent learners. This transitional year provides support to all students in their learning journey through the school.

In Years 8 and 9, students continue to develop their literacy, numeracy and digital competencies as well as continuing their subject studies. The broad and balanced curriculum provides an excellent foundation for further work.

Year 9 students progress onto a number of Key Stage 4 core programmes of study and GCSE specification when ready. GCSE and BTEC decisions are made in Year 9 through a comprehensive Key Stage 4 Pathways decision-making programme.

All Key Stage 3 students also study our Integrated Curriculum, which covers a wide range of topics including Study Skills, Health and Wellbeing, Personal and Social Education and the World of Work.

Our Curriculum



KEY STAGE 4 - YEARS 10 AND 11

In Years 10 and 11 everyone must continue with the core subjects. This is a legal requirement of the National Curriculum. Beyond these core subjects, there is some choice so that individual interests and talents can be developed.

Core curriculum

- English
- Mathematics
- Science
- Welsh
- Integrated Curriculum
- Games and Physical Education (students may also take PE or Sports Science as an optional GCSE subject)

Integrated curriculum

Students continue with Integrated Curriculum time in Key Stage 4, studying Health and Wellbeing, the World of Work, careers options and other topics,

As well as this, students are supported to achieve the Welsh Baccalaureate. This qualification is achieved as follows:

1. Achievement in GCSE and BTEC subjects
2. Achievement of Skills Challenge Certificate

Personalised curriculum

This is the opportunity for students to develop particular interests and aptitudes. Students tend to work with greatest commitment in subjects they enjoy and succeed in.

In addition to the core subjects, students opt to follow 3 other subjects. Most subjects are studied for 2 years.

Some students may opt for a reduced number of GCSEs and take advantage of extra learning support on offer. Other students might choose to take additional subjects. We support every individual student in adapting their personalised curriculum to their interests, potential and needs.

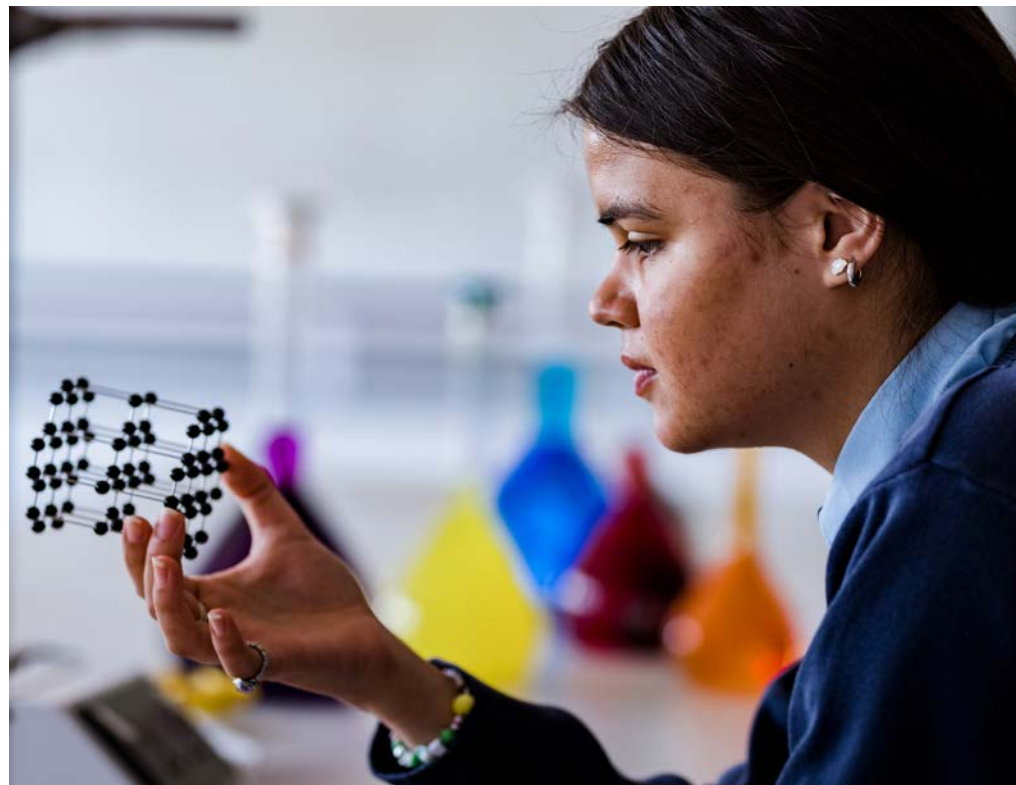
If students are unsure of which direction to take, it is recommended that a variety of subjects are selected. Experience has shown that many young people change their minds between the ages of 14 and 16. By keeping a balanced choice, they make sure that they

have not shut the door on future options. Whilst expertise and enthusiasm in one area is valuable, versatility and adaptability will be important in a fast-changing world. A student may find a subject hard or unappealing at 14, but grow to see its value as they later develop their ability and interest in it.

In recent years, over 85% of Year 11 students have gained 5 or more Level 2 qualifications at grade C or above. This percentage is well above the National average. The minimum level for going on to A Level, advanced

vocational courses or direct entry to many careers is 6 of these 'higher grades' including English or Maths.

Whatever the qualification, every student will have to complete course based tasks that count towards their grade from the earliest stage of their course. Full commitment and attendance are essential and are the norm at Monmouth. Ambition and desire to succeed must be coupled with hard work and a relentless commitment to their studies.



Our Curriculum



Qualification types at Key Stage 4

GCSE

Most of the 2 year courses in Years 10 and 11 lead to a GCSE. This is graded from A* to G for each subject.

Grades at A*-C are classified as being at Level 2, while grades D-G are classified at Level 1.

Many GCSE courses include an element of school based Controlled Assessment as well as formal examinations.

DIPLOMAS AND BTECS

These qualifications are highly valued by employers and institutes of Higher and Further Education.

We offer Level 2, Level 1 and Entry Level Qualifications in a range of vocational areas such as ICT, Catering, Engineering, Sport or Art.

Sixth form

Our highly popular Sixth Form achieves exceptional results year on year and is regularly in the top 10% of Sixth Forms in the country. It has a rich and diverse curriculum offer, so that we are able to cater for a broad range of interests and pathway aspirations.

The Welsh Baccalaureate offers a wide and diverse programme of study at Sixth Form level, which develops independent learning skills required for Further Education and the workplace.

The majority of students will select 3 advanced courses to study alongside the Welsh Baccalaureate. Some students will wish to study 4 advanced courses plus WBQ and these students will be supported during their transition process.

The Integrated Curriculum in the Sixth Form is constructed around a series of 'challenges' through which students develop a range of transferable study skills required to be successful in Further and Higher Education and the world of work. The 'dissertation style' Individual Project enables students to extend their skills beyond A Levels and BTEC Diplomas, and is excellent preparation for further academic or technical study.

As well as a wide range of A Levels, the Sixth Form provides BTEC Qualifications in Engineering, Business, Sports Science and Health and Social Care (equivalent to 1, 2 or 3 A Levels).



Faculty of Business, Enterprise and Technology



DEPARTMENTS IN FACULTY

COMPUTING
BUSINESS

HEAD OF FACULTY

MR L McATEE

HEADS OF DEPARTMENT

COMPUTING - MR L McATEE
BUSINESS - MR J WILLIAMS

The Business, Enterprise and Technology Faculty provides a rich and varied range of programmes of study and courses across the Key Stages. Career prospects for the 21st century demand transferable skills alongside digital skills and an insight into the world of business. All of the courses we offer are designed to equip our students with the skills to meet these needs in preparation for further, higher education and the world of work.

The Faculty consists of well-equipped learning environments including 4 Computing suites and a Business hub that allows students to collaborate on Business and Enterprise projects.



Faculty of Business, Enterprise and Technology

Computing Department

HEAD OF DEPARTMENT

MR L McATEE

SUBJECTS OFFERED

GCSE
Computer Science
Digital Technology
ICT

A LEVEL

Computer Science
Digital Technology
Economics
ICT

KEY STAGE 3

Our Key Stage 3 Computing curriculum provides a challenging and exciting programme for all students with the opportunity to develop a breadth of computing and digital skills across a range of contexts and experiences. Students develop the skills and thinking processes that will allow them to thrive in a fast-evolving digital world.

KEY STAGE 4

Within the Faculty, we provide a range of options that enable

students to make informed, appropriate choices from the pathways we offer.

89% OF COMPUTER
SCIENCE GCSE
STUDENTS ACHIEVED
A* / A GRADE
(Summer 2021 Results)

GCSE COMPUTER SCIENCE

Computer Science teaches the underpinning principles that explain how and why digital technology and software works, whilst also developing students' ability to create programs and applications that solve problems for real-life purposes.

GCSE DIGITAL TECHNOLOGY

Digital Technology is a brand new and exciting broad-based qualification that allows learners to build on the digital skills, knowledge and understanding used in business and their everyday lives.

IN THE SIXTH FORM

A LEVEL

COMPUTER SCIENCE

The A Level in Computer Science encourages students to develop an understanding of, and the ability to apply, the fundamental principles and concepts of computer science. Students will develop their capacity for analytical, creative and logical thinking through practical experience of solving real world problems.

A LEVEL

DIGITAL TECHNOLOGY

The A level qualification in Digital Technology advances students' understanding of the digital technologies that are used by individuals and organisations across the world, including how they have developed and how they continue to change. Students will also develop practical skills in developing both creative digital products and digital solutions to problems faced by organisations.

A LEVEL ICT

In A Level ICT, students will become discerning users of ICT, developing a broad range

of ICT skills and knowledge and understanding. Students will develop analytical and critical thinking skills in a range of contexts to solve problems alongside theoretical concepts of the role and impact that ICT has in society.



Skills and thinking processes that will allow them to thrive in a fast-evolving digital world



Faculty of Business, Enterprise and Technology

Business Department

HEAD OF DEPARTMENT

MR J WILLIAMS

SUBJECTS OFFERED

GCSE

Business

Business for Retail

VOCATIONAL AWARD

Level 2 in Retail Business

BTEC

National Extended Certificate
in Business

A LEVEL

Economics



KEY STAGE 4

Within the Faculty, we provide a range of options that enable students to make informed, appropriate choices from the pathways we offer.

GCSE BUSINESS

The Business qualification introduces students to the business world, empowering them to develop as commercially minded and enterprising individuals.

LEVEL 2 VOCATIONAL AWARD IN RETAIL BUSINESS

This course introduces students to one of the most important employment sectors in the UK, exploring various aspects of retail business and investigating a range of retailers from large chains to independent and virtual stores.

IN THE SIXTH FORM BTEC NATIONAL EXTENDED CERTIFICATE IN BUSINESS

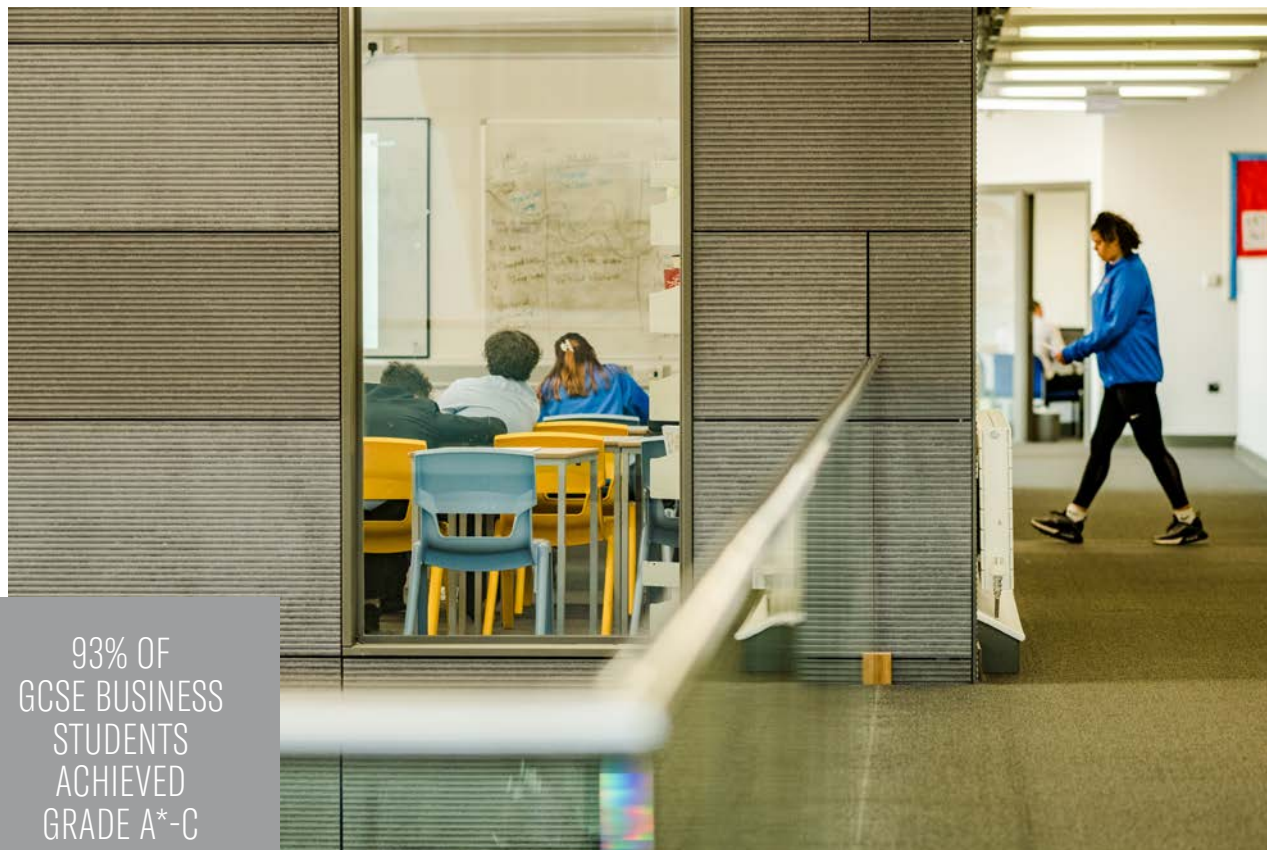
This is a vocational course, equivalent to 1 A Level, in which students will study a number of units across the course of the 2 years including 'Exploring Business', 'Developing a Marketing Campaign' and 'Personal and Business Finance'. Students will develop their research, problem solving,

and communication and collaboration skills whilst learning about various business sectors.

A LEVEL ECONOMICS

A Level Economics is a contemporary and dynamic course that provides a

93% OF
GCSE BUSINESS
STUDENTS
ACHIEVED
GRADE A*-C
(Summer 2021 Results)



coherent combination of microeconomic and macroeconomic content. Students will develop an understanding of economic concepts and theories through critical consideration of current economic issues.



There is a wide variety of extra-curricular clubs available to students at MCS, from sports to baking, and from the Charity Committee to Warhammer Club. Our Boat Club is the only state-school rowing club in the country, and rowers compete in local and national championships.

Faculty of English



HEAD OF FACULTY
MR N JONES

SUBJECTS OFFERED

GCSE
English Language
English Literature

A LEVEL

English Language
English Literature

English at Monmouth Comprehensive School is more than the sum of its parts. Our ethos very much centres on the philosophy that it is not what you teach but how you teach it that really matters. This means nothing is off limits, which allows us to expand students' horizons and introduce them to new and exciting concepts.

It is our belief that English makes a very real and unique contribution to young people's lives; the books we read together in our English lessons tend to stay with

us down the years and we see this as an opportunity. We want our young people to read independently and for pleasure, and this is no easy feat in a world where teenagers spend an average of 7 hours on their phones each day. It is our duty to model good reading habits and show them how immersive reading can be.

255 STUDENTS
WERE ENTERED FOR
ENGLISH LANGUAGE
GCSE. 85% PASSED
WITH GRADE A*-C
(Summer 2021 Results)

KEY STAGE 4

At KS4, students will study WJEC GCSE English language and WJEC GCSE English literature. Literature revolves around the study of a range of texts, including 'Of Mice and Men' and 'A Christmas Carol'. English language is about the acquisition and development of literacy skills, namely reading and comprehension, writing and oracy.

IN THE SIXTH FORM

ENGLISH LITERATURE

This course appeals to those students who are looking for natural progression from GCSE English literature and who wish to develop further appreciation and enjoyment of the subject.

ENGLISH LANGUAGE

English language allows students the opportunity to further their knowledge and understanding of the ways in which the English language can be used. In addition to being able to develop their own original writing skills, learners will be studying a wide selection of theoretical topics, including language and gender, and language and self-representation.



MCS is amongst
the top achieving
centres in the country
for A Level language
and literature



Faculty of Humanities



DEPARTMENTS IN FACULTY

GEOGRAPHY

HISTORY

RELIGION, VALUES AND ETHICS

HEAD OF FACULTY

MRS R PORTER

HEADS OF DEPARTMENT

GEOGRAPHY - MRS R FRY

HISTORY - MRS R PORTER

RVE - MRS S PERRY-PHILLIPS

In Humanities we are passionate about inspiring curiosity and wonder through purposeful learning experiences, allowing students to apply their knowledge and understanding to rich contexts. We explore the most important issues facing our world today in order to become informed, ethical global citizens, linking our common skills and themes whilst celebrating our own unique contributions to learning.



Faculty of Humanities

Geography Department

HEAD OF DEPARTMENT

MRS K ROSSER

SUBJECTS OFFERED

GCSE
Geography

A LEVEL

Geography

Geography is a broad based academic subject which will open up many future options. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level.

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. Many of the world's current issues boil down to geography, and need the geographers of the future to help us understand

them. Geographers are problem-solvers and decision-makers.

KEY STAGE 3

Key Stage 3 Geography sets the foundation of 'thinking like a Geographer' by studying some of the key issues and challenges facing the next generation of geographers. Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the topics covered.

91% OF
GCSE GEOGRAPHY
STUDENTS
ACHIEVED
GRADE A*-C
(Summer 2021 Results)

KEY STAGE 4

GCSE Geography builds on key global and local themes and adopts an enquiry approach. We encourage learners to become critical

and reflective thinkers by engaging them actively in the enquiry process by learning in both the classroom and through fieldwork contexts. We create opportunities to: think creatively, by posing questions that relate to geographical processes and concepts; think scientifically by collecting and recording appropriate evidence from a range of sources; and think independently by applying knowledge, understanding, skills and approaches to real world contexts.

IN THE SIXTH FORM

A Level Geography encourages learners to apply geographical knowledge, theory and skills to the world around them. This enables learners to develop a critical understanding of the world's people, places and environments in the 21st Century. Key themes include Tectonic Hazards, Rural Issues, Climate Change and Growth of China.

In Humanities,
we investigate and
explore human
experience in
contemporary and
past contexts



Faculty of Humanities

History Department

HEAD OF DEPARTMENT
MRS R PORTER

SUBJECTS OFFERED
GCSE
History

A LEVEL
History
Classical Civilisation

52% OF HISTORY
GCSE STUDENTS
ACHIEVED AN
A* GRADE
(Summer 2021 Results)

In History we investigate the human experience - how our past has shaped our present. As historians, we critically assess evidence and interpretations in context to make our own informed judgements on sophisticated concepts such as cause and consequence and significance. Students learn not to take information



at face value but to question and enquire.

KEY STAGE 3

Students explore the fundamental principles of citizenship, investigating ethical key issues such as monarchy, power, community, democracy,

empire and settlement through topics such as migration and emigration, Parliament and protest, empire and slavery.

KEY STAGE 4

GCSE students have scope to further refine their skills of critical argument and

the critical evaluation of evidence material through 2 in-depth studies, 1 synoptic study plus the NEA. Concepts studied range from appreciating that people's perspectives vary due to circumstance to the impact of totalitarianism and change over time.

IN THE SIXTH FORM

Students will specialise in a British History evidence-based study of Parliamentary Reform and Protest 1783-1848, a conceptual study of Europe in Conflict and Co-operation and an International study of American Foreign Policy

Students learn not to take information at face value but to question and enquire



and Civil Rights. The NEA allows students to work as historians.

A LEVEL CLASSICAL CIVILISATION

This A Level allows students to develop their historical and literature skills in an ancient context. We follow the OCR syllabus and learn about the principles, ethics and practices of the ancient world through Greek and Roman religion, Greek drama and epic poetry.

Faculty of Humanities

Religion, Values and Ethics

HEAD OF DEPARTMENT
MRS S PERRY-PHILLIPS

SUBJECTS OFFERED

GCSE
Religion, Values and Ethics,
Religious Studies

A LEVEL

Philosophy and Ethics

Religion, Values and Ethics engages learners in many aspects of human enquiry, seeking understanding of belief and ideologies, teachings and sources of wisdom, practices, and ethics; and how faith is practised in a meaningful way in the 21st Century.

KEY STAGE 3

The rhythm of learning in Religion, Values and Ethics at KS3 is based upon the investigation of 'big' philosophical questions such as Am I truly free?, Why are we here?, Why do we suffer?; the systematic study of core religions such as Christianity, Sikhism, Judaism and Islam;

and exploration of ethical issues, such as social justice, conflict, and prejudice and discrimination. Questioning and debate are essential aspects of Religion, Values and Ethics learning.

KEY STAGE 4

At Key Stage 4, students are able to opt for GCSE Religious Studies, studying the religions of Christianity and Hinduism; philosophical units on Good and Evil, and Issues of Life and Death; and the ethical themes of Relationships and Human Rights. Students not opting for GCSE will engage in a topic on Human Rights as part of their Integrated Curriculum.

IN THE SIXTH FORM

At Key Stage 5, students may opt for AS and A Level Religious Studies, with learning focused on a world faith, the Philosophy of Religion, and Religious Ethics. Students interrogate classical and modern arguments and theories and interrogate their validity and credibility.



97% OF
STUDENTS PASSED
GCSE RELIGIOUS
STUDIES WITH AN
A*/A GRADE
(Summer 2021 Results)



The School is situated between the old road to Ross and the town bypass and faces the pleasant wooded slope of the Kymin. The buildings and playing fields occupy a site of approximately 19 acres.

Faculty of International Languages



HEAD OF FACULTY
MISS J SNOOK

SUBJECTS OFFERED

GCSE

French

German

Spanish

A LEVEL

French

German

Spanish

International Languages offers students a gateway to the world of communication. Our teachers are

enthusiastic, passionate and all committed to language learning. We are a Learning Network School for Languages in the area, recognised for our dedication to language teaching and innovative approaches.

We offer 3 languages - French, German and Spanish - to GCSE and A Level, with other

opportunities for students to access other languages, including heritage languages.

There are over 20 languages spoken within our school community and we are dedicated to encouraging all students to embrace all language learning opportunities. It is important for students to recognise their role as a global citizen and to recognise how language and culture are a part of this.

92% OF STUDENTS
PASSED GCSE FRENCH
WITH GRADE A*-C
(Summer 2021 Results)

KEY STAGE 3

We offer French in Years 7-9, with tasters in German and Spanish. We focus on the development of skills for language acquisition and for students to achieve a level of competence in one modern foreign language.

KEY STAGE 4

A modern language is optional, although most students opt to take 1 or more languages to GCSE from a selection of French, Spanish and German. We use a range of authentic resources including digital technology for students to develop confidence in speaking and for language immersion. Many students go on to continue languages at University.

There are annual residential visits abroad to provide opportunities for all students to spend time in a country to develop their linguistic proficiency and cultural understanding. Language clubs are offered for students and the opportunities for students to study other languages as an extra-curricular activity.

We also encourage virtual links with our partner schools, to enable students to experience authentic interactions and to feed their curiosity. We are proud of our team of Pupil Language Ambassadors, who lead



and promote the ethos of embracing languages across the school.

We work in close collaboration with our feeder schools on languages acquisition and encourage links between our students, as role models.

International Languages promotes a wider understanding of ourselves and others in an increasingly culturally diverse world.

Language Ambassadors
lead and promote the ethos
of embracing languages
across the school





Faculty of Mathematics



HEAD OF FACULTY
MISS L DRAPER

SUBJECTS OFFERED

GCSE
Mathematics
Mathematics - Numeracy

A LEVEL
Mathematics
Further Mathematics

KEY STAGE 3

Our teachers have a shared commitment to excellent teaching and learning, ensuring there is a well-designed curriculum with an interesting variety of lessons to motivate and engage all students.

Our Year 7's start in mixed ability classes and are supported to progress through the curriculum content at the same pace, differentiating work to support them in gaining a deep knowledge.

When the time is right we group students into higher, intermediate and support classes where students will be able to focus on the topics at a level that enables them to make further progress, whilst also maintaining the right level of challenge.

During this first year we focus on supporting conceptual understanding of the fundamental number, geometry and data topics, to support progression.

85% OF
STUDENTS PASSED
GCSE MATHEMATICS
WITH GRADE A*-C
(Summer 2021 Results)

During Year 8 we continue this journey and look at extending these skills to other areas within mathematics.

In Year 9 we commence the GCSE curriculum, ensuring that students gain early exposure to the topics and style of examination questioning.

KEY STAGE 4

Currently the majority of our students sit 2 GCSEs in Mathematics:

GCSE NUMERACY

In Year 10 - Application of Maths in our everyday lives

GCSE MATHEMATICS

In Year 11 - Technical applications of Mathematics

For students who require that extra support we run an Entry Level programme through KS4 years.

Our more able students also complete an Additional Maths qualification in Year 11 as a bridging course to A level Maths.

IN THE SIXTH FORM

At Monmouth we offer A Level Mathematics and Further Mathematics using the WJEC course.

A LEVEL MATHEMATICS

This builds on Higher Tier GCSE Mathematics and progresses to topics such as geometry, calculus, trigonometry, mechanics and statistics.



A LEVEL FURTHER MATHEMATICS

This may be studied alongside A Level Mathematics and supports students in developing a deeper and broader understanding of mathematical concepts.



We provide all students with a rewarding and enjoyable experience of mathematics



Faculty of Performing and Expressive Arts



DEPARTMENTS IN FACULTY

ART
 DRAMA
 MUSIC

HEAD OF FACULTY

MRS A RITTER

HEADS OF DEPARTMENT

ART - MRS K ROSSER
 DRAMA - MRS A PEARCE
 MUSIC - MRS A RITTER

This Faculty encompasses the 3 creative subject areas of Music, Art and Drama as well as exploring wider areas of Dance and Digital Media which are part of the New Curriculum for Wales.

As a Faculty, we aim to deliver high quality courses within our specialist areas. Opportunities to be involved with activities outside the classroom are encouraged as are links between the subjects through visits, workshops, concerts and performances.



Faculty of Performing and Expressive Arts

Art and Design Department

HEAD OF DEPARTMENT
MRS K ROSSER

SUBJECTS OFFERED
GCSE
Art

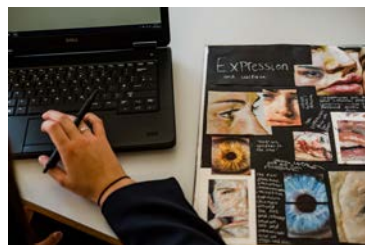
A LEVEL
Art and Design

The Art Department is a large and popular Department. Facilities include 3 general purpose classrooms, a photography studio, a Sixth Form art studio with exhibition space and a kiln room and store.

79 STUDENTS
TOOK ART AND
DESIGN GCSE
81% PASSED WITH
GRADE A*-C
(Summer 2021 Results)

KEY STAGE 3

In Years 7-9, all students follow a modular course of 2 lessons a fortnight where they develop a wide variety



of skills in ceramics, textiles, 3D and design as well as painting and drawing.

KEY STAGE 4

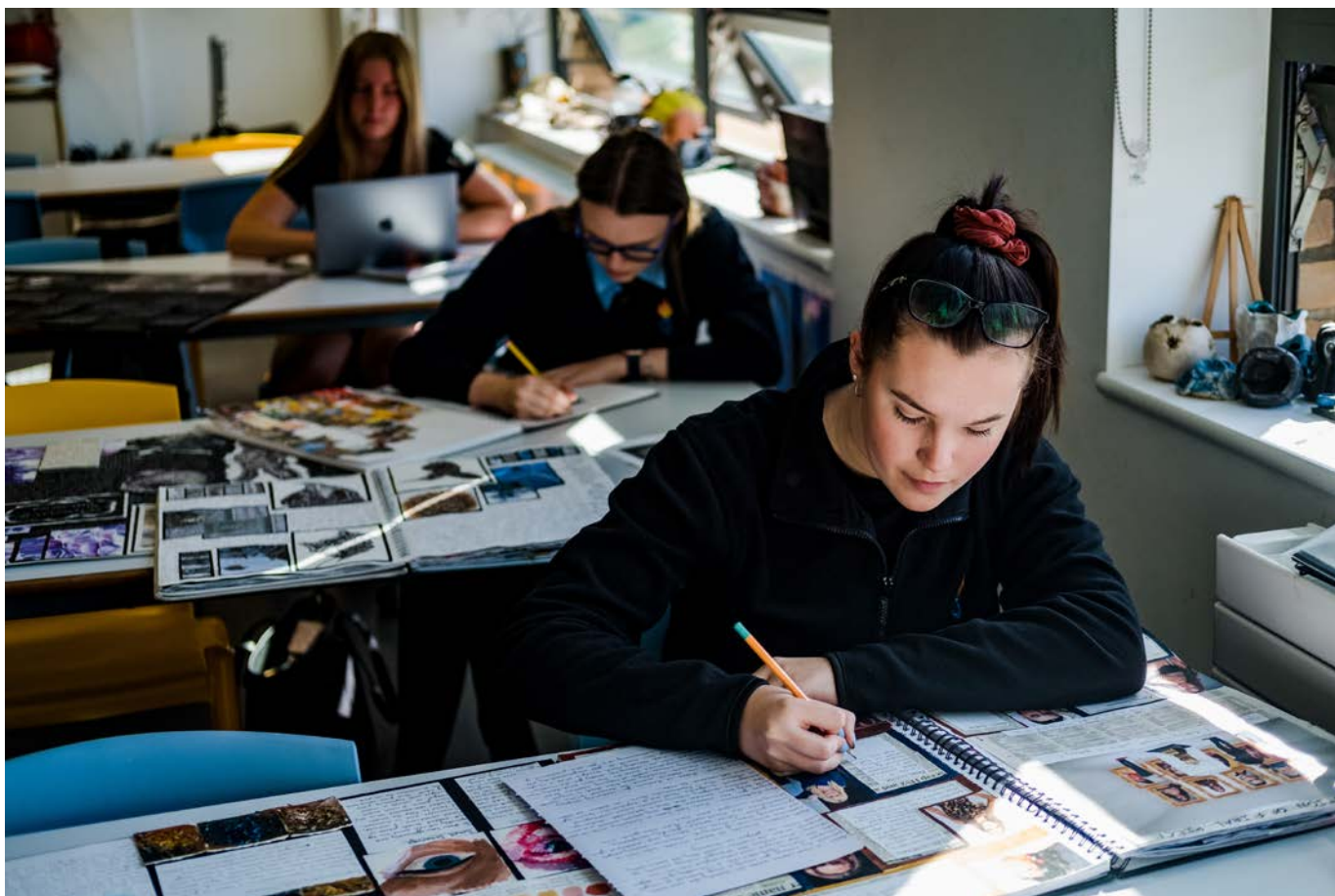
Art at GCSE is a popular option. Students are introduced to art and design through painting and drawing, sculpture and other fine art practices. They will learn to follow a concept from investigation through to realisation.

IN THE SIXTH FORM

At Post 16, students can take A Level Art unendorsed allowing them to specialise in a wide variety of Art areas including Graphics, Textiles, 3D, Fine Art and Lens Based Media. The Department enjoys a high degree of success at this level with many students going on to study art in further and higher education.



The Department enjoys a high degree of success at A Level with many students going on to study art in further and higher education



Faculty of Performing and Expressive Arts

Drama Department

HEAD OF DEPARTMENT
MRS A PEARCE

SUBJECTS OFFERED

GCSE
Drama
Dance

A LEVEL

Drama and Theatre Studies

The Drama Department is vibrant, energetic and successful.

KEY STAGE 3

All students have 2 hours of drama per fortnight. Drama at KS3 focuses on skills. The practical work will help students increase their skills in: Performance, Improvising and Devising, Evaluating and Reflecting.

KEY STAGE 4

In Year 10, the students are introduced to, and practically explore, a variety of theatre styles and genres. Students devise their own performances, influenced by new and exciting theatre practitioners. In Year 11,



students rehearse a scene from a published play in preparation for an assessed performance in front of a visiting examiner.

IN THE SIXTH FORM

Year 12 students study a text and get an opportunity to reinterpret and perform their adaptation. Students use practitioner and a live theatre performance to influence any decisions made. In Year 13 students devise their own piece of theatre as well as rehearsing an extract from a script influenced by a practitioner and a live theatre visit.



PREVIOUS SCHOOL SHOWS INCLUDE:
BILLY ELLIOT, HIGH SCHOOL MUSICAL, ANYTHING GOES, MADE IN DAGENHAM



Creativity is instilled in every child. Students develop communication, empathy and confidence



Faculty of Performing and Expressive Arts

Music Department

HEAD OF DEPARTMENT
MRS A RITTER

SUBJECTS OFFERED

GCSE
Music

A LEVEL
Music
Music Technology

The Music Department is highly successful with academic results at all levels being consistently above the national average. The subject is taught by 5 specialist teachers in facilities that include 3 teaching rooms, 3 practice rooms, a purpose-built Music Technology Suite and a fully equipped digital recording studio. A wide range of extra curricular activities are available to students.

KEY STAGE 3

All students' work is practically based and helps students increase their skills in: Performing – singing and playing in a range of styles,

Composing/Improvising – group and individual work, Appraising – detailed listening to a wide range of music.

KEY STAGE 4

By requiring active involvement in performing, composing and listening/appraising, an appreciation and enjoyment of music of all kinds is encouraged. It is hoped that this will give students a lasting love of music which they may then use in preparation for further study or in pursuit of leisure activities. All students take a listening test, a practical examination – playing alone and as a member of an ensemble – and submit a folio of compositions.

IN THE SIXTH FORM

AS Level and A Level in Music (WJEC) and Music Technology (Edexcel) are offered. The courses provide opportunities for students to develop a range of musical skills and interests and lead on to undergraduate pathways as well as providing multi-disciplinary skills for the future.

AS WELL AS THE MCS SCHOOL ORCHESTRA, WE SUPPORT A WIDE VARIETY OF OTHER MUSIC GROUPS AND STUDENT BANDS



Students feel part of a community and feel happy and confident in the learning environment





All else comes from this.

Faculty of Physical Education



HEAD OF FACULTY

MISS E BIDDLE

SUBJECTS OFFERED

Physical Education (Core)

GCSE

Physical Education

WJEC

Sport and Coaching
Principles

BTEC

Public Services
National Extended Certificate
in Sport and Exercise Science
National Diploma in Sport
and Exercise Science
National Extended Diploma
in Sport and Exercise Science

A LEVEL

Physical Education

KEY STAGE 3

At Key Stage 3 our curriculum offers a broad and balanced range of activities for students to experience, explore and

excel within. Encompassed with the development of physical skills, students are challenged to develop their social and mental capabilities in a positive and secure learning environment. In Key Stage 3, students receive 4 hours of Physical Education a fortnight.

KEY STAGE 4

Within Key Stage 4, students will receive 3 hours a fortnight of Core Physical Education. Students will have greater opportunity for individualised activity pathways in order to encourage and support lifelong participation.

MCS U15 GIRLS
FOOTBALL SQUAD
ARE THE CURRENT
NATIONAL
CHAMPIONS

Within the Faculty, there are a number of pathways students can select in order to further explore Physical Education at a qualification

level. These include; GCSE PE, WJEC Sport and Coaching Principles and BTEC Public Services. Each qualification has differing modes of assessment, which ensures the needs of all learners are met within the programmes of study on offer. With guidance and advice, students are able to select the pathway that supports achievement and success.

IN THE SIXTH FORM

There are a variety of qualifications within the Faculty for students to study within the Sixth Form. The courses on offer include; A Level Physical Education, BTEC Nationals in Sport and Exercise Science (Extended Certificate, Diploma and Extended Diploma) and BTEC Public Services. Each qualification has a range of assessment methods and we support students in studying the courses that will allow them to achieve optimally at the end of Year 13.

Students are able to access the range of facilities on offer within the Faculty



in order to give hands on, practical application of the theoretical aspects within the programmes of study.

EXTRA-CURRICULAR ACTIVITIES

The Faculty offers an extensive range of extra-curricular activities that have supported the sporting success that Monmouth Comprehensive School has achieved.



The range of qualifications offered at Key Stage 4 and 5 allow students to follow pathways to enable and support success





Faculty of Science and Technology



DEPARTMENTS IN FACULTY

SCIENCE
DESIGN TECHNOLOGY
SOCIAL SCIENCE

HEAD OF FACULTY

MR G SINKOWSKI

HEADS OF DEPARTMENT

SCIENCE - MR G SINKOWSKI
DESIGN TECHNOLOGY - MR P BLAND
SOCIAL SCIENCE - MRS D GAYLARD

The aim of the Faculty is to build on the expertise within individual subject areas to ensure that Monmouth Comprehensive School is a beacon for STEM Education (Science, Technology, Engineering and Maths) on a national level. STEM subjects are integral to the UK's success, yet have been taught independent of each other for generations.

Our vision is that students' learning at Monmouth Comprehensive School will benefit hugely from a collaboration of subject areas and that this will prepare many of them for rich and varied career pathways within STEM subjects. Our students will have the STEM knowledge and skills they need to be an informed citizen in an increasingly scientific and technological society.



Faculty of Science and Technology

Science Faculty

HEAD OF FACULTY
MR G SINKOWSKI

HEADS OF DEPARTMENT
PHYSICS - MR S PEARSON
CHEMISTRY - MRS
M ATKINSON
BIOLOGY - MR J LEBOEUF

SUBJECTS OFFERED

GCSE
Biology
Chemistry
Physics
Double Science

A LEVEL
Biology
Chemistry
Physics

Our varied curriculum across the Department allows students to follow science pathways which suit their aptitudes, interests and aspirations. We allow students to discover new ideas and concepts themselves through practical experience, discussion or research. We aim to create a lifelong interest in all things scientific and allow

our young people to be able to access scientific debate and understand how science affects their everyday lives.

KEY STAGE 3

Science at Key Stage 3 is designed to cover all aspects of the National Curriculum as well as to promote the thinking and investigative skills that will be essential later in life. Schemes of Work are designed to be hands on and encourage discovery with students engaging in a wide variety of activities to support their learning. In Years 7 and 8, students are taught in broad ability groups. Students will be developing many key learning skills through relevant, thought provoking scientific contexts.

KEY STAGE 4

At Monmouth Comprehensive, GCSE Science begins in Year 9. We have a number of Science pathways at KS4, catering for the needs of citizens of the 21st Century. Students may follow a double or triple award pathway at KS4. Many of our students will study a GCSE Science

Many of our sixth formers study science at Oxbridge and Russell Group Universities

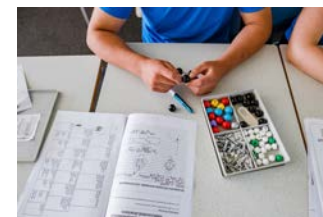
course that teaches the core scientific principles and skills needed to understand the world around them and to engage in public debate about future scientific innovations. All students will study GCSE courses from the WJEC Science Suite of qualifications.

IN THE SIXTH FORM

We have highly qualified specialist teachers in all three A Level Science subjects attracting a large number of students year on year. Our triple award GCSE courses provide excellent preparation for the AS study and many students take more than one Science subject and go on to study further at University.

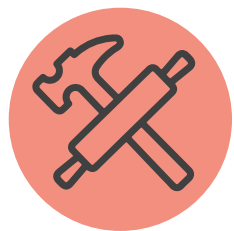


100% OF
STUDENTS PASSED
GCSE BIOLOGY,
CHEMISTRY & PHYSICS
WITH GRADE A*-C
(Summer 2021 Results)





Faculty of Science and Technology



Design and Technology Department

HEAD OF DEPARTMENT
MR P BLAND

SUBJECTS OFFERED

GCSE
Built Environment
Fashion and Textiles
Product Design

BTEC
L2 Engineering
L3 Engineering

WJEC L1/2
Hospitality and Catering

A LEVEL
Product Design

In Year 7 we follow a skills based learning programme incorporating projects that introduce and develop skills such as researching and reporting, problem solving, teamwork, communication and practical skills through

Food Technology, Product Design and Textiles.

In Years 8 and 9 students further develop their individual capabilities, knowledge and understanding through focused practical tasks, product analysis activities, design, and make assignments. The students will have the opportunity to take part in a number of projects across all focus areas, where they will make their own outcomes that meet a variety of client and customer needs.

80% OF
STUDENTS PASSED
D&T PRODUCT
DESIGN GCSE WITH
GRADE A*-C
(Summer 2021 Results)

KEY STAGE 4

Students can pursue the subject further by choosing from GCSE Built Environment, BTEC L2 Engineering, GCSE Fashion and Textiles, WJEC L1/2 Hospitality and Catering and GCSE Product Design.

Each of these courses consist of a combination of both assignments/coursework and an externally assessed examination. For each option, students are prepared for success in all components through a range of theory and practical tasks with an emphasis on learning through experience and consolidating knowledge through exam style questions.

IN THE SIXTH FORM

The Design and Technology faculty currently offer BTEC L3 Engineering, which consists of two externally assessed

units and 2 internally assessed units. All units are designed to challenge students in terms of critical thinking, problem solving and creativity while rigorously testing their in depth engineering knowledge.

We also offer A Level Product Design, which carries, an equal weighting between both coursework and examination. Each level is essentially about identifying and solving real problems, with students able to work in a wide range of contexts relating to their personal interests or intended careers.



Design and Technology offers a broad range of opportunities and learning experiences for all





Faculty of Science and Technology

Social Sciences Department

HEAD OF DEPARTMENT
MRS D GAYLARD

SUBJECTS OFFERED

GCSE
Health and Social Care and
Childcare
Psychology

A LEVEL

Psychology
Law
Health and Social Care and
Childcare

VOCATIONAL COURSES

Health and Social Care:
Principles and Contexts
Diploma
Health and Social Care:
Principles and Contexts
Certificate
Applied Criminology Diploma

The range of skills offered by Social Sciences is extensive and the methods of teaching diverse. All students are encouraged to develop practical, social and academic skills that will improve their knowledge and understanding of both the individual and society and



STUDENTS OPT
FOR HEALTH AND
SOCIAL CARE AND
CHILDCARE AS A
ROUTE INTO
NHS CAREERS

provide them with a solid foundation for their future.

KEY STAGE 4

GCSE HEALTH AND SOCIAL CARE AND CHILDCARE (HSCCC)

This course equips learners with knowledge, understanding and skills related to the development and care of individuals through life from conception to infancy to later adulthood. It is a course developed in

partnership with the NHS and City & Guilds to deliver a robust programme of study.

GCSE PSYCHOLOGY

Psychology is the study of the mind and human behaviour and explanations cover a range of approaches to explain behaviour such as social, biological and cognitive. The emphasis on this course will be to learn through practical experience and students will spend

time investigating, analysing data, evaluating findings and writing reports.

IN THE SIXTH FORM HEALTH AND SOCIAL CARE AND CHILDCARE

This course may be assessed via a variety of routes, all providing learners with abroad based understanding of key issues and equipping them for careers or further education in this field.



Our breadth of KS5 courses ensures we cater for sixth formers of all abilities



PSYCHOLOGY

Through a range of resources and a variety of teaching methods students are encouraged to develop their skills of accurate description and critical analysis of theories and studies.

LAW

A Level Law provides students with a fascinating insight into the UK legal system. Students will develop a comprehensive understanding of the role

of law in today's society, alongside an awareness of the rights and responsibilities of individuals.

APPLIED CRIMINOLOGY DIPLOMA

Criminology is a new and exciting course that not only looks at patterns and trends in criminal behaviour, but also looks at our criminal justice system.



MCS is a large and vibrant school in which individual students are known, and known well. Students and staff have a shared pride in our school, our shared values and our collaborative ethos.

Faculty of Cymraeg/Welsh



HEAD OF FACULTY
MRS A AGGLETON

SUBJECTS OFFERED
GCSE
Welsh

A LEVEL
Cymraeg Ail Iaith / Welsh
Second Language

Welsh as a Second language is taught to all students in Years 7 to 11 and AS and A2 Levels are also offered to Sixth Form students. 20% of the population of Wales speak Welsh fluently and this figure is rising. Amongst 3-15 year olds, the figure is 40%.

Research shows that understanding more than one language allows us to think more flexibly and creatively and supports in the learning of other languages. Learning Welsh opens the door to experiencing a different culture of music, literature, TV and radio. A qualification

in Welsh is now widely sought for careers including the Welsh Government and Local Government, the media and teaching.

KEY STAGE 3

In Key Stage 3 we focus on enabling students to gain a full understanding of the various tenses in Welsh, so that these can be applied in any situation. We do this through introducing students to different themes in order that they can focus their discussions on a particular topic, which mirrors what they are required to do at GCSE.

We start to introduce students to GCSE type questions and oracy tasks in Key Stage 3, to give them an opportunity to start developing these skills at an early stage. Lessons are varied and focus on learning and using Welsh in a natural way.

KEY STAGE 4

All students complete a Full GCSE qualification in Welsh at the end of Year 11. We focus on oracy, reading and writing in lessons throughout the key stage so that

students are fully prepared for the 4 examinations they sit at GCSE. We again do this through discussing various topics, which is a requirement in the examinations and students are supported to build more confidence in speaking naturally and communicating with others successfully.

Teaching and Learning in the Welsh Faculty is of high quality and students are very successful in completing their Welsh GCSE qualification.

240 STUDENTS
WERE ENTERED FOR
WELSH GCSE. 80%
PASSED WITH A
GRADE A*-C
(Summer 2021 Results)

IN THE SIXTH FORM

The Welsh Faculty offers an A Level qualification in Welsh Second Language.

EXTRA CURRICULAR

At MCS, students are given many opportunities to use their Welsh outside lessons.



The weekly Clwb Clec (Speaking Club) enables students to join with a variety of students and staff of the school to speak Welsh naturally and develop their oracy skills. The annual Eisteddfod enables students to showcase their talents, immerse themselves in Welsh culture and celebrate everything it means to be Welsh and to attend a Welsh school.

There are also regular visits to the Urdd Centres in Llangrannog and in Cardiff Bay, where students can experience Welsh being used in a 'real life' setting.

All students complete
a Full GCSE qualification
in Welsh at the end of
Year 11



Specialist Resource Base

HEAD OF SRB
MR M HOBBS

SUBJECTS OFFERED

All subjects are taught within the base dependent on student need. Qualifications offered include Entry Level qualifications in English, Maths and Science, and the BTEC Level 1 Introductory Certificate and Diploma in Vocational Studies.

OUR STUDENTS
HAVE THE SAME
OPPORTUNITIES AND
ACCESS TO KEY
FACILITIES AS THEIR
MAINSTREAM PEERS

Monmouth Comprehensive School's inclusive Specialist Resource Base (SRB) provides students with complex needs the opportunity to experience education alongside their peers. We support all students to access elements of mainstream where appropriate, alongside specialist teaching, learning and wellbeing delivery.

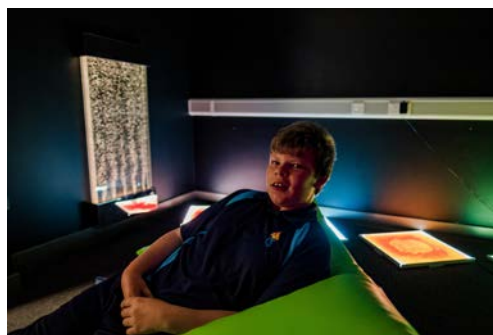
Provision is developed through person centred practice and is supported by close working with multi-agency partners.

Admission to the SRB is determined by a team of professionals agreed by the Local Authority ALN panel and based upon identification of complex needs related to the following areas:

- Severe learning difficulties
- Autistic spectrum disorder
- Speech, language and communication challenges
- Physical and medical challenges.

Strategically led by the Assistant Headteacher, Miss H Page and the SRB Lead Mr M Hobbs the base is staffed by a team with specialist skills balanced to meet the needs of all students in the SRB. Specialist interventions used include; ELKLAN, Step Back, Attention Autism, Word Aware, Makaton, Numicon and Precision Teaching.

Found in the heart of the school the SRB has a suite of 5 classrooms, alongside



small group rooms, a sensory room, sensory garden and a fully equipped hygiene room.

Within the SRB we work to ensure our students have the same opportunities and access to key facilities as their mainstream peers with adjustments made where necessary. All students in the SRB receive bespoke support timetables and packages designed through person centred practice.

Students accessing the SRB are supported, as required, through all aspects of the school day the focus being placed on developing functional skills, independence and resilience.

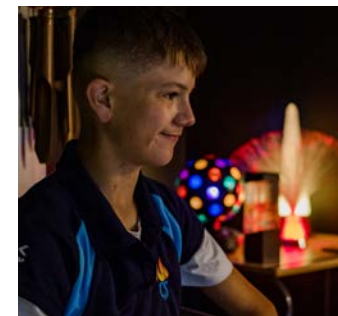
Learning programmes are reviewed annually considering the student's stage of development and

aspirations for the future. Across the SRB progress is tracked in bespoke ways to ensure success for all students and is reviewed on an ongoing basis.

For more information, please contact inclusion@monmouth.schoolsdu.org.uk



Pupils in the SRB receive
bespoke support timetables
and packages designed through
person centred practice





Entry Level Certificate

ENGLISH LANGUAGE

Entry Level	3	2	1
Male Entries	4	1	2
Female Entries	0	0	0
Total Entries	4	1	2

NUMERACY

Entry Level	3	2	1
Male Entries	4	0	4
Female Entries	0	0	0
Total Entries	4	0	4

SCIENCE

Entry Level	3	2	1
Male Entries	1	0	1
Female Entries	0	0	0
Total Entries	1	0	1

GCSE

ART & DESIGN

Grade	A*	A	B	C	D	E	F	G	U	X
Male Entries	27	1	5	3	7	6	4	1	0	0
Female Entries	52	5	17	14	12	2	0	0	1	1
Total	79	6	22	17	19	8	4	1	1	1

BIOLOGY

Grade	A*	A	B	C	D	E	F	G	U	X
Male Entries	36	10	14	11	1	0	0	0	0	0
Female Entries	30	19	5	5	1	0	0	0	0	0
Total	66	29	19	16	2	0	0	0	0	0

BUSINESS STUDIES

Grade	A*	A	B	C	D	E	F	G	U	X
Male Entries	32	2	7	12	8	1	0	2	0	0
Female Entries	10	1	3	4	0	1	1	0	0	0
Total	42	3	10	16	8	2	1	2	0	0

CHEMISTRY

Grade	A*	A	B	C	D	E	F	G	U	X
Male Entries	36	12	13	9	2	0	0	0	0	0
Female Entries	30	15	8	6	1	0	0	0	0	0
Total	66	27	21	15	3	0	0	0	0	0

COMPUTER SCIENCE

Grade	A*	A	B	C	D	E	F	G	U	X
Male Entries	7	4	2	0	0	1	0	0	0	0
Female Entries	2	2	0	0	0	0	0	0	0	0
Total	9	6	2	0	0	1	0	0	0	0

D&T PRODUCT DESIGN

Grade	A*	A	B	C	D	E	F	G	U	X
Male Entries	21	2	2	6	4	5	0	2	0	0
Female Entries	14	5	4	2	3	0	0	0	0	0
Total	35	7	6	8	7	5	0	2	0	0

DRAMA

Grade	A*	A	B	C	D	E	F	G	U	X
Male Entries	20	3	9	1	6	1	0	0	0	0
Female Entries	30	11	11	6	2	0	0	0	0	0
Total	50	14	20	7	8	1	0	0	0	0

ENGLISH LANGUAGE

Grade	A*	A	B	C	D	E	F	G	U	X
Male Entries	135	21	24	37	27	17	6	2	1	0
Female Entries	120	28	29	36	14	10	3	0	0	0
Total	255	49	53	73	41	27	9	2	1	0

ENGLISH LITERATURE

Grade	A*	A	B	C	D	E	F	G	U	X
Male Entries	262	6	29	68	82	45	22	6	3	1
Female Entries	248	27	55	69	57	30	7	2	1	0
Total	510	33	84	137	139	75	29	8	4	1

GCSE cont...

FRENCH

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	10	3	2	2	1	2	0	0	0	0	0
Female Entries	17	5	5	4	3	0	0	0	0	0	0
Total	27	8	7	6	4	2	0	0	0	0	0

GEOGRAPHY

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	43	3	10	17	9	3	0	1	0	0	0
Female Entries	11	2	5	0	3	0	1	0	0	0	0
Total	54	5	15	17	12	3	1	1	0	0	0

GERMAN

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	6	1	2	1	2	0	0	0	0	0	0
Female Entries	5	1	1	2	1	0	0	0	0	0	0
Total	11	2	3	3	3	0	0	0	0	0	0

HEALTH & SOCIAL CARE

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	2	0	0	1	0	0	1	0	0	0	0
Female Entries	29	8	5	4	6	3	1	0	2	0	0
Total	31	8	5	5	6	3	2	0	2	0	0

HISTORY

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	41	19	11	8	3	0	0	0	0	0	0
Female Entries	34	20	7	1	3	2	0	1	0	0	0
Total	75	39	18	9	6	2	0	1	0	0	0

INFORMATION TECHNOLOGY

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	22	7	9	5	1	0	0	0	0	0	0
Female Entries	1	1	0	0	0	0	0	0	0	0	0
Total	23	8	9	5	1	0	0	0	0	0	0

MATHS

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	133	27	24	37	27	4	9	0	5	0	0
Female Entries	121	18	25	39	20	9	7	1	2	0	0
Total	254	45	49	76	47	13	16	1	7	0	0

MATHS NUMERACY

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	148	30	13	36	21	14	23	6	3	2	0
Female Entries	153	42	21	26	14	15	24	5	3	3	0
Total	301	72	34	62	35	29	47	11	6	5	0

MUSIC

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	8	4	3	0	0	1	0	0	0	0	0
Female Entries	11	4	3	2	2	0	0	0	0	0	0
Total	19	8	6	2	2	1	0	0	0	0	0

PHYSICAL EDUCATION

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	48	10	19	6	8	5	0	0	0	0	0
Female Entries	23	9	4	4	6	0	0	0	0	0	0
Total	71	19	23	10	14	5	0	0	0	0	0

PHYSICS

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	36	15	16	5	0	0	0	0	0	0	0
Female Entries	30	12	12	5	1	0	0	0	0	0	0
Total	66	27	28	10	1	0	0	0	0	0	0

GCSE cont...

RELIGIOUS STUDIES

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	6	6	0	0	0	0	0	0	0	0	0
Female Entries	30	26	3	1	0	0	0	0	0	0	0
Total	36	32	3	1	0	0	0	0	0	0	0

SPANISH

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	13	4	4	3	0	1	0	1	0	0	0
Female Entries	4	1	1	0	1	0	0	1	0	0	0
Total	17	5	5	3	1	1	0	2	0	0	0

WELSH FULL COURSE

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	123	6	9	25	47	23	7	6	0	0	0
Female Entries	117	9	17	39	40	4	5	0	0	3	0
Total	240	15	26	64	87	27	12	6	0	3	0

PSYCHOLOGY

Grade		A*	A	B	C	D	E	F	G	U	X
Male Entries	10	0	2	5	2	0	0	0	1	0	0
Female Entries	32	6	7	3	8	5	3	0	0	0	0
Total	42	6	9	8	10	5	3	0	1	0	0

GCSE DOUBLE AWARD - SCIENCE

Grade		**	A*	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG	U
Male Entries	91	0	3	8	8	13	7	20	10	6	5	3	0	6	0	2	0
Female Entries	84	3	2	13	5	14	6	13	8	5	7	3	1	0	3	1	0
Total	175	3	5	21	13	27	13	33	18	11	12	6	1	6	3	3	0

A Level

ART & DESIGN

Grade		A*	A	B	C	D	E	U
Male Entries	1	1	0	0	0	0	0	0
Female Entries	13	3	3	3	3	1	0	0
Total	14	4	3	3	3	1	0	0

BIOLOGY

Grade		A*	A	B	C	D	E	U
Male Entries	12	3	3	6	0	0	0	0
Female Entries	28	6	9	8	5	0	0	0
Total	40	9	12	14	5	0	0	0

CHEMISTRY

Grade		A*	A	B	C	D	E	U
Male Entries	9	1	4	2	1	0	1	0
Female Entries	8	6	0	1	0	1	0	0
Total	17	7	4	3	1	1	1	0

COMPUTER SCIENCE

Grade		A*	A	B	C	D	E	U
Male Entries	5	1	2	2	0	0	0	0
Female Entries	0	0	0	0	0	0	0	0
Total	5	1	2	2	0	0	0	0

DESIGN & TECHNOLOGY

Grade		A*	A	B	C	D	E	U
Male Entries	12	1	1	5	3	1	1	0
Female Entries	4	0	2	2	0	0	0	0
Total	16	1	3	7	3	1	1	0

A Level cont...

DRAMA

Grade		A*	A	B	C	D	E	U
Male Entries	2	0	0	1	1	0	0	0
Female Entries	3	3	0	0	0	0	0	0
Total	5	3	0	1	1	0	0	0

ECONOMICS

Grade		A*	A	B	C	D	E	U
Male Entries	9	1	1	3	1	1	2	0
Female Entries	5	1	3	0	1	0	0	0
Total	14	2	4	3	2	1	2	0

ENGLISH LANGUAGE

Grade		A*	A	B	C	D	E	U
Male Entries	2	0	0	0	0	1	1	0
Female Entries	10	2	4	2	1	1	0	0
Total	12	2	4	2	1	2	1	0

ENGLISH LITERATURE

Grade		A*	A	B	C	D	E	U
Male Entries	3	1	0	0	2	0	0	0
Female Entries	11	0	6	2	1	1	1	0
Total	14	1	6	2	3	1	1	0

FRENCH

Grade		A*	A	B	C	D	E	U
Male Entries	1	0	0	0	0	1	0	0
Female Entries	4	0	1	3	0	0	0	0
Total	5	0	1	3	0	1	0	0

GEOGRAPHY

Grade		A*	A	B	C	D	E	U
Male Entries	19	1	7	3	5	2	1	0
Female Entries	9	1	2	3	3	0	0	0
Total	28	2	9	6	8	2	1	0

HISTORY

Grade		A*	A	B	C	D	E	U
Male Entries	13	4	2	4	3	0	0	0
Female Entries	8	3	5	0	0	0	0	0
Total	21	7	7	4	3	0	0	0

INFORMATION TECHNOLOGY

Grade		A*	A	B	C	D	E	U
Male Entries	3	0	2	1	0	0	0	0
Female Entries	3	1	1	1	0	0	0	0
Total	6	1	3	2	0	0	0	0

LAW

Grade		A*	A	B	C	D	E	U
Male Entries	2	3	0	0	2	0	0	0
Female Entries	9	1	5	2	1	0	0	0
Total	11	2	5	2	2	0	0	0

MATHS

Grade		A*	A	B	C	D	E	U
Male Entries	27	11	8	4	2	1	1	0
Female Entries	18	10	4	2	0	0	2	0
Total	45	21	12	6	2	1	3	0

MATHS, FURTHER

Grade		A*	A	B	C	D	E	U
Male Entries	7	6	1	0	0	0	0	0
Female Entries	2	2	0	0	0	0	0	0
Total	9	8	1	0	0	0	0	0

MUSIC

Grade		A*	A	B	C	D	E	U
Male Entries	1	0	0	0	1	0	0	0
Female Entries	2	2	0	0	0	0	0	0
Total	3	2	0	0	1	0	0	0

MUSIC TECHNOLOGY

Grade		A*	A	B	C	D	E	U
Male Entries	1	0	0	0	0	1	0	0
Female Entries	2	0	2	0	0	0	0	0
Total	3	0	2	0	0	1	0	0

PHYSICAL EDUCATION

Grade		A*	A	B	C	D	E	U
Male Entries	7	0	1	2	3	1	0	0
Female Entries	9	2	4	1	1	1	0	0
Total	16	2	5	3	4	2	0	0

PHYSICS

Grade		A*	A	B	C	D	E	U
Male Entries	16	4	1	5	1	2	2	1
Female Entries	8	3	2	3	0	0	0	0
Total	24	7	3	8	1	2	2	1

PSYCHOLOGY

Grade		A*	A	B	C	D	E	U
Male Entries	5	1	0	3	1	0	0	0
Female Entries	19	5	5	5	2	2	0	0
Total	24	6	5	8	3	2	0	0

RELIGIOUS STUDIES

Grade		A*	A	B	C	D	E	U
Male Entries	3	1	2	0	0	0	0	0
Female Entries	12	5	3	3	1	0	0	0
Total	15	6	5	3	1	0	0	0

A Level cont...

SPANISH

Grade		A*	A	B	C	D	E	U
Male Entries	1	0	0	0	1	0	0	0
Female Entries	2	0	1	0	1	0	0	0
Total	3	0	1	0	2	0	0	0

WELSH

Grade		A*	A	B	C	D	E	U
Male Entries	0	0	0	0	0	0	0	0
Female Entries	4	1	1	0	2	0	0	0
Total	4	1	1	0	2	0	0	0

Level 2 General Qualification

ADDITIONAL MATHS

Grade		D	M	P	U
Male Entries	0	0	0	0	0
Female Entries	1	0	0	0	0
Total	1	1	0	0	0

Vocational Award

CONSTRUCTING THE BUILT ENVIRONMENT

Grade		L2D*	L2D	L2M	L2P	L1P
Male Entries	13	0	8	5	0	0
Female Entries	0	0	0	0	0	0
Total	13	0	8	5	0	0

HOSPITALITY & CATERING

Grade		L2D*	L2D	L2M	L2P	L1P
Male Entries	8	0	0	5	3	0
Female Entries	9	0	2	6	1	0
Total	17	0	2	11	4	0

SPORT & COACHING PRINCIPLES

Grade		L2D*	L2D	L2M	L2P	L1P
Male Entries	17	0	0	7	6	4
Female Entries	5	2	2	0	1	0
Total	22	2	2	7	7	4

BTEC

Entry Level Award

SPORT & ACTIVE LEISURE

Grade		P	M	D
Male Entries	1	1	0	0
Female Entries	0	0	0	0
Total	1	1	0	0

L1 Introductory Certificate

APPLIED SCIENCE

Grade		P	M	D
Male Entries	1	1	0	0
Female Entries	3	2	1	0
Total	4	3	1	0

L1 Introductory Diploma

VOCATIONAL STUDIES

Grade		PP	MP	MM	DM	DD
Male Entries	0	0	0	0	0	0
Female Entries	0	0	0	0	0	0
Total	0	0	0	0	0	0

L1/2 First Award

ENGINEERING

Grade		L1P	L2P	L2M	L2D	L2D*
Male Entries	23	6	9	8	0	0
Female Entries	3	0	0	2	1	0
Total	26	6	9	10	1	0

BTEC cont...

L2 Certificate

MUSIC

Grade	P
Male Entries	2
Female Entries	0
Total	2

L2 Extended Certificate

MUSIC

Grade	P
Male Entries	1
Female Entries	1
Total	2

L3 Certificate

HEALTH & SOCIAL CARE

Grade	P	M	D	D*
Male Entries	0	0	0	0
Female Entries	1	0	0	1
Total	1	0	0	1

PUBLIC SERVICES

Grade	P	M	D	D*
Male Entries	5	1	2	0
Female Entries	8	0	1	0
Total	13	1	3	0

L3 Extended Certificate

ENGINEERING

Grade	P	M	D	D*
Male Entries	10	4	4	2
Female Entries	1	0	0	1
Total	11	4	4	3

L3 Subsidiary Diploma

BUSINESS

Grade	P	M	D	D*
Male Entries	24	3	6	3
Female Entries	10	0	0	2
Total	34	3	6	5

HEALTH & SOCIAL CARE

Grade	P	M	D	D*
Male Entries	0	0	0	0
Female Entries	4	0	2	0
Total	4	0	2	0

PUBLIC SERVICES

Grade	P	M	D	D*
Male Entries	12	3	2	4
Female Entries	7	0	0	1
Total	19	3	2	5

SPORT & EXERCISE SCIENCES

Grade	P	M	D	D*
Male Entries	4	1	3	0
Female Entries	7	0	0	2
Total	11	1	3	2

L3 Diploma

HEALTH & SOCIAL CARE

Grade	PP	MP	MM	DM	DD	D*D	D*D*
Male Entries	0	0	0	0	0	0	0
Female Entries	3	0	0	1	1	0	1
Total	3	0	0	1	1	0	1

SPORT & EXERCISE SCIENCES

Grade	PP	MP	MM	DM	DD	D*D	D*D*
Male Entries	13	1	2	1	2	1	2
Female Entries	1	0	0	0	0	1	0
Total	14	1	2	1	2	3	4

L3 Extended Diploma

HEALTH & SOCIAL CARE

Grade	PPP	MPP	MMP	MMM	MDM	DDM	DDD	D*DDD	D*DD	D*D*
Male Entries	0	0	0	0	0	0	0	0	0	0
Female Entries	1	0	0	0	0	0	0	1	0	0
Total	1	0	0	0	0	0	0	1	0	0

SPORT & EXERCISE SCIENCES

Grade	PPP	MPP	MMP	MMM	MDM	DDM	DDD	D*DDD	D*DD	D*D*
Male Entries	2	0	0	0	0	0	1	0	0	1
Female Entries	0	0	0	0	0	0	0	0	0	0
Total	2	0	0	0	0	0	1	0	0	1

IVET

L3 Certificate

HEALTH & SOCIAL CARE: PRINCIPLES & CONTEXTS

Grade		A*	A	B	C	D	E
Male Entries	0	0	0	0	0	0	0
Female Entries	9	0	2	0	3	3	1
Total	9	0	2	0	3	3	1

Welsh Baccalaureate:

Skills Challenge Certificate

FOUNDATION/NATIONAL

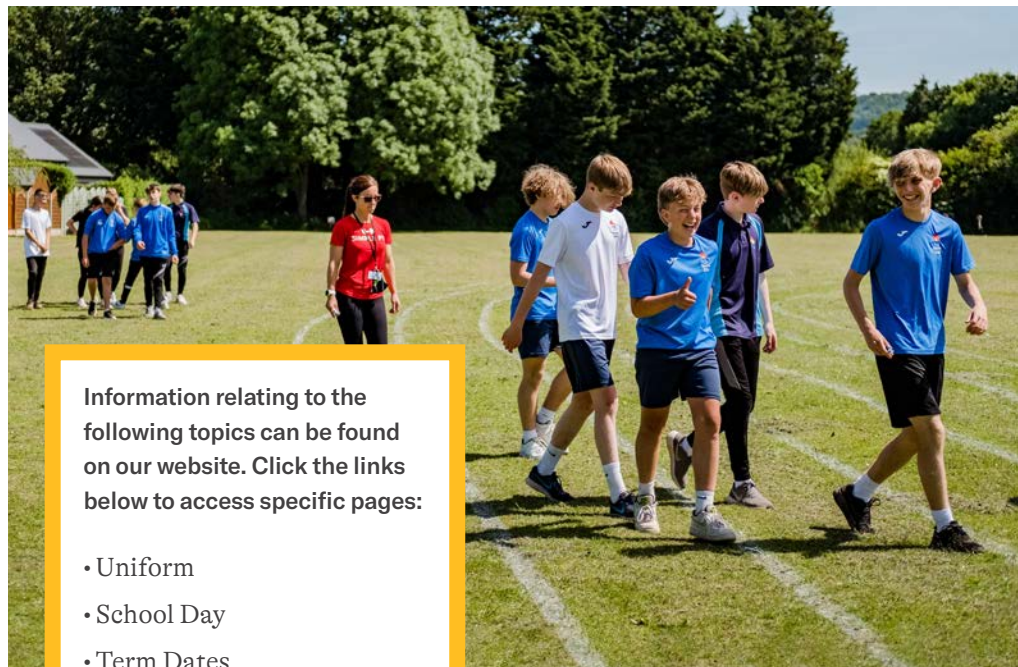
Grade		A*	A	B	C	P*	P
Male Entries	135	10	17	73	35	0	0
Female Entries	118	29	30	45	14	0	0
Total	253	39	47	118	49	0	0

ADVANCED

Grade		A*	A	B	C	P*	P
Male Entries	87	9	22	43	12	1	0
Female Entries	79	22	34	21	2	0	0
Total	166	31	56	64	14	1	0



General Information



Information relating to the following topics can be found on our website. Click the links below to access specific pages:

- Uniform
- School Day
- Term Dates
- Food Hall
- Parentpay
- School Address and Contact Details
- Headteacher's Name
- Chair of Governor's Name
- Complaints Policy
- Sport
- Careers Education and Work Experience
- Equal Opportunities
- Sex and Relationships Education Policy

Numeracy, literacy and digital competency

The Literacy and Numeracy Framework is designed to authentically embed both literacy and numeracy consistently across the full curriculum not just in English, Welsh and Maths.

Numeracy is key for children to develop and make sound decisions in all areas of life. Being able to quantify and measure their environment in different ways will help them to make wiser decisions about the kind of actions to take. This is important in both the working and social aspects of their lives both now and in the future.

Literacy is a fundamental cornerstone of all subjects across the school curriculum. Literacy skills are of course vital to enable children and young people to succeed in future life but also allow them to fully access the content of all subject areas at Monmouth Comprehensive School successfully.

At Monmouth Comprehensive School we support our students to deepen their understanding of key mathematical principles and strengthen their resilience to independently solve problems strategically.

We live in a digital society and it is essential that every student is '*digitally competent*' to access the new opportunities to learn, work, create and engage in a society which is shaped by digital technology.

The Digital Competency Framework is one of the 3 cross-curricular responsibilities, alongside literacy and numeracy. The framework's purpose is improve students' digital and technological skills across the whole curriculum.

Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. We have made it part of our mission at Monmouth Comprehensive School to provide all our learners with high-level digital skills to ensure that they are are digitally competent, and evolve into enterprising, creative and critical thinkers.



General Information

Health and safety and school security

Monmouth Comprehensive School endeavours to be proactive in caring for all students and staff on its site and on school trips. We are concerned with the full range of Health and Safety issues in our school community:

- A safe and secure environment
- Risk assessment for activities on and off site
- The availability of healthy eating options
- Our on-site Wellbeing Support Centre including Face-to-Face Counselling and proactive links to appropriate external agencies
- Regular and extensive maintenance of the school site within available resources
- Personal and Social Education to promote individual and collective responsibility for health and well-being

The policies and procedures that support these areas of concern are available from the School, on request.

Welsh at Monmouth Comprehensive School

We are proud of our situation in this beautiful part of Wales and encourage all our students to be proud of their Welsh heritage. All students study Welsh from Y7 to Y11 with the opportunity to gain a valuable qualification. Use of Welsh around the school and a very successful annual Eisteddfod also encourage interest and a sense of pride in the Nation's heritage. Within Programmes of Study, Faculties deliver aspects of Y Cwricwlwm Cymreig. Regulations exempt students from



outside Wales studying Welsh, who entered our school in Years 9, 10 or 11.

EAL – English as an additional language

Students are supported through school-based approaches and GEMS (Gwent Ethnic Minority Service).

Students with disabilities

Monmouth Comprehensive School is determined to build on our commitment to increase accessibility and inclusiveness over time to all who wish to be part of the school community. In all our policies and practices there is a clear commitment to including all

and promoting equality. We have a Strategic Equality Scheme that is aimed at improving the provision of education, facilities and access for pupils, staff and visitors to the school. The scheme includes information about the following:

- how people with 'protected characteristics' have been involved in the formulation of the policy
- arrangements for gathering information on the effects of our policies and practices on people with 'protected characteristics'
- review arrangements
- methods of assessing the impact of policies and practices
- a plan of action



Exceptionally able students

At Monmouth Comprehensive School we believe in creating an inclusive learning community that celebrates the uniqueness of all children. Through the MAT (More Able and Talented) programme we promote stimulating and challenging experiences through a broad balanced curriculum, interventions and super-curricular opportunities that enable students to identify their aspirations and manage the process to achieve them in a well-supported environment. We are also committed to identifying and meeting the needs of these children as early as possible in order to ensure all students are appropriately challenged to enable them to achieve their best.

The success of MAT students is an inspiration to all students to pursue their dreams and work hard to achieve their goals whatever they may be.

General Information



Equal opportunities

At Monmouth Comprehensive School we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals.

All members of the school community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school values inform what we do and how we do it. Our first value is Respect, in that we respect every person as a being of inherent value and dignity. Our Strategic Equality Scheme is a statement of good practice concerning how we treat everyone as equal. Copies of the policy are available on request

Home school agreement

By signing this agreement, we commit to forging an effective partnership between school and home that will benefit all students, with each of us clearly understanding what is expected.



As staff of MCS, we will:

- Provide a curriculum that meets the needs of all students, enabling them to develop their knowledge and skills to their maximum potential.
- Promote high standards of work and behaviour and build on students' natural curiosity, initiative and talents.
- Set appropriate homework with clear guidance and a realistic timescale for completion.



- Care for the safety and wellbeing of all students.
- Listen to concerns and complaints and respond to them sensitively.
- Keep students and parents informed about school life and individual student progress.
- Have high expectations of ourselves and students, acting as appropriate role models, treating students and each other with fairness, courtesy and consideration on the principle of Work Hard, Be Kind.

As a parent or carer, I will:

- Ensure that my child attends school regularly and on time.
- Support my child to be fully equipped and with the correct uniform.
- Notify the school immediately of unavoidable absence.
- Let the school know of any problems or concerns that might affect my child at school.
- Take an active and supportive interest in my child's learning and progress, including homework.

- Attend parents' evenings and any other specially arranged meetings to discuss my child's progress.
- Respond to communications from the School and take an interest in appropriate special events.
- Encourage my child to take advantage of opportunities offered, both educational and extra-curricular.
- Support the policies and authority of the School and actively encourage my child to do the same.

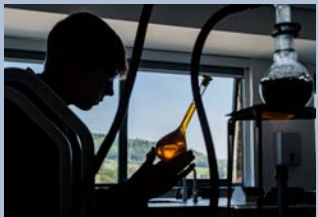
As a student at MCS, I will:

- Attend regularly and on time, bringing all the books, equipment and kit I need.
- Wear correct school uniform and be tidy in my appearance.
- Act as an ambassador for the School on and off the campus.
- Complete classwork and homework on time and to the best of my ability; seeking help if I need it.
- Listen attentively and respect learning needs of others.
- Take advantage of opportunities offered, both educational and extra-curricular.
- Behave with common sense, consideration and courtesy.
- Report any form of verbal or physical bullying.
- Take care of school buildings and equipment, helping to keep the environment attractive and free of litter. Respect the property of others.
- Conduct myself according to the School Values and the principle of Work Hard, Be Kind.

» WE ENABLE
OUR STUDENTS
TO LEAD



HAPPY &
SUCCESSFUL
LIVES



Monmouth | Ysgol Gyfun
Comprehensive School | Trefynwy