



**Governing Body**

**Annual Report to Parents and Carers**

**March 2025**

## Contents

1	Governing Body details	2
2	Financial Statement 2023-4	5
3	Destination of school leavers August 2023	6
4	Community links/responsibility	7
5	Summary of policies adopted/reviewed	9
6	Term dates	10
7	Summary of changes to the school prospectus	11
8	Learning and Teaching at Brynteg	12
9	The language category of the school	19
10	Use of the Welsh language by pupils at the school	19
11	Toilet facilities and provision for cleaning	20
12	Provision to promote healthy eating and drinking	21
13	Provision for sport	23
14	School Development Plan 2023-24 summary	24
15	Summary of school Key Stage 4/5 performance 2024	28

## 1 Details and responsibilities of the members of Governing Body

Category	Name	Term of office Ends
<b>Community</b>	Ceri Littlewood	06.12.27
	Cllr Ian Williams	06.06.25
	David Bolton	27.06.26
	Richard Leonard	12.09.28
<b>Local Authority</b>	Linda Lewis ( <b>chair</b> )	24.09.28
	Cllr David Unwin	08.02.28
	Cllr Amanda Williams ( <b>vice chair</b> )	05.11.28
	Amy Feitor-Jones	31.07.28
<b>Parent/Carer</b>	Chantel Pearce	31.05.26
	Pippa Duggan	31.05.26
	Marion Howell	31.05.26
	Kathryn George	22.01.28
	Angharad Davies-Shilling	22.01.28
	Rea Stephens	22.01.28
<b>Staff</b>	Lauren Feeley	09.11.27
	Zoe Fender	28.06.25
	Katie Joseph	01.09.28
<b>Headteacher</b>	Ryan Davies	
<b>Clerk to the Governors</b>	Simone Delaney	
<b>Contact address for Chair and Clerk to Governors</b>	Brynteg School Ewenny Road Bridgend CF31 3ER	

The Governing Body has a specific role in the life of the school. To enable the Governing Body to discharge its responsibilities efficiently, a number of sub- committees are established and meet regularly.

Their role covers:

- Decisions on school policies
  - Shared responsibility for the management of the school
  - Advising and supporting the Headteacher and staff
  - Ensuring the school meets the needs of the pupils
  - Helping to decide what is taught
  - Determining how the money is spent
  - The appointment of staff
  - The link between the school, the Local Authority and the community
- Staff and pupil disciplinary matters

**Membership of the governing body subcommittees is as follows:**

<b>Pupil Support Subcommittee</b>	Lauren Feeley, Kathryn George, David Bolton, Angharad Davies-Shilling, Linda Lewis, Ceri Littlewood, Marion Howell, Chantel Pearce, Rea Stephens
<b>Curriculum and Standards Subcommittee</b>	Linda Lewis, Zoe Fender, Katie Joseph, Amanda Williams, Marion Howell, Chantal Pearce, Lauren Feeley
<b>Finance and Premises Subcommittee</b>	Linda Lewis (Chair), David Unwin, David Bolton, Ian Williams, Zoe Feder, Amanda Williams, Richard Leonard.
<b>Personnel Subcommittee</b>	Linda Lewis (Chair), David Unwin, David Bolton, Ian Williams, Zoe Feder, Amanda Williams.
<b>Safeguarding Governor:</b>	Linda Lewis
<b>ALN Governor:</b>	Chantal Pearce

## Governing Body meetings 2024-5

<b>Full Governing Body meetings</b>	12th September 2024 (AGM) 5th December 2024 20th March 2025 10th July 2025
<b>Pupil Support Subcommittee</b>	20th November 2024 12th February 2025 11th June 2025
<b>Curriculum and Standards Subcommittee</b>	9th October 2024 19th February 2025 25th June 2025
<b>Finance and Premises Subcommittee</b>	13th November 2024 29th January 2025 21st May 2025
<b>Personnel Subcommittee</b>	25th September 2024 15th January 2025 14th May 2025

## 2 Financial statement (Year end March 2024)

<b>Expenditure</b>	<b>£</b>
Employee related expenses	8,525,712
Premises related expenses	889,020
Transport related expenses	32,338
Supplies and services	921,040
Total Expenditure	10,530,111
<b>Income*</b>	<b>£</b>
Total Income	(962,292)
LEA Budget Allocation	9,152,355
Income	962,292
Underspend 2021-22	466,418
Total available	10,581,065
Total Expenditure	10,528,954
Credit carried forward 23/4	52,112

\* Income includes:

*Grant funding, receipts from school meals, donations, hire of premises, caretaker rent etc*

### 3 Destination of school leavers (August 2024)

(Data provided by Careers Wales)

Destination Category	Year 11		Year 13	
	Total		Total	
	Total	%	Total	%
Continuing in full-time education - Same School	120	54.05	1	0.90
Continuing in full-time education - School	3	1.35	0	0.00
Continuing in full-time education - College	77	34.68	4	3.60
Continuing in full-time education - HE	0	0.00	77	69.37
Continuing in Part time Education	0	0.00	1	0.90
Entering employment outside WBYP	6	2.70	12	10.81
Entering WBYP (employed status)	3	1.35	5	4.50
Entering WBYP - (without employed status)	5	2.25	0	0.00
Able to Enter Emp, Ed or WBYP (Unemployed)	3	1.35	2	1.80
Unable OR NOT READY to enter Emp, Ed or WBYP	2	0.90	2	1.80
Known to have left the area	1	0.45	0	0.00
Not responding to follow-up and therefore unknown	2	0.90	7	6.31

\* WBYP = Work Based Training for Young People

## 4 Community links/responsibility

Brynteg School strives to be an important part of the community as it is recognised that the continued success of the school is dependent on this. Weekly newsletters (found on our school website) and other social media updates highlight the importance of this work.

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. For example, our commitment to the Bridgend Council Santa Appeal where pupils managed to raise significant amount of money every year which was used to buy presents for children in the county borough our pupils recognise as being less fortunate than themselves. This year, each year group decided to adopt a charity and then raise funds to directly support each one. The charities which are support are as follows:

- Welsh Refugee Council (year 7)
- Hope Rescue (year 8)
- LLamau (year 9)
- Sandville Hospice (year 10)
- RNLI Porthcawl (year 11)
- Children's Ward Princess of Wales Hospital (sixth form)

Our bi-annual school production takes place in the Grand Pavilion Porthcawl (impacted now by its refurbishment) and really is an excellent showcase of the talent and commitment of our pupils and staff. 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.

We continue to forge many community links in our locality. We have a very successful link with the Porthcawl Elvis Festival and this continues to offer our

pupils a wide range of opportunities to experience expressive arts through this event. 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.. ar 7 students all produced a contribution to the project. Over the last two years, our sixth form art pupils have exhibited their art work at the Bauhaus coffee shop in Bridgend town centre.

An exciting development has been the link between our innovative new curriculum model and enrichment programme and the local community where many groups are involved in providing activities during this programme for our pupils (eg Hut 9 preservation group, Bridgend Lawn Tennis Club, Keep Wales Tidy 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.

If any local groups are interested in using our school as a meeting place, they would be most welcome.

## 5 Summary of policies adopted/reviewed by the governing body

Additional Learning Needs Policy
Admissions Policy
Careers education and information Policy
Charging Policy
Safeguarding Policy
Complaints Policy and Procedures
Curriculum Policy
Disability Equality Scheme
Gender Equality Policy
Race Equality Policy
Accessibility Plan
Healthy Eating Policy
Health and Safety Policy
Induction Policy
School Uniform Policy
Managing Medicines Policy
Performance Management Policy
Pupil Behaviour and Discipline Policy (including anti-bullying)
School Teachers' Pay and Conditions Policy
Sex Education Policy
Staff Discipline, Conduct, Capability and Grievance Procedures

## 6 Term dates (including half term holidays)

### 2024-25

Term	From	To
Autumn 2024	Monday, September 2 2024	Friday, October 25 2024
<b>Half Term</b>	<b>Monday, October 28 2024</b>	<b>Friday, November 1 2024</b>
Autumn 2024	Monday, November 4 2024	Friday, December 20 2024
<b>Christmas Holidays</b>	<b>Monday, December 23 2024</b>	<b>Friday, January 3 2025</b>
Spring 2025	Monday, January 6 2025	Friday, February 21 2025
<b>Half Term</b>	<b>Monday, February 24 2025</b>	<b>Friday, February 28 2025</b>
Spring 2025	Monday, March 3 2025	Friday, April 11 2025
<b>Easter Holidays</b>	<b>Monday, April 14 2025</b>	<b>Friday, April 25 2025</b>
Summer 2025	Monday, April 28 2025	Friday, May 23 2025
<b>Half term</b>	<b>Monday, May 26 2025</b>	<b>Friday, May 30 2025</b>
Summer 2025	Monday, June 2 2025	Monday, July 21 2025

### 2025-6

Term	From	To
Autumn 2025	Monday, September 1 2025	Friday, October 24 2025
Half Term	Monday, October 27 2025	Friday, October 31 2025
Autumn 2025	Monday, November 3 2025	Friday, December 19 2025
Christmas Holidays	Monday, December 22 2025	Friday, January 2 2026
Spring 2026	Monday, January 5 2026	Friday, February 13 2026
Half Term	Monday, February 16 2026	Friday, February 20 2026
Spring 2026	Monday, February 23 2026	Friday, March 27 2026
Easter Holidays	Monday, March 30 2026	Friday, April 10 2026
Summer 2026	Monday, April 13 2026	Friday, May 22 2026
Half Term	Monday, May 25 2026	Friday, May 29 2026
Summer 2026	Monday, June 1 2026	Monday, July 20 2026

## **7 Summary of changes to the school prospectus**

The school prospectus is currently being transferred to the school website ([bryntegschool.co.uk](http://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.

## 8 Learning and Teaching at Brynteg

### KS3 Curriculum Model:

In Year 7, 8 and 9 the 'traditional' timetable consisting of 5 one-hour lessons has been completely transformed, with each Area of Learning Experience now allocated one 'Expedition' day a fortnight (as outlined in Figure 1), as well as further skills 'workshops' throughout the fortnight. This innovative structure creates space for authentic project-based learning opportunities, incorporating guest speakers, trips and visits, team teaching and collaborative learning and teaching.

<b>Week A</b>					
<b>Monday</b>	<b>Humanities</b>				
<b>Tuesday</b>	<b>Sci + Tech</b>	<b>LLC</b>	<b>Exp Arts</b>	<b>M + CS</b>	<b>H + W</b>
<b>Wednesday</b>	<b>LLC</b>				
<b>Thursday</b>	<b>Humanities</b>	<b>M + CS</b>	<b>H + W</b>	<b>LLC</b>	<b>Sci + Tech</b>
<b>Friday</b>	<b>Expressive Arts</b>				
<b>Week B</b>					
<b>Monday</b>	<b>Science and technology</b>				
<b>Tuesday</b>	<b>LLC</b>	<b>Humanities</b>	<b>Exp Arts</b>	<b>H + W</b>	<b>LLC</b>
<b>Wednesday</b>	<b>H + W</b>				
<b>Thursday</b>	<b>Sci + Tech</b>	<b>LLC</b>	<b>M + CS</b>	<b>Humanities</b>	<b>Exp Arts</b>
<b>Friday</b>	<b>Maths and Computer Science</b>				

## **Mandatory Curriculum Elements**

### **Relationships and sexuality education**

Relationships and sexuality education (RSE) within our curriculum is planned using the RSE Code and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

### **Religion, Values and Ethics (RVE)**

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are mainly Christian while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales. RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area, and the Locally Agreed Syllabus drawn up by the Standing Advisory Council for Religious Education (SACRE).

### **Human Rights**

We believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

## **Careers and work-related experiences (CWRE)**

We believe that learning about CWRE is fundamental to developing skills for work and life. Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life.

## **Cross-curricular skills**

At Brynteg School, we believe that the mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

## **Local, national and international contexts**

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the four purposes.

**KS4 Curriculum Model:**

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

We continue to operate a curriculum model which creates parity across all Areas of Learning and Experience as part of our commitment to provide all pupils with the most rounded learning and teaching experiences. 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.

## Key Stage 4 Pathways 2025

	Group A	Group B	Group C
<b>Castell Newydd A</b>	Triple Science Art and Design Spanish Sociology Hospitality and Catering Digital Technology PE Sport and Coaching Principles Performing Arts	Triple Science Photography Product Design Business Studies Computer Science Health, Social and Childcare Public Services Music History	Textile Design Engineering Geography Philosophy and Ethics Drama French Media Travel and Tourism
<b>Castell Coedy B</b>	Art and Design Music Spanish Sociology Hospitality and Catering Digital Technology PE Sport and Coaching Principles Performing Arts	Photography Product Design Business Computer Science Health, Social and Childcare Public Services Music History	Textile Design Engineering Geography Philosophy and Ethics Drama French Media Travel and Tourism
<b>Castell Ogwr C</b>	Art and Design Hospitality and Catering Digital Technology Sport and Coaching Principles Performing Arts	Photography Product Design Business Studies Health, Social and Childcare Public Services	Textile Design Engineering Drama Media Travel and Tourism
	<b>Curriculum Support</b>	<b>Curriculum Support</b>	<b>Curriculum Support</b>
<b>Dyfodol D</b>	Art and Design Hospitality and Catering Digital Technology Sport and Coaching Principles Performing Arts	The King's Trust	

In addition to the above, all pupils follow the Welsh Baccalaureate, which includes the Skills Challenge Certificate at either Foundation or National level.

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.

### Sixth form

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. A range of courses have been offered alongside our more traditional options in order to ensure we are catering for all of our pupils. 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.

## Sixth Form Options 2025



### Sixth Form Options 2025

Column A	Column B	Column C	Column D	Column E
PE	Sociology	Biology	Maths	Engineering
Physics	Art	Business	Computer Science	Media
Economics	History	Psychology	Criminology	Psychology
IT	Chemistry	English Lang and Lit	Religion, Philosophy and Ethics	Maths
Textile Design	Religion, Philosophy and Ethics		Product Design	Biology
Criminology	Uniformed Public Services (BTEC)		Health, Social and Childcare	Sport
Geography	Welsh (Hybrid)			

In addition to the above, all pupils study The Welsh Baccalaureate Advanced Skills Challenge Certificate.

## Dyfodol

Our aspiration is to ensure that every single one of our pupils is happy and successful in their time with us at Brynteg. It is apparent that, despite a wide range of learning and teaching strategies being employed, some pupils are not able to access these opportunities. Whilst these pupils initially do present as being happy, the impact of the fact that they are not able to access learning and then demonstrate success, is profound and is something which becomes more pronounced as they move through the school. There is a real danger that some (if not all) of these pupils, move away from learning and see the school experience as being a negative one; this in turn could seriously impact negatively on their life-chances.

As a result of our close relationship with our colleagues in the primary sector who provide us with a wealth of data and other information, and our own internal systems, we are accurately able to identify pupils who we feel require

a radically different package in order to address the issues highlighted above. Our Dyfodol provision provides these pupils with:

- Enthusiating, engaging and exciting learning experiences
- Safe, nurturing and highly supportive learning environment that increases pupil confidence
- Increased exposure to literacy/numeracy improvement and support strategies
- Continuity between staff and pupils to ensure relationships within school are strong and positive
- Strong relationships between home and school.

## **Enrichment**

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.

## **9 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.

## **10 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 a strong feature of our school and the Welsh language dimension is addressed through our curriculum plans across the school.

Most pupils access 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. 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.

All staff have engaged in professional learning activities to support their Welsh language skills. 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.

The school is working towards the Central South Consortium's Siarter Iaith Bronze Award and is on track to achieve accreditation by the end of the spring term 2024. The school's Criw Cymraeg works closely with the leadership teams and Welsh department to develop ideas for the development of Welsh language throughout the school such as weekly Welsh phrases of the week.

Links with the Urdd have developed this year. Pupils in Years 7 and 8 have the opportunity to attend the Urdd's Welsh language activity centre in Llanrannog in May 2024. KS4 pupils have had the opportunity to visit Welsh language heartlands such as Carmarthen to immerse themselves in the Welsh language.

## **11 Provision of toilet facilities at the school for pupils and the arrangements in place for cleaning**

Pupil toilets are situated in the following locations in school:

Humanities (external)\*

Humanities (internal)

Sixth Form Centre

Wellbeing Centre

Science Block

Sport Hall

Languages\*

\* These are the main pupil toilets and are staffed (externally) throughout the day.

As a result of our new arrangement with an external cleaning company (Mrs Buckét) in addition to the regular cleans at the beginning and end of the day, toilets are also now cleaned at regular intervals throughout the day.

## **12 Information on the action taken to promote healthy eating and drinking**

- Policy in place reviewed annually
- The Food & Fitness Policy has been developed by the Leadership Team, HWB Cluster and supported by Governors.
- Training - Canteen staff have previously received Saffron Training. We work very closely with our Food in Schools Coordinator, 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
- 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.

## 13 The provision for pupils to participate in sport in school

### **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
- 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 are over 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.

## 14 School Development Plan 2024-5 summary

There are 10 themes in our 2024 -25 School Development Plan:

<b>Theme 1</b>	Learning and Teaching
<b>Theme 2</b>	Staff Wellbeing
<b>Theme 3</b>	Pupil Voice
<b>Theme 4</b>	Pupil Support
<b>Theme 5</b>	Welsh Language
<b>Theme 6</b>	Reduce the Impact of Poverty
<b>Theme 7</b>	Develop as a Community Focussed School
<b>Theme 8</b>	Create Opportunities to Develop Leadership Skills
<b>Theme 9</b>	Continue to improve site security and pupil movement
<b>Theme 10</b>	Review and develop sixth form provision (curriculum and pastoral)

### Theme 1 Learning, Teaching and Curriculum

Aims	
<b>1a</b>	Further develop and quality assure the teaching and assessment of <b>cross-curricular skills</b>
<b>1b</b>	Develop effective strategies to ensure all pupils are <b>appropriately challenged</b> across all areas of the curriculum
<b>1c</b>	Further develop and embed <b>feedback strategies</b> , including using digital technology where appropriate.
Curriculum Developments	
<b>1d</b>	Plan the curriculum model for year 9, continuing with our new curriculum developments, whilst ensuring pupils are well prepared for their KS4 courses.
<b>1e</b>	Plan Curriculum Model for Year 10 2025, incorporating new WJEC courses.
<b>1f</b>	Further develop methods of analysing data on Taith-360 to accurately measure pupils' progress in the new curriculum and target pupils for intervention
<b>1g</b>	Continue to work with our Cluster Primary Schools to develop a continuum of learning, with a particular focus on Humanities and Expressive Arts
<b>1h</b>	To develop the impact of authentic context within teaching and learning opportunities, working closely with Careers Wales and Brynteg Alumni
<b>1i</b>	Continue to develop the way in which we report on progress within the framework of the new curriculum
<b>1j</b>	Develop the provision for RSE across the curriculum

## Theme 2 Staff Wellbeing

Aims	
<b>2a</b>	Embed new staff wellbeing policy
<b>2b</b>	Develop and implement a range of strategies to support staff wellbeing
<b>2c</b>	Use Performance Management to provide a focus on the well-being of the individual
<b>2d</b>	Develop a system whereby governors can monitor the wellbeing of all staff
<b>2e</b>	Develop a training programme for Staff Wellbeing Ambassadors within each cluster/area of staff body

## Theme 3 Pupil Voice

Aims	
<b>3a</b>	Develop a new Pupil Voice Structure to ensure that all pupils feel able to contribute to decision-making
<b>3b</b>	Develop Pupil Voice activities that increase involvement in curriculum design (eg options), learning/teaching and R and D activities
<b>3c</b>	Ensure all pupils feel able to raise concerns/make suggestions about any aspect of school life
<b>3d</b>	Ensure LGBTQ+ pupils feel that they have a voice in our school
<b>3e</b>	All members of the Governing Body are aware of the views and ideas of pupils and use them to help inform their decision making
<b>3f</b>	Establish and deliver a pupil leadership programme focussing on members of the Senedd and Year Councillors

## Theme 4 Further Develop Systems to Support Pupils

Aims	
<b>4a</b>	Continue to improve attendance across the school - with whole school attendance being at 90.5% by the end of the 2024-5 academic year.
<b>4b</b>	Ensure all pupils are able to access an appropriate high-quality pathway whether in school, other providers or a combination of both
<b>4c</b>	An accurate and thorough provision map and self-evaluation is undertaken of all aspects of pupil support provision in order to ensure it best meets the needs of all our pupils
<b>4d</b>	Continue to develop the process of identifying pupils with ALN or those with learning difficulties who may not meet the criteria for ALN (under ALNET). Consideration of appropriate interventions and support for pupils that impact upon outcomes.
<b>4e</b>	Further develop pupil support hub in order to ensure that all pupils feel they have a safe place to go throughout the day should they have a concern/query
<b>4f</b>	Develop effective strategies and partnerships to support school refusers back into school - particularly those with EBSA.

## Theme 5 Welsh Language

Aims	
<b>5a</b>	Achieve the CSC Starter Iaith Silver Awar
<b>5b</b>	Further develop links with the Urdd
<b>5c</b>	Develop the role of the Criw Cymraeg
<b>5d</b>	Develop the use of incidental Welsh by all staff
<b>5e</b>	Develop the school's website to reflect Welsh language and culture
<b>5f</b>	Develop Welsh language displays and signage in all clusters

## Theme 6 Reduce the Impact of Poverty

Aims	
<b>6a</b>	To continue to develop and prioritise the focus on learning and teaching strategies, which ensure <b>all</b> pupils can make progress
<b>6b</b>	To continue to work towards removing barriers for our disadvantaged pupils in terms of access to wider school opportunities.
<b>6c</b>	To ensure all pupils have their basic needs met in school.
<b>6d</b>	Work towards engaging all parents and carers in the life of the school

## Theme 7 Develop as a Community Focussed School

Aims	
<b>7a</b>	To achieve the 'Calon y Gymuned' award as a means of developing our approach to using the community as an important part of our provision
<b>7b</b>	Create opportunities for members of the community to undertake learning activities which will not only benefit them but also allow them to support the learning of our pupils
<b>7c</b>	Ensure all members of the community are aware of school facilities which are able to be used by them and that school-based systems are in place to support this
<b>7d</b>	Develop school-based opportunities for pupils to play a role in supporting the local and national community

## Theme 8      Develop Leadership Skills

Aims	
<b>8a</b>	Review and evaluate the Leadership Development Programme with a view to identifying further professional learning opportunities for colleagues.
<b>8b</b>	Establish a middle level leadership development programme that addresses the skills/learning needs of the identified colleagues.
<b>8c</b>	Further develop the leadership skills of existing middle leaders in order that they may play a full and active role in the development of the new curriculum in years 7-9, be ready to respond to the impact of this on learning and teaching in years 10-13 and also be able to understand their role in ALN reform
<b>8d</b>	Ensure that all governors have the skill, knowledge and expertise to be able to provide strategic direction to the school and, where needed, to act as a 'critical friend'

## Theme 9      Site Security and Pupil Movement

Aims	
<b>9a</b>	Ensure that visitor access to the site is strictly controlled and all visitors follow a clear and defined system for entry and exit to/from the site
<b>9b</b>	Review and develop site vehicle access control measures
<b>9c</b>	Review and develop systems for safe and movement of pupils around site which also impacts positively on learning time

## Theme 10      Sixth Form

Aims	
<b>10a</b>	To improve the percentage of pupils achieving the Level 3 Threshold.
<b>10b</b>	To improve the attendance of pupils in the Sixth Form across all subject areas.
<b>10c</b>	To develop our recruitment and retention systems, enabling us to identify the most appropriate programmes of study for <b>all</b> pupils.
<b>10d</b>	To increase the participation of pupils in the Sixth Form in the wider life of the school.
<b>10e</b>	To promote and support positive health and well being for all pupils in the Sixth Form.

## 15 Summary of School Performance (2024) - Key Stage 4

### Capped 9 Points Score

The average of scores for the best awards for all individual learners in a cohort, capped at a total volume of nine GCSEs or equivalent. Three of the nine are subject specific GCSEs.

	<b>2024</b>
School - Total	371.3
Family - Total	371.3
Local Authority - Total	357.4
Wales - Total	352.1
School - Male	365.6
Family - Male	366.4
Local Authority - Male	354.2
Wales - Male	341.4
School - Female	380.2
Family - Female	376.4
Local Authority - Female	361.0
Wales - Female	363.6

### Numeracy Points Score

The average scores for all individual learners in the cohort, taking the best grade from any of the following GCSEs – Mathematics and Mathematics - numeracy.

	<b>2024</b>
School - Total	40.3
Family - Total	38.3
Local Authority - Total	36.1
Wales - Total	35.9
School - Male	40.7
Family - Male	39.1
Local Authority - Male	37.4
Wales - Male	35.9
School - Female	39.6
Family - Female	37.5
Local Authority - Female	34.7
Wales - Female	35.8

## Literacy Points Score

The average scores for all individual learners in the cohort, taking the best grade from any of the following GCSEs – English language, Welsh (1st) language, English literature and Welsh literature

	<b>2024</b>
School - Total	39.8
Family - Total	40.9
Local Authority - Total	38.6
Wales - Total	38.5
School - Male	38.1
Family - Male	39.3
Local Authority - Male	37.1
Wales - Male	36.2
School - Female	42.5
Family - Female	42.5
Local Authority - Female	40.3
Wales - Female	41.0

## Science Points Score

The average scores for all individual learners in the cohort, taking the best grade from any of the following GCSEs – Biology, Chemistry, Physics, Science (double award), Applied Science (double award), Applied Science (Single award).

	<b>2024</b>
School - Total	41.1
Family - Total	40.0
Local Authority - Total	37.3
Wales - Total	36.0
School - Male	40.9
Family - Male	40.0
Local Authority - Male	37.6
Wales - Male	35.2
School - Female	41.3
Family - Female	40.1
Local Authority - Female	36.9
Wales - Female	36.8

### **Welsh Bacculaureate Skills Challenge Certificate**

*The average of scores for the Welsh Bacculaureate Skills Challenge Certificate awards for all individual learners in the cohort.*

	<b>2024</b>
School - Total	41.8
Family - Total	28.5
Local Authority - Total	33.9
Wales - Total	30.2
School - Male	40.9
Family - Male	28.3
Local Authority - Male	33.5
Wales - Male	28.4
School - Female	43.3
Family - Female	28.8
Local Authority - Female	34.3
Wales - Female	32.1

## Sixth Form Performance

Year 13 2024

	%
Level 3	94
3 A*-A	18
3A*-C	69
3A*-E	90

*(Level 3 = 2+ A\*-E grades or equivalent)*

Year 12 2024

	%
Level 3	85
3 A*-A	10
3A*-C	37
3A*-E	69