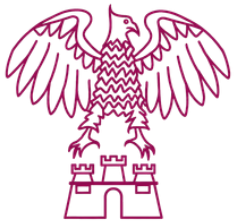
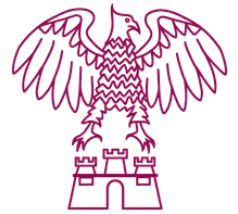


# CAERLEON COMPREHENSIVE SCHOOL



**2026**

# TRANSITION BOOKLET

#MAXIMISINGPOTENTIAL

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# Welcome Message



Dear Year Six,

It is my pleasure to welcome you as a valuable member of our school. You will spend at least five, and possibly seven years of your life here with us; during which time we hope you will be very happy.

Caerleon Comprehensive is a special school, a place where we value you as unique individuals who have much to offer the world. We hope to nurture your talents in all areas of our curriculum, and very much want you to take every opportunity offered to you at our school, whether that be playing for a school team, being part of the school show, or simply being a caring friend to another student who is having a difficult day.



**Lucy Purcell**  
*Headteacher*

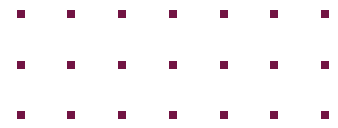
You are our leaders of the future; our doctors, dentists, artists, teachers, politicians, youth workers, the list is endless. We aim to ensure you maximise your potential to ensure you can be whatever you want to be, but what is most important to us is that you leave our school as responsible, happy and healthy citizens of the world, ready to contribute positively to society.

I look forward to meeting all of you during your first weeks here and I am very excited about what each of you will bring to our school.

Wishing you every success in Year Seven.

*Mrs L Purcell*

# Who are we?



**Mrs L Purcell**

Headteacher



**Mr G Jones**

Deputy Headteacher



**Mr A Gardner**

Assistant Headteacher | Designated  
Safeguarding Lead



**Mrs E Wilson**

Assistant Headteacher



**Mr M Evans**

Associate Assistant Headteacher



**Mrs S Edmondson**

Associate Assistant Headteacher (ALNCo)



**Mrs T Morgan**

Head of Year



**Miss K Paul**

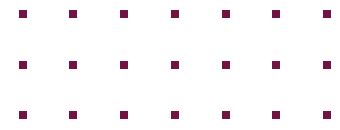
Assistant Head of Year



**Mr W Gargan**

Pastoral Support

# What is different about Secondary School?

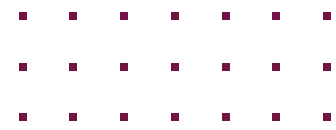


- Learners may have to travel further, including catching the bus – exciting!
- There are new rules and regulations to remember.
- Instead of having one or two teachers, learners will be taught by several (over 10!) and they'll get to know a whole range of adults in different roles within the school. Everyone is equally as important – from the Headteacher to the Caretaker!
- The site will be bigger and learners will have to find their own way around, moving from classroom to classroom between lessons and carrying their belongings with them. Don't worry about this – you'll get used to it really quickly
- Learners will use a timetable and Student Planner and will be responsible for ensuring they have the correct books and equipment for five lessons each day.



- There will be new subjects to study!
- Teaching and learning styles will vary.
- Breaktime and lunchtime will be organised differently with learners having a lot more independence in terms of getting back to lessons on time, buying their own snacks and lunches etc.

# The Timetable



One of the biggest changes learners will experience when starting at Caerleon Comprehensive is the move to a two-week timetable.

A typical timetable may look like this -

You can see there is a Week 1 (the top timetable) and a Week 2 (the bottom timetable).

There are 5 lessons on each day.

Each box shows –

The subject code, e.g. Ma is maths.  
Can you guess any of the others?

The teacher (these are the 3 letters).

The room, e.g. J17.

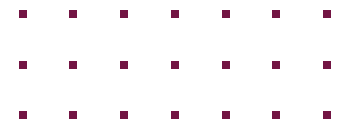
How many maths lessons are there in fortnight?

What about **chemistry**?


	1Mon	1Tue	1Wed	1Thu	1Fri
1	Ma PAP J6	Fr SLG I3	Fr CAM I1	It CWJ I16	Ar SHD J17
2	Ea SD1 B7	Ar SHD J17	Hi WBO F5	Bi DAB F9	Ma RLM J6
3	Pe JUL A24	Dt RBJ J1	Ea EEV B7	Gg DJC F11	Dt RBJ J1
4	Ph LAL F38	Pe JUL Fitness	Ma RLM J6	Ch LCG F12	Mu EMW F5
5	Dr JMP D3	Re LAO I5	Gg DJC F11	Ea JMB Library	Ea SD1 B7

	2Mon	2Tue	2Wed	2Thu	2Fri
1	We SRV I13	Pe JUL Fitness	Re LAO I5	Ph LAL F38	Mu EMW F5
2	Ma PAP J6	Fr SLG I3	Gg DJC F11	It CWJ I16	Ma RLM J6
3	Pe JUL Fitness	Dt RBJ J1	We EER I11	Ea SD1 B7	Hi LDT F2
4	Ea SD1 B7	Ma RLM J6	Ea EEV B7	Ch LCG F12	Ps LAO I5
5	Hi LDT F2	Bi DAB F9	Fr SLG I3	Ma PAP J6	We EER I11

# School Uniform



- Our gender-neutral school uniform is very smart and we expect all learners to wear the correct uniform at all times. If your child is unable to wear an appropriate item of uniform, please email the school or provide a dated note for their Form Tutor, explaining the situation. Learners who need to borrow uniform will be sent to the Swap Shop who will loan the item.



- ✓ A navy blue blazer with the school logo (optional).
- ✓ A pale blue shirt.
- ✓ A pale blue polo shirt can be worn in the **summer term only** - no logo required).
- ✓ The school tie.
- ✓ Grey tailored trousers or grey tailored shorts (knee length).
- ✓ Grey skirt\*
- ✓ A navy V neck sweater (**logo preferred**).
- ✓ Grey, navy or black socks
- ✓ Grey or black tights.
- ✓ Plain black footwear.
- ✓ Headwear worn for religious reasons should be of a plain, dark material.

**Unacceptable items**

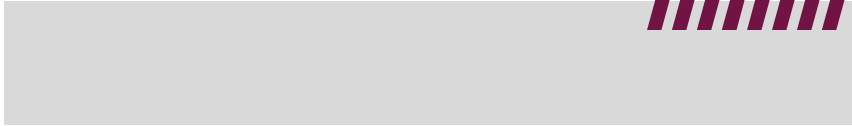
- ✗ Skirts of inappropriate length.
- ✗ Hoodies / zipped tops.
- ✗ Jeans / joggers / leggings.
- ✗ Excessive makeup or piercings.
- ✗ Denim jackets.
- ✗ Coloured logos/trims on footwear.

**Learners needing to borrow uniform may use the Uniform Swap Shop.**

# School Uniform

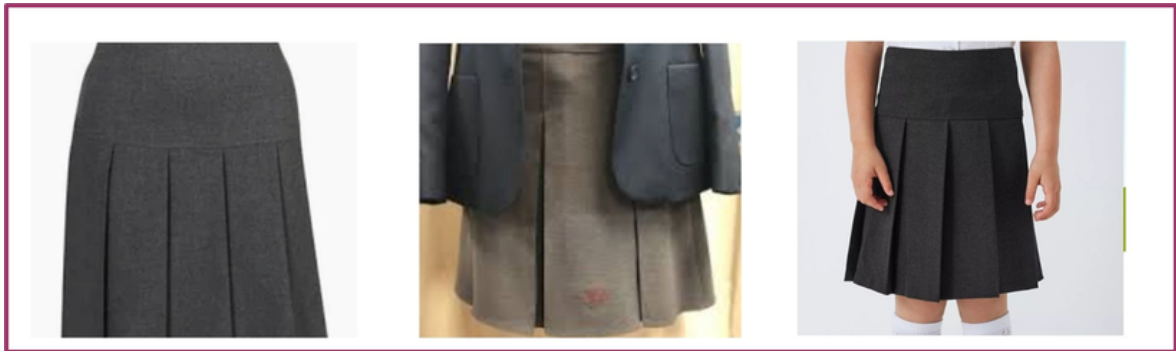


## Skirts

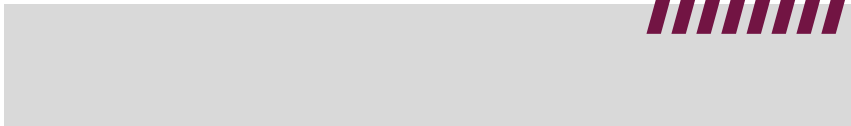


Skirts worn must either be:

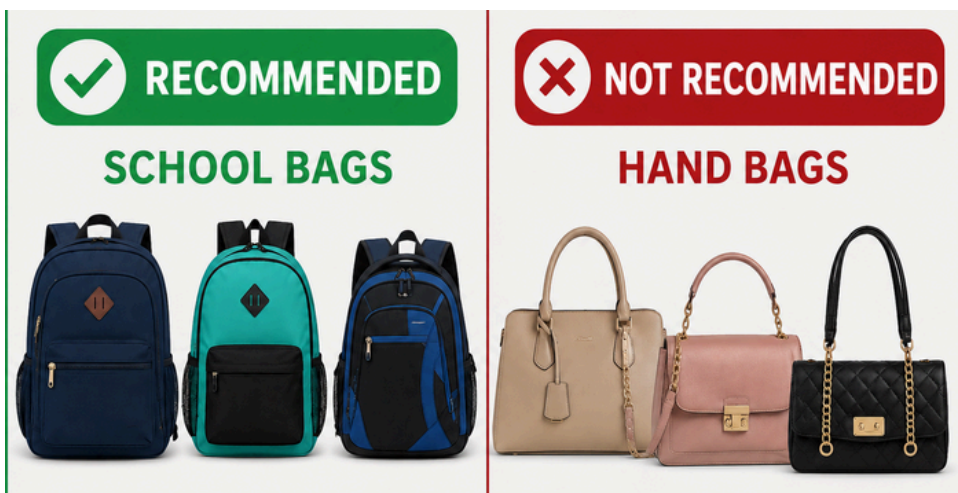
- Any style from our suppliers - these will all have a logo
- If not bought from a supplier, a grey pleated skirt only.



## Bags



Make sure you bring a strong bag that you can carry easily. It should be big enough to fit your books in for each day. We recommend a backpack/rucksack similar to those shown below (no handbags please!). You can have any colour.



# PE Kit



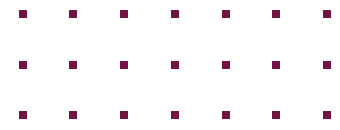
In 26/27 we won't have any changing facilities, due to the exciting building work happening at our school. You will therefore be asked to wear your PE kit to school on days where you have PE.

You can choose to wear black tracksuit bottoms (plain) over the school PE shorts or you can opt for plain black leggings on these days.

- A logoed black and white school PE shirt or a plain black or white t-shirt
- Black running or cycling shorts style (logo optional) or black leggings (logo optional).
- Firm ground boots | Plastic mold boots (for outside games lessons on grass & 3G Pitch) and trainers and sports socks
- Quarter zip long sleeve top – logoed from supplier or plain black if not.
- A maroon rugby shirt for boys (Girls: for those who wish to play rugby).
- Maroon socks (Football and Rugby)
- Learners may wear black skins under clothes in cold weather



# Approved Uniform Suppliers & Equipment



## Suppliers

Macey Sports	01633 259334	<a href="https://www.maceysports.co.uk/">https://www.maceysports.co.uk/</a>
Beam Sports & Schoolwear	01633 222261	<a href="https://www.beamnewport.co.uk/">https://www.beamnewport.co.uk/</a>
Global Uniform	01633 484408	<a href="https://www.kidsschoolkits.co.uk/">https://www.kidsschoolkits.co.uk/</a>

## Equipment

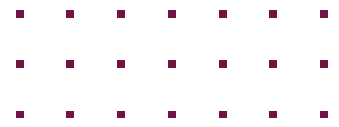
Learners will be informed of any specialised equipment needed for specific subjects. However, a pencil case with several pens (blue or black), a few pencils, a ruler, rubber, a pencil sharpener, calculator (our maths department recommends the Casio fx-83GTCW which you can order from Amazon), a compass plus a 360° protractor is a good start!

Felt tipped pens are discouraged for use in exercise books but may be allowed in certain circumstances e.g. for posters.

Highlighters can be handy for emphasising important parts of your work too.

Learners will need inexpensive audio jack headphones for accessing the multimedia in the ICT suites.

# What can I expect from my lessons?



## English

Year 7 English comprises an interesting variety of activities and texts which are carefully designed to promote enjoyment of the subject and develop learners' skills in Reading, Writing, Speaking and Listening. During the year, learners will study a variety of fiction and non-fiction texts, as well as focus on spelling, punctuation and grammar.

One lesson a fortnight will be dedicated to improving learners' reading skills and take place in the library. This lesson is part of the Accelerated Reader scheme which aims to improve learners' reading age and comprehension skills whilst exposing them to an array of interesting books and authors in our well-stocked library.

Year 7 learners' achievement is assessed through termly standard tasks linked to developing important skills. Self and peer assessment will also form a valuable part of your child's learning as it is imperative that learners develop their proofreading skills and understanding of success criteria.

We aim to expose learners to literature in order to fire their imagination and inspire creativity, and read a range of texts to appreciate the diverse and wonderful world that we live in.

## Mathematics

Learners in Y7 follow a common mathematics course to deepen and enrich the concept of place value and the four primary operations in mathematics. Through a programme of study based on a spiral approach to learning mathematics learners further develop their skills in number, algebra, shape and data handling.

Using and applying mathematics is integrated throughout each section and further strengthened using a concrete-pictorial-abstract model.

Throughout the year the learners are involved in a variety of activities; skill developing exercises, investigations, practical work, problem solving activities and discussion exercises. There is a good balance between tasks that develop knowledge, skills and understanding and those that develop the ability to tackle and solve problems. Many activities do both.

End of topic tests are given to complement the on-going teacher assessments.

In this way learners' progress is fully monitored and discussed within the department. Greater emphasis is now being placed on numeracy, non-calculator tasks and mental calculating skills. Assessments include both non-calculator paper and calculator elements at the level at which the learner is working. The examination results, topic results and teacher assessments will be used to plan and set targets for future development of the learners.

## **Science**

The science course at Caerleon in years 7 to 9 is designed to build on the skills, knowledge and understanding from primary school.

The learners are given the opportunity to develop their skills of “Interdependence of organisms” (biology), “The Sustainable Earth” (chemistry) and “How things work” (physics).

Students are taught to apply their scientific skills, knowledge and understanding to design strategies, solve problems and offer explanations, relating scientific ideas to the information about them, including current issues.

They are given opportunities to study the work of scientists and to recognise the role of experimental data, creative thinking and values in their work and develop scientific ideas.

At Caerleon Comprehensive the learners are encouraged to manage their own learning and further develop learning and thinking skills. They are also taught to take different perspectives, value others' opinions and be responsible global citizens.

# Art

'The earth without art is just... eh'

What a boring world it would be if our lives weren't enhanced by visual arts!  
If lockdown taught us anything surely it was that!

Art surrounds us and enhances our lives - from the clothes we wear to the buildings we live in, the films we watch to the images we create and admire. It underpins every aspect of society and sets us apart as humans. Without creativity, the world would be blank; every human being would be instinctively the same.

At Caerleon we have a vibrant, forward thinking Art department that aims to engage and enthuse all learners in the wonder and possibilities of the creative world. Students are introduced to a wide range of artists, materials and processes as they progress over the Key Stage. Learning takes place in a creative, exciting atmosphere within three dedicated art rooms where experimentation is key to success. As a result, the work pupils produce is diverse and constantly changing as we respond to current events in the world. Recent projects have included ceramic coral reefs to highlight climate change, printmaking based on global cultural patterns and digital photo editing to create complex imagery with apps and programmes.

These projects run alongside more traditional, and valuable, skills in drawing and painting to give pupils an understanding of how art can communicate an idea. During art lessons learners will work in a variety of media in sketchbooks or on prep sheets. This will allow them to chart their journey and develop their artistic skills. We aim to introduce pupils to a wide range of experiences and encourage them to take creative risks within their work in order to make discoveries. Pupils can expect to work with clay, sustainable materials, inks, paints, pastels and also create digital work on our departmental iPads. They will be inspired by the fantastic work produced by our A Level and GCSE students.

## **Suggested materials for Art lessons:**

A selection of pencils (HB, 2B, 4B), a sharpener, an eraser, coloured pencils (WH Smiths and Crayola are excellent) and some ballpoint pens are the essential things to pack in the learners school bag for their art lessons. These basics materials, a curious mind and a willingness to learn and experiment will enable students to enjoy and embrace the fascinating and diverse world of art.

## Design and Technology (DT)

In Design and Technology, we encourage you to be creative, take risks and solve problems in a safe and supportive environment. You will have the chance to explore a wide range of exciting and innovative projects across different areas, including food, textiles, product design and engineering.

During your journey, you will design and make a variety of products – from wooden trinket boxes and 3D-printed mazes to sustainable tote bags and delicious lemon drizzle cupcakes! Along the way, you will learn about different materials and develop your ideas using the latest 2D and 3D design software in our dedicated CAD suite. You will also get the opportunity to use modern equipment such as 3D printers and a laser cutter.

You will build your creativity through hands-on making skills, using a wide range of tools and machines in our recently refurbished workshops and textiles rooms. You might even discover a talent for baking in one of our food and nutrition kitchens! We also encourage all students to think about their impact on the environment and to take on the challenge of designing sustainable products in new and exciting ways.

By Year 9, you could be coding a Raspberry Pi in Python, creating your own electronic circuits, designing architectural concepts, and producing digital artwork for a cushion that you sew together yourself with a sewing machine.

We are very excited to welcome you to the Design and Technology department and can't wait to see what you create!

## Geography

Geography gives learners many opportunities to develop their knowledge and understanding of a wide range of people, places and environments. In addition, learners will develop a wide range of skills including geographical enquiry skills, digital skills, map skills, numeracy skills, teamwork and problem solving.

Learners will develop their understanding of how geographical changes such as migration, globalisation, tourism and climate change affect peoples' lives, and attitudes and the impact this can have on the quality of life of present and future generations.

As well as classroom based learning, they will have several opportunities to participate in fieldwork experiences.

The topics studied in Year 7 are:

1. Where do I live? (Cynefin)
2. How am I connected to our world? (Globalisation)
3. Map Skills (Going on a Journey)
4. The Middle East (Sustainability and Stewardship)

## **History**

In Year 7, learners are given the opportunity to study a variety of topics to develop their understanding of History as well as the impact these events have had on their lives and the lives of others today.

We continue to take a chronological approach to our studies and in Year 7 learners will focus on the key events of the Middle Ages. Through studying key themes such as identity and governance we aim to ensure our learners engage with the important issues that have faced humanity and are equipped to become informed and self-aware citizens in the future.

Topics studied in Year 7 include, Identity and Belonging (cynefin), in this unit we consider the impact various invasions had on forming a national identity, including the impact on language and culture.

We also consider the issue of power throughout the timeframe and reflect on how various rulers have exerted control over the population as well as a consideration of change through rebellion. The issue of equality is also explored as we examine and compare the different lives of people during this timeframe.

Additionally, learners will develop a variety of skills to enhance their studies of History including how to evaluate a variety of sources and to identify interpretations of the past as well as developing and enhancing important communication and literacy skills.

## Computing and Creative Technology

You will receive one lesson of Computing per fortnight and one lesson of Creative Technology per fortnight in separate timetabled lessons.

In Creative Technology lessons (CreaTech for short), you will bring together your creative skills and emerging technologies to create new ways of engaging audiences for different purposes. You will improve your design skills in areas such as graphic design, web authoring and presentations.

In Computing lessons, you will develop algorithms processing data to solve a wide range of real-world problems. The emphasis in these lessons will be developing your coding skills using block-based languages (such as Scratch) and symbolic languages (such as Python).

## International Languages: French and German

**“One language sets you in a corridor for life. Two languages open every door along the way.”**

In year 7, all learners study French, followed by the introduction of a fast track course of German to all learners in year 8.

For many children, French will be the first international language they have studied in depth and for the majority French proves to be a new and enjoyable experience. It is taught in a communicative way, including games, to teach the main structures and new vocabulary.

However, we do not neglect grammar, but it is taught with an emphasis on real-life situations.

We place equal emphasis on developing skills: learning to express yourself through speaking and writing and develop understanding through listening and reading. We use literature, authentic materials and cultural experiences wherever possible to put French in context, while exploring links with other languages, including Welsh, English and home languages.

Here are some of the modules and experiences learners cover in year 7:

- Je me présente - identity and introducing yourself
- Comment décrire une photo - exploring where you live and using the work of the Welsh artist Rhiannon Roberts to develop skills and cultural awareness
- All about language - exploring tenses and language construction

During your time in Caerleon Comprehensive, the International Languages Department organise visits to France and Germany which provide learners with the opportunity to experience the culture and put into practice the language and structures learned in the classroom and to experience the culture.

In year 8 learners continue with French, but are also introduced to German as they continue to develop their linguistic skills.

## **Music**

This programme of study is designed in line with the Curriculum for Wales, supporting learners to develop within the Expressive Arts Area of Learning and Experience (AoLE). It reflects the four purposes by enabling students to become ambitious, capable learners; creative, enterprising contributors; ethical, informed citizens; and healthy, confident individuals.

Learning is structured around the three key musical processes: Performing, Composing and Appraising, which are fully integrated throughout all activities. Students explore and apply the fundamental elements of music, including pitch, duration, texture, timbre, tempo, dynamics, structure and silence, developing both skills and conceptual understanding.

Pupils engage with a broad and diverse repertoire, spanning a range of genres, styles and cultural traditions, encouraging curiosity, creativity and an appreciation of music as a global art form.

A strong emphasis is placed on active, experiential learning, with opportunities to work as a whole class, in small groups, pairs and independently. This includes engaging activities such as whole-class karaoke singing, which promotes vocal development, confidence and enjoyment. Students regularly perform using a range of instruments, including ukulele, classroom percussion and electronic drum pads, fostering practical skills and ensemble awareness.

Digital competence is embedded throughout the curriculum in line with the Digital Competence Framework. Learners use music technology platforms such as Soundtrap and YuStudio to compose, record and edit music, while video play-along resources support independent practice, collaboration and performance.

Students develop their listening and analytical skills through studying the instruments of the orchestra, learning to identify timbres and understand how instruments are used within different musical contexts.

Teaching is structured to be inclusive and adaptable, recognising the wide range of musical ability within each class. Differentiation is achieved primarily through outcome, with more experienced musicians given opportunities for extended challenge, creativity and leadership within practical tasks.

## Religion, Values and Ethics

The three main topics studied in year 7 are:

### **1. Living as a Hindu.**

Learners will develop an understanding of the diverse society we live in and explore how the religious landscape of Wales is changing. They will consider what it means to live in a multi-faith society and the impact this can have on individuals and communities. Students will learn about how Hinduism came to Wales, how Hindus practice their faith, and how they engage with people from other backgrounds. They will also consider some of the challenges faced by Hindus living in Wales. Through this unit, learners will explore key beliefs and practices within Hinduism, helping them to build knowledge, understanding, and respect for different religious traditions and ways of life.

### **2. The Big Question - is there a God?**

Learners will explore the difference between facts, beliefs and opinions, and consider important questions such as whether God exists and why people hold different views. They will examine how religion and belief in Wales and the UK are changing, and how beliefs can influence people's everyday lives.

Students will learn key terms such as theist, atheist and agnostic, and explore the reasons behind these viewpoints. As part of the unit, learners will carry out an interview to investigate another person's beliefs and reflect on what they discover.

The unit aims to develop understanding, empathy and respect for different beliefs in our diverse society. Learners will also study arguments for and against the existence of God, including the design argument and the problem of evil and suffering, with reference to events such as the Aberfan disaster. In addition, students will learn about Christian beliefs about the nature of God and make connections with their prior learning on Hinduism.

### **3. Our World.**

Learners will explore both religious and non-religious views about how the world began, as well as some of the key environmental issues facing society today. They will consider the idea of environmental ethics, including animal rights, and examine how different religious groups put their beliefs into action in caring for the world.

**Our aim** is to assist learners in developing as individuals and as citizens in a diverse, multi-cultural society. We give learners an understanding of the influence and importance of religion on the lives of individuals, families, communities and cultures. We encourage them to develop respect, tolerance and sensitivity to others, in particular those whose faith and beliefs are different from their own. We challenge learners to think for themselves and develop their skills of understanding and reasoning. Students are encouraged to maintain high standards of written skills and to discuss their ideas in class in an appropriate manner.

## Physical Education

Year 7 learners build upon and further develop the skills acquired during Key Stage 2 Physical Education through a structured programme of lessons and a wide range of extracurricular opportunities.

During the winter term, outdoor lessons focus on team games. Boys participate in football and rugby, while girls take part in football, tag rugby, and netball. Indoor activities include gymnastics for all learners, with additional opportunities for girls to participate in dance and basketball, and for boys to focus on basketball. All learners also engage in health-related fitness, the development of sports skills and coordination, as well as outdoor adventurous activities and problem-solving tasks.

In the summer term, learners experience a variety of activities including tennis, athletics, baseball, cricket, and rounders. Initial lessons enable teachers to carry out informal assessments of each learner's ability, which are then used to inform future planning. Lessons are designed to progressively develop both confidence and competence. Across all activities, learners are encouraged to develop their ability to plan, perform, and evaluate. A balance of cooperative and individual work supports the development of creativity, teamwork, and problem-solving skills.

Throughout the programme, strong emphasis is placed on the importance of health and fitness as a foundation for overall wellbeing and as a pathway to lifelong participation in physical activity.

Learners are offered a broad and inclusive extracurricular programme, with many activities taking place at lunchtime and after school. All clubs are open and accessible to students of all abilities and genders. In addition, learners have the opportunity to represent the school in a wide range of sports, including rugby, football, netball, tennis, basketball, cross country, and athletics. Opportunities are also available for trials at representative level, including Newport, South East Wales, and beyond.

The school actively participates in league and cup competitions across its major sports.

The Physical Education department places strong emphasis on high standards of kit, participation, effort, and the achievement of individual potential. All learners are encouraged to make a full and positive contribution to both lessons and the department's extracurricular programme.

## Welsh/Cymraeg

Year 7 students will begin the year by building on the Welsh language skills they have already developed in primary school. They will focus on using opinion phrases, adjectives and additional details to talk about activities they enjoy in their spare time. Lessons are lively and engaging with the aim of making the language fun to learn. Learning will take place through a variety of language games and interactive activities, helping students to develop their confidence and fluency. There will be plenty of opportunities to strengthen reading, writing and speaking skills, with a strong emphasis on partner work and collaborative learning. Pupils will study a Welsh poem entitled 'Y Ffair' which will scaffold their learning and equip them to write their own Welsh poem about what they can see, hear, smell, feel and taste at the beach. This will be in readiness for the school Eisteddfod where each poem will be entered for the Bardic Chair competition.

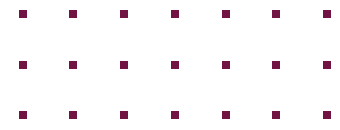
Developing oracy skills is a key part of every lesson to equip pupils with the language skills needed for an ever-increasing bilingual society. Pupils are encouraged to speak with correct pronunciation, ask and answer questions, make statements and express opinions effectively. Great emphasis is placed on accuracy and pupils are supported to use correct spelling and sentence structures enabling them to communicate successfully through the written word. When reading Welsh texts and literature, pupils will be encouraged to use their reading behaviours to develop their skimming and scanning strategies, to recall prior knowledge and to deduct meaning. The key skill areas are developed throughout the year with interesting and varied activities in class. Pupils play a very active role in Welsh lessons.

There are many opportunities for year 7 to develop their use of Welsh outside the classroom.

They can:

- Volunteer to be part of the Criw Cymraeg who support us in raising the profile of Welsh in other lessons and around the school
- Attend a fortnightly Clwb Cymraeg run by Newport's Urdd Development Officer
- Take part in our whole-school Cynefin days where we celebrate the Welsh language and culture with a variety of activities on Diwrnod Shwmae in the autumn term, a school Eisteddfod in the spring term and a Culture day in the summer term
- Attend the residential Urdd camp in Llangrannog for 3 days with activities such as dry slope skiing, tobogganing, quad biking, swimming, horse riding and team-building activities

# Extra-curricular Activities



## Extra-curricular Activities

The following is a list of some of the extra-curricular activities that take place in school at the present time. This is not an exhaustive list and the variety of subjects on offer will vary from year to year. Some of the sessions take place during lunchtimes and others after school.



Athletics



Welsh-Urdd Club



Football  
(Girls & Boys)



Art Club



Gym / Dance



Clwb Cymraeg



Rugby



Chess Club



Cricket



Carnegie Book Club



Tennis



String Orchestra/  
Wind Band/Junior Choir



Netball



Youth Club



Cross Country



Maths Olympiad



UK Linguistics Olympiad

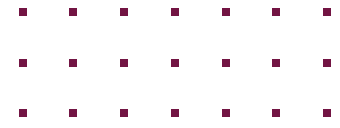


≡ Maximising Potential ≡

# Caerleon Comprehensive School Library



# Contacting the school



Please note you will need to make an appointment to speak with a member of staff.

Your point of contact is the Head of Year 7, **Mrs Morgan** ([MorganT188@newportschools.wales](mailto:MorganT188@newportschools.wales)).

All Head of Year email addresses can be found on the school website.



## Social Media

The school has a social media account: **Instagram**

if you would like to follow us, you can use the links below:

<https://www.instagram.com/caerleoncomprehensiveschool/>



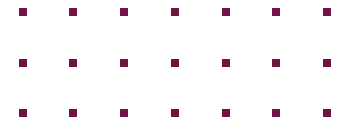
## ... and finally ...

I hope this booklet gives you a small idea about how some things will look when you join us in September. There is a lot to take on board when you join a new school and we can't fit it all into one booklet! You'll be told so much more when we see you in person.

However, until then, the most important thing to remember is not to worry about it. The staff at a Caerleon will help you with your transition and we are really looking forward to meeting you!

Best wishes from Mr Gardner (Assistant Headteacher), Mrs Morgan (Head of Year 7) and all the staff at Caerleon Comprehensive School

# Contact Information



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✉ [Caerleon.Comprehensive@Newportschools.wales](mailto:Caerleon.Comprehensive@Newportschools.wales)

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🌐 [www.Caerleoncomprehensive.net](http://www.Caerleoncomprehensive.net)

