

Annual Report to Parents and Carers

January 2021



1 Details of the members of the governing body by Representation

Chairperson – Mrs Linda Lewis (lewisl689@hwbcymru.net)

Clerk to Governing Body – Mrs Debra Jenkins (JenkinsD243@hwbcymru.net)

School Address: Brynteg School, Eweny Road, CF31 3LE

LEA 5

Linda Lewis	Chair	19.10.24
Cllr David Unwin	Vice	15.02.24
Ms Sharon Daly		19.10.24
Cllr Nicole Burnett		02.10.21
Cllr. Amanda Williams		16.11.24

Community 5

Mrs Rachel Evans		18.04.22
Dr. Nigel Lucas		29.03.21
Mr Glyn Davies		27.06.22
Richard Leonard		08.11.24
Amy Mcardle		08.11.24

Parent 6

Mr David Bolton		16.03.22
Ms Sarah Kerrigan		16.03.22
Mr Dale Richards		24.10.23
Mr Robbie Owen		24.10.23
Vacancy		
Vacancy		

Staff 1

Ms Andrea Stimpson		13.12.24
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Teacher 2

Ms Zoe Fender		08.03.21
Mrs Rhian Nicholas		04.10.23

Head teacher

Ryan Davies		
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Governing body Committees

Finance & Premises	Curriculum & Standards	Personnel (Pay Review)	Personnel (Pay Review) Appeals	Appointment Of Teaching & Support Staff (5)	Selection Panel Head/Deputy(7)
Ryan Davies	Ryan Davies	Linda Lewis	Rachel Evans	Ryan Davies	Linda Lewis
Linda Lewis (C)	Linda Lewis	Ryan Davies	Nigel Lucas	Linda Lewis	David Unwin
Cllr David Unwin (V)	Rhian Nicholas	Dale Richards	Sarah Kerrigan	Nigel Lucas	Glyn Davies
Glyn Davies	Sarah Kerrigan	David Unwin	Cllr Nicole Burnett	Dale Richards	Nigel Lucas
David Bolton	Cllr Nicole Burnett	Robbie Owen	Vacancy	Rhian Nicholas	Richard Leonard
Linda Lewis	Zoe Fender	Richard Leonard	Vacancy	Zoe Fender	Amy Mcardle
Robbie Owen	Dale Richards	Sharron Daly		Amy Mcardle	Vacancy
Zoe Fender	Andrea Stimpson				
Cllr Amanda Williams					
Andrea Stimpson					
Vacancy					

Staff Disciplinary & Dismissal (5)*	Staff Disciplinary & Dismissal Appeals(5)*	Grievance & Capability (5)*	Grievance & Capability Appeals (5)*	Complaints (5)	Pupil Disciplinary & Exclusions	Performance Management (3)
David Unwin	Glyn Davies	David Unwin	Glyn Davies	Ryan Davies	Linda Lewis	Linda Lewis
Nicole Burnett	Rachel Evans	Nigel Lucas	Rachel Evans	Linda Lewis	Rachel Evans	Glyn Davies
Amy Mcardle	Dale Richards	David Bolton	Cllr Nicole Burnett	David Unwin	Nigel Lucas	David Bolton
Cllr Amanda Williams	Robbie Owen	Dale Richards	Richard Leonard	Sarah Kerrigan	David Unwin	Sarah Kerrigan
Vacancy	Vacancy	Vacancy	Vacancy	Vacancy	Dale Richards	Dale Richards
Vacancy		Vacancy		Vacancy	Sharon Daly	Richard Leonard

Link Governors: ALN Link Gov – Rachael Evans, H&S Gov – Vacancy, Child Protection / LAC – Linda Lewis, Mentor / Training - vacancy

Financial statement outlining school income and expenditure

Item	Budget	Expenditure (30/3/20)	% Spend of Budget
Expenditure			
Employee Related Expenses	£5,474,500	£5,676,261	84.85%
Premises Related Expenses	£541,425	£536,216	8.01%
Transport Related Expenses	£41,300	£38,095	0.57%
Supplies and Services	£741,548	£736,197	11.00%
Total Expenditure	£6,798,773	£6,988,027	104.44%

Income	
Budget allocation	£6,690,903
Income	£699,820
Overspend in prior year	-£387,340
Total amount available	£7,003,383
Less Total Expenditure	£6,988,027
Estimated Debit/Credit	£15,356

2 Destination of school leavers

	Year 11 Blwyddyn 11				Year 12 Blwyddyn 12				Year 13 Blwyddyn 13			
	Female	Male	Totals	%	Female	Male	Totals	%	Female	Male	Totals	%
Brynteg Comprehensive School												
Draft as of 5.1.2021	Benyw	Gwryw	Cyfansw miau		Benyw	Gwryw	Cyfansw miau		Benyw	Gwryw	Cyfansw miau	
Continuing in full-time education - Same School Parhau mewn addysg amser llawn - Yr un ysgol	88	80	168	75.336%	67	64	131	89.116%	0	0	0	0.00%
Continuing in full-time education - School Parhau mewn addysg amser llawn - Ysgol	0	1	1	0.448%	1	0	1	0.68%	0	0	0	0.00%
Continuing in full-time education - College Parhau mewn addysg amser llawn - Coleg	15	22	37	16.592%	2	2	4	2.721%	5	2	7	6.863%
Continuing in full-time education - HE Parhau mewn addysg amser llawn - AU	0	0	0	0.00%	0	0	0	0.00%	51	31	82	80.392%
GAP Year Blwyddyn fwlch	0	0	0	0.00%	0	0	0	0.00%	1	0	1	0.98%
Continuing in Part time Education Parhau mewn addysg ran-amser	1	0	1	0.448%	0	0	0	0.00%	0	0	0	0.00%
Entering employment outside WBTYPE Dechrau cyflogaeth tu allan i Hyfforddiant Seiliedig ar Waith i Bobl Ifanc	0	1	1	0.448%	1	1	2	1.361%	2	1	3	2.941%
Entering WBTYPE (employed status) Dechrau Hyfforddiant Seiliedig ar Waith i Bobl Ifanc (statws cyflogedig)	1	2	3	1.345%	0	0	0	0.00%	0	0	0	0.00%
Entering WBTYPE - (without employed status) Dechrau Hyfforddiant Seiliedig ar Waith i Bobl Ifanc (heb statws cyflogedig)	1	3	4	1.794%	0	0	0	0.00%	0	0	0	0.00%
Able to Enter Emp, Ed or WBTYPE (Unemployed) Yn gallu cael mynediad at Gyflogaeth, Addysg neu WBTYPE (di-waith)	2	1	3	1.345%	0	0	0	0.00%	1	1	2	1.961%
Known to have left the area Yn hysbys iddynt adael yr ardal	2	1	3	1.345%	0	0	0	0.00%	0	0	0	0.00%
Not responding to follow-up and therefore unknown Dim ymateb i'r arolwg, felly'n anhybys	1	1	2	0.897%	3	6	9	6.122%	1	6	7	6.863%
Total number of 2020 statutory school leavers Cyfanswm y gadawyr ysgol statudol yn 2020	111	112	223		74	73	147		61	41	102	

3 Steps taken by the governing body to develop or strengthen the school's links with the community

The school is working extremely hard in order to develop stronger links with the community, traditionally seen as a challenge for the school with the catchment spread across the whole of Bridgend town and further afield.

The use of the school facilities by a large number of community groups not only allows the school to generate a steady flow of income but also strengthen links with the community. Most facilities in school are bookable including our sports facilities, classrooms, halls and so on. The position of the school allows for easy access from all parts of Bridgend and the size of the site meaning it is accommodating large/different groups at the same time is done with ease. Community groups interested in using our facilities are encouraged to contact to the school to discuss requirements further.

Local sports clubs have used our facilities and this continues to be an important link to our community (eg Bridgend Athletic use of rugby pitches, primary school cross country championships).

Charity work at the school is something which we are all extremely proud of. There are major whole school appeals (eg Children in Need) which involve all pupils but increasingly we are seeing the impact of smaller pupil-driven initiatives which, as well as raising important funds for various charities, also demonstrates a clear and passionate interest in being community focussed.

Our annual Santa Appeal continues to be one of the highlights of the year in terms of our charity work. Liaising with colleagues from BCBC, pupils succeed in raising a significant amount of money every year which is then used to buy presents for children in the county borough our pupils see as being less fortunate than themselves.

An example of one of the many pupil-led activities was the whole school event for Mental Health Awareness day. As well as raising important funds, the day also offered pupils the opportunity to participate in activities which increased their awareness of mental health and related issues. This activity was initiated, designed and led solely by pupils.

One of the key areas for development for the school is to develop the facilities in order to provide all pupils with access to a 21st Century learning experience. The school has recently invested in developing the lower school library and re-launched this as the Languages Learning Centre. Parents/carers were invited into school to help discuss how funds could be raised for this but sadly the level of support was extremely low. It is hoped that for future projects, a greater level of community involvement will be encouraged.

Performance is another important aspect of our provision and these are often opportunities to involve wider members of the school community. Our bi-annual school production takes place in the Grand Pavilion Porthcawl and really is an excellent showcase of the talent and commitment of our pupils and staff. For the first time, the school Eisteddfod also took place at the Grand Pavilion and this allowed many more pupils to participate in this important festival. Our annual carol service again reflects our commitment to developing our role within the community and also our strong relationship with St Mary's Nolton. The school halls host a number of performances throughout the year such as the Summer Proms and so on all of which are well supported by our local community.

It is important for us to be increasingly seen as a hub of the community and some major initiatives have been undertaken in order to develop this aspect of our provision. Our relationship with Bridgend Music Service is excellent and we have had the pleasure of welcoming their team as part of our site where they now have their own office space and meeting/rehearsal room. Work is due to be completed in the near future on the Eastern Hub facility which will host colleagues from the Early Help and Flying Start teams. This is an important development in terms of us being seen as a resource by the wider community and will also strengthen our already strong relationship with these colleagues to the benefit of our pupils.

We continue to forge many community links in our locality. One successful link is with the Porthcawl Elvis Festival who sponsored our Expressive Arts Celebration Evening last year and have supported the school in different ways. Highly acclaimed performers have visited Brynteg school from America and we have organised shows with one of our feeder primary schools. Annually our pupils have the opportunity to attend a concert at Heronsbridge School, but due to covid restrictions this September, that has sadly been put on hold until the next festival date. This year, organisers created a book 'Viva Porthcawl' about the festival roots and we are very proud that the fantastic work of our Elvis Enrichment pupils is featured prominently. Pupil work has been exhibited at various venues and plans are in place for a large scale Community Art Project when the festival returns.

Our Community Art Club has been productive in building further links with residents of Bridgend. The club runs a weekly after school session and is open for all (pupils from Brynteg, their parents/carers and siblings, friends and family, feeder primary pupils - all are welcome). All activities serve to promote links within the community and we have been involved with many projects. We produced ceramic poppies for the Carnegie House Arts Centre and contributed to the town Commemorative display. Sixth form art students ran workshops with Litchard primary school pupils in support of this activity and our transition pupils who are current year 7 students all produced a contribution to the project. The club supported our learners in Ty Seren to produce the 'highly commended' Christmas Carol themed Tree at Nolton

Church last year. We also made paper lanterns to line the route of the 2020 Bridgend Festival of Light. It was this involvement that afforded Expressive Arts pupils a fantastic experience. A Level Art and Drama students took part in a circus Fire Skills workshop from 'Organized Chaos' and Year 9 artists took part in a day long workshop with willow artist Melanie Bastier (as seen on Countryfile!). Unfortunately the parade was flooded, but that didn't dampen the spirits and our pupil works were proudly displayed at the indoor festival at Carnegie House. The community club sadly had to cease due to Covid, the last of our projects was the Sea Quest hoarding design in Porthcawl, which saw our collaborative efforts on display at the harbourside development and was opened by the mayor. We are very much looking forward to getting back to it when we can!

In the last academic year, textiles A level students had a taste of fame as they celebrated their sustainable designs with a fashion show at the Sue Ryder superstore in Bridgend. After meeting our pupils, fashion designer David Emanuel, promoted their work in an ITV news item - our students were interviewed in school for ITV and they were featured in news items over two days!! Textiles students also met with local award winning textile artist Laura Thomas in her Bridgend studio and she was influential in their research work.

The first Photography ACE (Art in the Community Exhibition) ran for a week at Cafe 11 and saw two of our photography students receiving a certificate of excellence from then MP Madeleine Moon. Winning photographs were put on display in parliamentary offices and we plan to continue this as an annual event at different restaurants/cafes around Bridgend when restrictions are lifted.

Even through lockdown our fantastic pupils, parents/carers and teachers continued to promote their work and the school within the community and submitted excellent portraits of our very own headmaster Mr. Davies for the 'Who is Bridgend?' Project. This virtual exhibition is being organised and collated by local artist Claire Hyett.

We are extremely proud of the achievements of all our learners in Expressive Arts and the way in which they embrace opportunities to promote the work they do to the wider community. Our recent exhibition of A level Art, Photography and Textiles work was put together as a digital exhibition to reach an otherwise restricted audience, this can be viewed on our Brynteg Art Facebook page.

We continue to offer our facilities to a local history group and to the local PACT meeting. If any other local groups are interested in using our school as a meeting place, they would be most welcome.

An exciting development has been the link between our innovative enrichment programme and the local community where many groups are

involved in providing activities during this programme for our pupils (eg Bridgend Lawn Tennis Club, Bridgend Fire Station and so on). In addition to allowing our pupils to access high quality opportunities, this has helped to further build our links with various community groups.

The impact of Covid-19 has had a wide-reaching impact on our community. As a symbolic gesture, our Humanities Centre (upper school building) has been lit in blue as a measure of our thanks to the NHS for their role in the pandemic throughout this period.

4 A summary of any review of policies and resulting action carried out by the governing body

Policy title	Date Adopted	Date of Review
Brynteg School Complaints Policy	22.01.2020	Autumn Term 2022
Brynteg School Charging Policy	22.01.2020	Autumn Term 2022
Rewards & Behaviour Policy	29.04.2020	Autumn Term 2021
Child Safeguarding Policy	30.09.2020	Autumn Term 2021
Lettings & Hire of Premises	30.09.2020	Autumn Term 2023
Data Protection Policy	25.11.2020	Autumn Term 2023
Data Breach Policy	25.11.2020	Autumn Term 2023
Data Retention	25.11.2020	Autumn Term 2023
Freedom of Information	25.11.2020	Autumn Term 2023

5 Term dates (including half term holidays) for the next school year;

Term dates for the year 2020/21

This table contains term dates for year 2020/21	Autumn Term 2020	Spring Term 2021	Summer Term 2021
Begins	Tuesday 1 September 2020	Monday 4 January 2021	Monday 12 April 2021
Half term	Monday 26 October 2020 - Friday 30 October 2020	Monday 15 February 2021 - Friday 19 February 2021	Monday 31 May 2021 - Friday 4 June 2021
Ends	Friday 18 December 2020	Friday 26 March 2021	Tuesday 20 July 2021

6 Summary of changes to the school prospectus since the previous governors report was prepared

The school prospectus is currently being transferred to the school website (bryntegschool.co.uk) in order to make access easier for all those who require it. Hard copies will be made available from the school. There are no significant changes to the prospectus.

7 A statement on the curriculum and organisation of education and teaching methods at the school, including details of any special arrangements in the curriculum or otherwise for particular categories of pupils, including those with a statement of special educational needs

At Brynteg, curriculum development is at the forefront of our thinking and planning as we strive to ensure that all of our learners have access to excellent teaching and learning opportunities that prepare them effectively for life after their school years.

The Key Stage 3 (Years 7, 8 and 9) curriculum focuses on 6 areas of learning experience; 1. Languages, Literacy and Communication (English, French and Welsh), 2. Maths and Computer Science, 3. Science and Technology, 4. Humanities (History, Geography and Religious Education), 5. Expressive Arts (Art, Music, Drama and Textiles) and 6. Health and Wellbeing (Physical Education, Food and Nutrition, Personal, Social and Health Education, Skills and enrichment). Traditionally, certain subjects were allocated more curriculum time than others. However, we believe that all areas of learning experience are of equal importance and so over the past year we have developed a more balanced curriculum at KS3:

KS3 Curriculum Model 2020-21 (allocated hours):

Languages	Maths and Comp Sc	Science and Tech	Humanities	Expressive	HWB
10	8	8	8	8	8

Each area of learning is led by a Cluster Leader and supported by our Learning Co-ordinators for each subject. This more balanced curriculum has allowed our Cluster Leaders and their teams to work together to develop a thematic curriculum across Year 7, with the aim of developing more creative and independent learners. The curriculum revolves around three common themes: 'The Best Me' in the Autumn Term, 'Mind Your Head' in the Spring Term and 'Around the World' in the Summer Term. This thematic approach provides

opportunities for collaboration within and across Cluster areas. For example, in Maths and Computer Science, pupils will research, plan and design a new healthy school meal to pitch to the canteen staff. They calculate quantities for ingredients, the cost of ingredients, the air miles, etc, and then they will cook their meals in Health and Wellbeing and work on their presentation skills in Languages, Literacy and Communication. This collaborative approach allows learners to develop and showcase their skills effectively.

This balanced curriculum provides challenge for all learners, allowing them to showcase their talents in different disciplines, with the flexibility to provide support for those who need it. Pupils with additional learning needs access regular support from our Additional Learning Needs Team, in the form of in class support and small intervention groups.

At Key Stage 4 (Years 10 and 11), pupils generally study between 10 and 12 GCSEs or equivalents; a mixture of mandatory subjects and 3 option subjects:

KS4 Curriculum Model 2020-21 (allocated hours):

	Mandatory					Options			
Subject	English	Maths	Science	RS	Welsh	1	2	3	HWB
Lessons	7	7	9	2	3	5	5	5	7

One of the most substantial changes for our KS4 Curriculum recently has been the introduction of a mandatory Health and Wellbeing pathway, which incorporates Skills Challenge, Physical Education, Personal, Social and Health Education, and Enrichment. This creates parity between Health and Wellbeing and more academic subject areas, reflecting the importance of developing our pupils as happy, healthy and confident individuals.

Additionally, in terms of our option choices, alongside the more traditional subjects, such as Separate Sciences, French, History, Geography, Sociology, Philosophy and Ethics, etc, we have also introduced more vocational courses at Level 2 (GCSE equivalent), such as BTEC Sport and Business, Travel and Tourism, Uniformed Protective Services, Textile Design, Photography and Engineering, to ensure we are catering for all of our pupils. A curriculum support option has also been included to enable us to provide different levels of support for pupils who require it. Our dedicated team of Curriculum Support Officers work tirelessly to ensure pupils have the right support when they need

it, whether that is individually or in small groups. Our Key stage 4 curriculum aims to equip **all** pupils with the skills and knowledge required to progress to our Sixth Form, college or employment.

Similarly, at Key Stage 5 (Sixth Form), great progress has been made to widen the option choices further to ensure our Sixth Form is even more inclusive. Once again, alongside our more traditional options, such as the Sciences, Maths, English, Psychology, Sociology, Economics, Philosophy and Ethics, we have also included more vocational qualifications, such as Level 3 BTEC Sport, Uniformed Protective Services, Criminology, Applied Business, Applied ICT, Media, Textile Design and Applied Food, Science and Nutrition, By broadening our option choices, we can ensure we have the right pathway for all of our pupils at Brynteg. All of our pupils also study the Welsh Baccalaureate, which includes the Skills Challenge Certificate. This curriculum aims to equip **all** pupils with the skills and knowledge required for further education at university, college or employment.

Finally, an extremely important element of our curriculum throughout the Key Stages is our enrichment programme, which we have developed further this year. We believe that pupils need time out from their regular timetable to enjoy something completely different and to learn a new skill. So, at Brynteg, every other Wednesday our normal timetable is collapsed, and we hold enrichment sessions for the whole school. The variety of activities on offer has developed year after year, with activities such as film club, running, walking, cake decorating, script writing, football, fire cadets, hair and beauty, darts, golf, crafting, Music, Mandarin, board games and much, much more. This element of our curriculum supports our vision to ensure our pupils are happy, healthy and confident individuals.

8 The language category which most closely describes the school

Our school is an English-medium 11 to 18 mixed comprehensive school. Most of our pupils speak English as their first language and most come from a white British background. Very few of our pupils speak Welsh as their first language.

9 The use of the Welsh language in the school by pupils of all age groups

Welsh language and the Welsh dimension is effectively integrated into the life of our school. There is an increasing use of incidental Welsh in school as evidenced by lesson observation and observations made around the school. Most pupils have a good appreciation of the culture and heritage of Wales and nearly all Key Stage 3 pupils take part in the school Eisteddfod and related activities.

The Curriculum Area for Welsh forms an important part of the Languages, Literacy and Communication learning cluster. The learning area is led by a Learning Co-ordinator who works alongside the Learning Coordinator for MFL and the Cluster Leader for Languages, Literacy and Communication. The Curriculum area also contains 3 other members of staff. Cwricwlwm Cymreig is an strong feature of our school and the Welsh language dimension is addressed through our curriculum plans across the school.

All pupils access full course Welsh at GCSE level and this is something which is increasingly becoming an important part of our provision. At Key Stage 3, all pupils access Welsh as part of their timetabled lessons and also through a range of other extra curricular activities. Opportunities to celebrate Welsh Language and Culture are readily embraced, the school Eisteddfod underpins celebration of Welsh culture, bilingualism and Curriculum Cymreig, in the Spring Term supported by successful and inspiring departmental competitions and a competitive Eisteddfod involving nearly all KS3 pupils which takes place in the Grand Pavilion Porthcawl. An eisteddfod winners concert offers parents, carers and the wider community to experience the talents of our pupils and our commitment to the Welsh language.

Key words and phrases are used at every opportunity throughout school and this is evident in classroom displays, lesson plans and so on. There is an encouraging commitment displayed by colleagues outside the learning area to use the Welsh language and these are supported by specialists from within the learning area.

10 The provision of toilet facilities at the school for pupils registered at the school and the arrangements in place for cleaning such toilet facilities

Location	Cubicles	Urinals	
		Small	Large
Humanities			
Quad Boys	6	0	1
Quad Girls	6	0	0
Accessible	1	0	0
Staff male	2	0	1
Staff female	3	0	0
Upper canteen	1	0	0
Upper D&T boys	2	6	0
Upper D&T staff	1	0	0
Lower D&T girls	4	0	0
Lower D&T staff	1	0	0
6th Form staff	1	0	0
6th Form pupils	1	0	0
Pavilion Treatment rm	1	1	0
Pavilion cubicle 2	1	2	0
Languages			
Quad Boys Cubicles	7	0	0
Quad Boys Urinals	0	0	3
Quad Girls	9	0	0
Quad Girls	7	0	0
Accessible	1	0	0
Health and Wellbeing/Arts			
Boys gym	0	0	1
Girls gym	1	0	0
Staff Male	1	0	0
Staff Female	3	0	0
Sports Barn boys	1	2	0
Sports Barn girls	3	0	0
Sports Barn Accessible	1	0	0
Canteen	1	0	0
Drama staff	3	0	0
Science boys	2	1	0
Science girls	5	0	0
Science staff male	1	0	0
Science staff female	1	0	0
Science Accessible	1	0	0
Wellbeing Centre staff male	2	0	1
Wellbeing Centre staff female	5	0	0
Wellbeing Centre Accessible	1	0	0
Maths			
Maths staff male	1	1	0
Maths staff female	2	0	0

Toilets are cleaned throughout the day by a dedicated team of cleaners as well as every evening after school

11 Information on the action taken to promote healthy eating and drinking by pupils of the school

- Policy in place reviewed annually – reviewed and updated on 09/10/20
- The Food & Fitness Policy has been developed by the Leadership Team, HWB Cluster and supported by Governors.
- Governors are to be updated termly on Healthy Schools and the impact of the initiative on provision
- Training - Canteen staff have previously received Saffron Training. We work very closely with our Food in Schools Co-ordinator, who supports us with menu development and compliance.
- All Food and nutrition staff have had Safety & Hygiene training
- New initiatives introduced since training to ensure food provision is in line with pupil needs and requests are discussed

- Dissemination of information from Healthy Schools, Rights Respecting Schools occurs on a regular basis in line with Food and Fitness policy
- The importance of Food and fitness are now integral to Cluster planning
- Enrichment – there are many activities which focus on food and the importance of nutrition and the impact of water on performance
- Healthy lunch box promotion
- Breakfast is available for all pupils prior to school start
- Schemes of work reflect whole school policy and identifies cross curricular links to food and fitness as highlighted by HWB cluster
- Water coolers and fountains are accessible and the use of water bottles and fountains encouraged
- Water fountains map encourage students to drink fresh water and wash bottles
- Posters promote health eating, no posters using brand names
- Healthy fundraising is constantly encouraged during 'non – school uniform days' pupils are encouraged to fund raise in a healthy manner
- Staff act as role models by drinking water and encourage healthy eating
- Staff are able to have water on their desks and are encouraged to bring healthy food to school or utilise the canteen areas
- All serving areas have been afforded much time and thought with pupils regarding ensuring they offer a comfortable and sociable area to eat.
- Development of Humanities coffee shop as a vibrant place to eat lunch and socialise
- Introduction of cafe culture on pupil recommendation
- 2 Vending machines in both canteens only sell water and juice drinks
- The drinks provided in the vending machines are WG compliant.
- We work with the pupils to ensure we are offering healthy options that the pupils want to purchase
- There has been a more collaborative approach across all subject areas of the Health and Well-being AOLE to deliver this message. The following aspects are covered as part of the 'new' year 7 Health and Well-being lessons to deliver and reinforce the message:

Eat Well Guide – students research and complete activities about this. The different food groups are represented in the foods they make with an emphasis on fresh ingredients and basic skills required to produce nutritious meals.

Breakfast – pupils look at the importance of actually having breakfast and the options that will provide them with the most nutrition and energy.

Food Swaps - pupils are asked to identify healthier alternatives to foods, drinks and snacks that they may currently have, but also the message that everything in moderation is key!

12 The provision made for pupils to participate in sport at the school including the provision made for extra-curricular sports activities during that period.

- Year 7 provision increased from 3 lessons to 4 lessons a fortnight for Physical Education. This has allowed us to deliver one specific Health and Well-being lesson a fortnight alongside their 'practical activities'. This allowed us to start to work cross-curricular within the cluster bringing together elements around physical activity and food and nutrition.

- Other KS3 classes continue to have 3 lessons across a fortnight and KS4 two lessons.

Curriculum:

- Two pathways were brought into year 10 and 11 core Physical Education lessons. Pupils could select between Elite to Compete and Participate and Play where the focus of the lessons were slightly different to cater for all pupils. Pupils got to select their groups which aided participation and motivation levels.
- Pupils continue to cover a wide range of activities in line with the requirements of the national curriculum. Some Real PE lessons were brought in to KS3 classes to meet the needs of the lower ability and support their development of fundamental skills.

Extra-curricular:

- Once again, a wide variety of extra-curricular clubs were offered to all year groups. In the winter and spring terms pupils had the opportunity to take part in football, hockey, netball, rugby, gymnastics, basketball and in the summer term tennis, cricket, athletics and rounders were also provided.

Competitions:

- Swimming – for the first time Brynteg took a team to the Urdd competition.
- Hockey – U14/U16/U18 Welsh Cup
- Netball - U14/U16/U18 Welsh Cup
- Rugby - U13/U14/Snr Welsh Cup
- Football – U12/U13/U14/U15/U16/Snr Welsh Cup.
- Gymnastics – Welsh Schools Competition.
- Cross Country

Enrichment:

- There were 21 practical based activities provided as part of the Enrichment programme which took place once a fortnight. This included activities like kettle bells, cricket, football, running club, tennis, boules.

13 A summary of the school development plan prepared by the governing body in accordance with the Education (School Development Plans) (Wales) Regulations 2014

Our School Development Plan is organised into five broad themes''

- Learning, teaching and assessment
- Additional Learning Needs
- Digital Learning
- Pupil, parent and carer voice
- Professional Learning

The tasks within each theme are as follows:

Learning, teaching and assessment

- Develop effective Blended Learning Opportunities to meet the needs of all pupils.
- Develop and Introduce a new Health and Wellbeing Curriculum.
- Develop the post 16 curriculum model to ensure there are clear pathway opportunities for all learners.
- Create thematic learning opportunities across KS3 which allow pupils to demonstrate progression across the curriculum.
- Ensure oracy strategies are embedded as a key part of all learning and teaching
- Create opportunities for collaboration within and across clusters

Additional Learning Needs

- Develop data systems to accurately identify pupils who need additional support.
- Review ALN provision with a view to the implementation of the ALN Reform Bill.
- Develop the KS4 curriculum model to ensure there are clear pathway opportunities for all learners.

Pupil, parent and carer voice

- Develop a shared vision for the whole of the school community
- Develop strategies to improve pupil engagement/motivation
- Develop role of parents/carers in self-evaluation activities
- Review pupil voice/pupil governor activities in order to ensure that the views of all pupils are represented
- Review parent/carers voice in order to ensure that the views of all parents and carers are represented.

Digital Learning

- Improve ICT access for pupils and staff
- Support pupils in being highly competent, creative and safe users of digital technology
- Support teachers in being able to deliver high quality digital learning and teaching opportunities
- Move the school to working within the HWB environment for all digital activities

Professional Learning

- Promote team learning and collaboration amongst all staff
- Develop an induction plan for new staff (teachers and support staff).
- All staff have the opportunity to contribute to the development of the school vision statement
- Introduce Professional Enquiry Model for all staff
- To include Learning Coordinators in some of the strategic cluster meetings
- Support the development of leadership skills at learning coordinator level