

Brynteg School Governing Body Annual Report to Parents 2013

This is the full report which *Governors* have to make available to parents.

It contains:

- Details of the Annual Parents' Meeting
- Information about members of the *Governing Body*
- Performance and Target Information
 - National Curriculum results 2011 -12
 - GCSE and A level performance 2011-12
 - Target information 2011-2015
- A full financial statement for 2012-13
- Action taken by the *Governing Body*
- Organisation and policies
- Special educational needs
- Pupils with disabilities
- Sport

Governors are not required to distribute this lengthy document to every parent. It will be available in PDF format on our website from July. Any parent who wishes to receive a paper copy should send a message to Mrs A Casling in the Upper School Office, giving the name and form group of their child who will be given a copy to take home.

Previously, until April 2013, the Welsh Government required the *Governing Body* of a school to hold a meeting for parents every two years or annually if parents requested it. The next meeting at Brynteg will be held on Thursday 18th July 2013 at 7.00 pm in the Upper School Hall.

However, new guidance has been issued by the Welsh Government in relation to meetings between the *Governing Body* and parents. The new arrangements and associated guidance (*Guidance document no: 104/2013*) come into force with effect from 4th May 2013. These arrangements will be adopted by the school from September 2013 and beyond. The *Governing Body* feel, however, that it is appropriate to hold a meeting as scheduled this year since the last meeting was held back in 2011.

Further advice and details about how parents may go about requesting a meeting with a *Governing Body* is available at the school, via Mrs A Casling, and/or on the Welsh Government website at:

Members of the Governing Body

The Chair of the Governors is Mrs L. Lewis and the Clerk to the Governors is Mrs. A. Casling. Both can be contacted via the school - please write to Mrs. Casling.

There are 20 Governors. Each one serves for a term of four years. Six are elected by the parents of pupils in the school. Five Governors are nominated by the LEA and five others are co-opted by the other Governors to represent the community or to bring specific skills and experience to the body. There are two Teacher Governors and one Associate Staff Governor. The Headteacher can choose to be a Governor.

The current Governors are shown below with the dates when their four year term ends. There is currently a vacancy for a Co-opted Governor on the Governing Body.

Parents			
	Mr L Spurgeon	November	2016
	Mrs A Stimpson	November	2016
	Mr D Francis	November	2016
	Mr J. Phillips	February	2014
	Mr R. Leonard	February	2014
	Mrs C Woodward	February	2015
LEA			
	Mr A. Abbott	September	2013
	Mrs. P. Wictome	September	2015
	Mrs L. Lewis	December	2016
	Cllr G Phillips	September	2016
	Cllr C Jones	September	2016
Community			
	Mr G. Davies	July	2014
	Mr C. Packer	October	2016
	Mrs R. Evans	March	2014
	Dr T N Lucas	April	2017
	Vacancy		
Staff			
	Mr J. Catton	January	2016
	Mr R George	October	2016

	Mr B. Brinkley	September	2014
Headteacher			
	Mr D.H. Jenkins		

School day

The structure of the school day changed with effect from September 1st 2011. The school complied with the statutory period of consultation and all stakeholders were informed of the changes. There are no proposals to change the structure of the school day for the foreseeable future.

Assembly or Tutorial Period	8.50 - 9.05
Period 1	9.05 - 10.05
Period 2	10.10 - 11.10
Break	11.10 - 11.30
Period 3	11.30 -12.30
Period 4	12.35 - 1.35
Lunch	1.35 - 2.20
Period 5	2.20 - 3.20
Pupils leave	3.20

School dates and Holidays 2013 - 2014

2013/2014 Academic year					
Term	Term Begins	Mid-term holiday		Term Ends	Days
		Begins	Ends		
Autumn Term 2013	Monday 2 September 2013	Monday 28 October 2013	Friday 1 November 2013	Wednesday 18 December 2013	73
Spring Term 2014	Monday 6 January 2014	Monday 24 February 2014	Friday 28 February 2014	Wednesday 16 April 2014	68
Summer Term 2014	Monday 28 April 2014	Monday 26 May 2014	Friday 30 May 2014	Friday 18 July 2014	54
Total:					195

Staff Development Days

The school will be closed to pupils on the following dates.

Confirmed

September 1st 2013

February 21st 2014

April 14th 2014

April 15th 2014

April 16th 2014

Performance Information

National Curriculum Results 2011- 12 (308 pupils in Year 9)

The table shows the percentage of Year 9 pupils achieving Level 5 or better in each of the three core subjects. The Core Indicator is the proportion of the year group reaching at least Level 5 in all three subjects.

	Brynteg	Bridgend LEA	Wales
English	84.7%	76.0%	79.3%
Maths	85.1%	77.2%	81.1%
Science	84.7%	79.7%	83.6%
Core indicator	76.0%	67.1%	72.5%

GCSE (292 pupils in Year 11)

The table shows the main indicators used by the Welsh Assembly to compare school performance. The Core Indicator is the proportion of the year group gaining at least grade C in all three core subjects. The wider points score is a new indicator which includes vocational subjects as well as GCSE.

	Brynteg	Bridgend LEA	Wales
5 A*-C grades	75%	66%	73%
5 A*-C grades inc Eng and Maths	56%	51%	51%
5 A*-G grades	95%	92%	92%
Core Indicator	54%	50%	49%
Capped points	335	313	324
A*-C in English	77.4%	65.0%	62.2%
A*-C in Maths	60.3%	58.3%	58.4%
A*- C in Science	68.5%	73.4%	70.6%
No GCSE entry	0%	0%	1%

A level (176 students taking 2 or more A levels)

	Brynteg	Bridgend LEA	Wales
Level 3 threshold	98%	96%	97%
Wider points score	710	737	773

Our results for the wider point score is lower than the Welsh average because we encourage all pupils to enter if they are capable of achieving a grade.

School Targets

In December each year Bridgend LA and the Central South Consortium, (CSC), asks each school to set targets for a three year period. These are used to inform the overall LEA targets which are submitted to the Welsh Assembly. It is our policy to set ambitious targets which we may not meet rather than easily achieved targets.

KS3	Target 2011-12	Outcome	2012-13	2013-14	2014-15
English level 5	85%	84.7% Missed by 0.3%	84%	87.7%	87.5%
Maths level 5	85%	85.1% Exceeded by 0.1%	84.8%	89.6%	89.8%
Science level 5	85%	84.7% Missed by 0.3%	85%	90%	89.8%
Core indicator	78%	76% Missed by 2%	79%	80%	80.4%

Our targets at KS3 for 2012 appear ambitious however we are confident that whilst they are challenging they are achievable. Targets are reviewed each year and adjusted accordingly.

KS4	Target 2011-12	Outcome	2012-13	2013-14	2014-15
5 A*-C grades	75%	75% Matched	80%	85%	85.1%

5 A*-C grades inc English and Maths	62%	56% Missed by 6%	63%	65%	64.9%
5 A*-G grades	95%	95% Matched	96%	98.1%	98%
Core indicator	62%	54% Missed by 8%	62%	62.1%	62.2%

GCSE performance for 2011-12 was good, and we were very pleased to have improved upon the previous year's results. 75% of pupils achieved 5 or more grades A*-C which equals the schools best ever performance at this indicator. Staff and pupils, supported by parents, have worked incredibly hard during 2011-2012 to improve upon last year's performance. Pupils have, once again, benefited from additional after school classes, breakfast clubs prior to examinations, in addition to Easter and half term revision classes. It is encouraging to note that for each of the key indicators the school performs above the Local authority and Wales average.

Attendance

We are asked, by the Welsh Government and Central South Consortium, to set a target for attendance; we have gone for 95% in 2013-2014. This year our attendance has been 93.3%, (an increase of 0.7% on last year), against a target of 93%. We are very proud to have achieved our target. However, the relatively high numbers of children going on holiday in term time has a big impact on our progress. Hopefully, by working in partnership with parents we can reduce the number of days lost in this way, and will enable us to reach the very challenging target we have set.

Figures are based on pupils on roll from 01/09/2012 to 22/05/2013.

WHOLE SCHOOL COHORT										
	% Attendance Full Cohort	% Attendance		% Authorised	% Authorised		% Unauthorised	% Unauthorised		Cohort #
		Girls	Boys		Girls	Boys		Girls	Boys	
Yr7	94.6	94.3	95	5.1	5.4	4.9	0.2	0.3	0.2	271
Yr8	93.3	93.4	93.3	6.2	6.1	6.3	0.4	0.4	0.5	275
Yr9	92.3	91.8	92.7	6.6	6.7	6.5	1.0	1.5	0.8	304
Yr10	93.4	92.9	94	6	6.4	5.6	0.6	0.8	0.5	317
Yr11	93.1	92.8	93.3	4.9	5	4.8	2.1	2.2	2	336
Total	93.3	93.0	93.6	5.7	5.9	5.4	0.9	1.0	0.8	1503

The school carries out an evaluation of the effectiveness of the strategies used to improve attendance annually. As an outcome of this year's evaluation and discussions with our Systems Leader with regard to effective strategies used elsewhere within the British Isles we will, from September, be introducing a raft of measures that will hopefully see us exceed the very challenging target we have set ourselves for the next academic year. Parents will be informed by letter of our proposals in due course.

Financial details

The school receives funds for pupils aged 11-16 from Bridgend LEA via a formula budget determined locally. Funding for post 16 students is made by DCELLS using a national funding mechanism.

In 2012-2013 the school budget share was £7,362,916. At the end of the financial year on 31st March 2013 the school had a balance of £207,366. This represents approximately 2.8% of the delegated sum. Local Authorities now have statutory powers to reclaim any balance in excess of £100,000, which has obvious implications for future financial planning and patterns of expenditure. The balance this year will be used to update the school's ICT infrastructure in addition to funding planned school projects which run across several school years including improvements to the school's sports facilities and fabric of the school buildings.

The way the budget was spent in the last financial year is shown below.

	2012/13 Budget
Teaching Staff	5,396,036
Associate Staff	896,023
Supply Costs	193,907
Salary Costs Total	6,485,966
Building Maintenance	74,092
Utilities Costs	129,433
Cleaning & Waste Disposal	163,636
Rates	154,584
Building Costs Total	521,745
Transport	20,750
Equipment	2,623
Computer Hardware	35,292
Exam Fees	173,915
Insurance	20,663

Postage & Telephones	12,358
Service Level Agreements	35,778
Uniform Grants	17,157
School meals	290,369
Teacher Induction Training	4,614
14-19 Collaboration Costs	7,443
Capitation	311,268
Supplies and Services Total	932,230
Total Expenditure	7,939,941
Budget Allocation April	7,362,916
WAG & LEA Grants	136,634
Additional Income	108,837
school meals income	248,453
Total funds available(i.e. Income)	7,856,840
Income	7,856,840
expenditure	7,939,941
In Year Deficit (-)	-83,101
Last year's (2011-12)surplus b/fwd.	290,467
Surplus(+) c/fwd.	207,366

Buildings

DDA

The school fully supports the DDA and recognises that the age of the school reflects challenges to be overcome.

Working with the access officers from BCBC we continue to undertake programmes of work to comply with legislation. In the past we have undertaken a programme of installing ramps to all practical areas - gyms and major walkways. This year on the advice of BCBC additional 'mobile' ramps have been purchased to facilitate improved wheelchairs access.

Visually impaired pupils are assisted with High Visibility line marking to all quads and walkways.

A series of 'bus shelter' constructions have been provided through out the school to provide weather protection for wheelchairs, where wheelchairs are deposited outside buildings.

Premises

An extensive programme of works has continued throughout the year. The premises staff continue to do an outstanding job within the school.

In addition to the planned programme of minor maintenance, some major projects have been undertaken. These include:

- Complete refit of a science classroom
- Complete refit of a Design & Technology classroom.
- On-going repair and painting of classrooms

We continue to manage the extensive number of trees on site to improve the general appearance of the school grounds.

Our premises are hired out to the public outside of normal school hours and this has resulted in some positive comments regarding our organisation.

School toilets

There are sufficient toilets for all pupils located throughout the school, including toilets with disabled access. Toilets are monitored regularly by the premises staff to ensure that they are fit for purpose. Toilets are cleaned every day.

Gifts made to the school

There were none in the two years 2011-2013

Governors' expenses

There were no claims for expenses or subsistence in the two years 2011-2013.

Action taken by the Governing Body

There were no resolutions passed at the last meeting.

Changes to the School Prospectus since Publication

No changes are proposed for the prospectus for the next academic year.

Community Links

We have continued to develop our community dimension throughout the year. The school's 5x60 officer coordinates the use of our facilities with numerous sports groups and other local enterprises.

PC Stewart continues to support our PSE programme and works closely with school staff to provide advice and guidance to pupils.

In a relatively new departure we have also appointed a Family Engagement Officer who works in the community to support our pupils and their families.

Review of School Policies

All school policies due for annual review have been completed and have been amended to reflect new legislation (where applicable), guidelines and good practice. Implementation of all policies is monitored by the person responsible and they are reviewed on an annual cycle.

The schools strategic equalities plan has been approved by BCBC and conforms to our statutory requirements.

The school's current pay policy is under review to reflect the changes made to the School Teacher Pay and Conditions of Service Document, in consultation with BCBC.

Review of School Strategies

The work of the school is constantly under review and our strategies are modified where necessary. Many strategies including reporting, attendance and behaviour continue to be modified.

Naturally, as a school we respond proactively to Welsh Government priorities. Strategies to improve the literacy and numeracy skills of pupils have been further developed during the academic year; additionally a strategic plan for the implementation of the National Literacy and Numeracy Framework is in place. Their impact will be monitored rigorously as part of the school's self evaluation and quality assurance arrangements. In addition, we continue to work tirelessly to reduce the impact of poverty on student outcomes.

Teaching and learning strategies have been developing for a number of years to include in lessons a variety of different techniques related to preferred learning styles

Progress on the School Action Plan

Parents are aware the school had an Inspection in September 2009. The report was published during the autumn term 2009 and all parents received the summary. The school responded with an Action Plan addressing the recommendations made by Estyn in the report. Those recommendations form part of our Post Inspection Action Plan and supersede Key Issues from the previous inspection of 2003.

The Recommendations are as follows and are being addressed in our development plans:

*R1. Continue to raise pupils' academic standards in KS4, including standards in English, design and technology and music.

*R2. Work with the UA to improve the quality of outside sports facilities and sixth-form accommodation.

R3. Review the work-related programme and extend opportunities for all learners in all key stages.

*R4. Develop the links between members of the governing body and departments to improve their monitoring role.

*R5. Raise the standards of learners' bilingual skills by substantially increasing the range of opportunities to all learners to develop and use their bilingual skills consistently throughout the school.

*R6. Ensure greater consistency and accountability in the school's monitoring processes.

**** The School Improvement Plan 2103-15 addresses several of these recommendations***

Significant progress has been made in relation to each of the recommendations made.

As part of the inspection Governors were involved in a comprehensive analysis of the school's strengths and weaknesses and have contributed to the Self Evaluation statement which was submitted in advance to the inspection team. They have also contributed to the Action Plan which is based on the evaluation. The school's annual Self Evaluation Report and School Improvement Plan are approved by the Governing Body Annually.

Organisation and policies

Language

The School is an English medium comprehensive school. Pupils for whom English is an additional language receive appropriate, high quality support within the school.

All pupils study Welsh at KS3 and KS4. Pupils at KS4 have the option of studying short or full course Welsh GCSE. Welsh is also available to our students at A Level. In line with Welsh Government and ESTYN guidelines developing the use of the Welsh Language has been one of the school's priorities during the academic year.

National curriculum

The school complies with the requirements of the National Curriculum at KS3 and KS4.

Learning Support Department Report to Parents and Governors for period 2012-1013

Brynteg School values the abilities and achievements of all its pupils and is committed to providing for each pupil, the best possible environment for learning.

We recognise that each pupil has individual and unique needs and at any point some children may require more support than others. If these pupils are to achieve their full potential we must recognise this and plan accordingly.

We acknowledge that a significant proportion of pupils will have needs that are additional to or different from other pupils at some point in their school career. Some may require help throughout their time in school, whilst others may need a little extra support for a short period of time to help them overcome short term needs.

Identification / Assessment

At Brynteg we have adopted a whole school approach to additional learning needs (SEN) policy and practice. Pupils identified with additional needs are as far as practicable fully integrated into mainstream classes. Every effort is made to ensure that pupils have full access to the curriculum and are integrated into all aspects of the school.

Early identification of pupils with additional needs is a priority. The school uses appropriate screening and assessment tools to ascertain a pupil progress through:

- Information from parents/carers
- Evidence obtained by teacher observation/assessment
- Pupils performance in the national curriculum
- Records from feeder schools
- Standardised screening or assessment tools.

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from primary school or transference from another secondary school.

Pupils identified as having additional needs requiring intervention are placed on the schools learning support register. During the year 2011-2012 a total of 250 pupils were listed on the register, 7 of which have a statement of special educational needs.

Every child on the learning support register also has an 'individual education plan' (IEP) which details their needs, strengths/weaknesses, strategies for support and pupil targets for progression. All pupils are involved in the IEP writing process including formation of their targets. Parents are also invited to contribute and a copy of the IEP sent home. All teaching staff have access to IEP's through the schools intranet, allowing them to plan appropriately for pupils in their lessons.

Provision

Pupils on the learning support register have access to a wide range of varying types of provision. Decisions regarding the most appropriate type of provision for each pupil are always applied individually, considering attainment, nature of difficulty, successes and strengths.

At Brynteg provision may include the following:

- Full time education in classes with additional support and help by class teacher/subject teachers through a differentiated curriculum.
- Periods of withdrawal to work with a support teacher/learning support assistant.
- In class support with adult assistance. (Learning support and behaviour support)
- Learning coach and mentoring sessions.

- 1:1 ELSA (Emotional Literacy) sessions.
- Support and attachment to Ty Seren Nurture Group.
- Curriculum support lessons at KS4.
- Reading and handwriting programmes.
- Basic Skills intervention. (e.g. literacy support from Basic Skills support officer)
- Invitation to attend timetabled Motor Programme sessions.
- Testing and assessment for a range of barriers to learning (e.g. dyslexia, visual impairments or visual perception difficulties).
- Support and intervention from the Behaviour Support Manager and placement on an alternative curriculum timetable.
- Intervention from the Family Engagement Officer.
- Lunchtime clubs - homework club and games club.
- Access to external support - e.g. Educational Psychologist, Counsellor, Language Support or Specialist Teachers for Hearing Impairment, Visual Impairment and Speech and Language.
- Provision of specialist resources.
- Opportunities to take part in a range of groups - Anger Management, Self-Esteem, Dyspraxia (DCD) Motor Skills Group.

Literacy Lessons

In year 7 and 8 all pupils have one literacy lesson a week as part of their English lesson allocation. Pupils with ALN are grouped accordingly so that they receive intensive support in a smaller group than their peers. This allows staff to focus on intensive support for reading and spelling.

At the start of year 8 pupils who continue to experience significant difficulties are scheduled for additional literacy lessons which they attend in place of German lessons. This allows for additional time to focus on key literacy skills for those who are underperforming in this area.

Withdrawal Lessons

In addition to the timetabled literacy lessons a small number of pupils (e.g. those with a statement of SEN or weaker EAL pupils) are withdrawn from other lessons to work on their literacy/numeracy and study skills. Pupils allocated support lessons are withdrawn from lessons up to three times a week, depending on the level of support required. This continues for at least half a term, usually longer. Sessions are matched to meet the needs of the pupil and an individualised programme of work is devised.

Pupils attend individually or in small groups (dependent upon level of need) and a variety of teaching methods and approaches are used. Progress is carefully

monitored and parents, teachers and pupils kept informed on a regular basis. Pupils are re-assessed at the end of the cycle of support and future recommendations regarding provision are made.

Lunchtime Clubs.

The Learning Support Department runs several lunchtime clubs:

- Games Club - an opportunity for pupils to make new friends in a fun and relaxed environment.
- Homework Club - 2 lunchtimes a week, all lunchtime. Pupils are encouraged to attend homework club to receive additional help with any tasks they are having difficulty completing at home.
- In addition pupils attached to Ty Seren Nurture Group have the option of having their lunch in Ty Seren .

Ty Seren Nurture Provision.

In October 2011 the Learning Support Department opened Ty Seren Nurture Group staffed by Mrs C Lewis (Nurture Support Officer) and Miss N Ward (SENCO). Pupils who it was felt would benefit from nurture intervention were identified by Heads of Year and learning support staff.

Ty Seren aims to provide support for a small number of pupils with a range of social and emotional needs and/or attachment issues. Pupils attend 1:1 sessions once a week and group work sessions where the focus is upon developing self-esteem, peer relationships and health and well-being. In addition pupils are able to attend for breakfast, break and lunchtime. Pupils are subject to ongoing assessment in order to evaluate the progress they make.

This year has been a great success and pupils have not only gained in confidence but made significant improvements with social skills, literacy skills and academic progress.

Basic Skills

Mrs K Fradley (Assistant Head of Learning Support) also holds responsibility for co-ordination of Basic Skills across the school. Pupils performing in literacy and/or numeracy at a lower level than the attainment expected for a pupil of their age, who are not additional learning needs are identified as the basic skills cohort. This year 7 basic skills pupils have short term intervention from sixth form volunteers for 'Buddy Reading' or 'Number Workout'.

Staffing

Staffing for the academic year 2012-2013

Name	Job Title
Miss N.Ward	SENCO / Head of Learning Support
Mrs K.Fradley	Assistant Head of Learning Support and Basic Skills Coordinator
Miss Sarah Edwards	ALN teacher
Mrs S.Hughes	Senior Special Support Officer
Mrs G.Collins	Special Support Officer
Mrs Ch Lewis	Nurture Support Officer
Mrs N.Williams	Learning Support Assistant
Mrs A.Warren	Learning Support Officer
Mrs A.Sharma	EAL Learning Support Officer
Mr N. Ormond	Learning Support Officer
Mrs V Chalmers	Special Support Officer
Mrs J Bennett	Special Support Officer
Mr J Williams	Agency Support Officer
Mr R Loosemoore	Agency Support Officer
Mrs S Jones	LEA Ancillary Support Officer
Mrs L Cooper	LEA Ancillary Support Officer
Mrs S McNally	LEA Ancillary Support Officer
Miss C Wilson	LEA Ancillary Support Officer
Miss A Davies	LEA Ancillary Support Officer
Mr D Evans / Mrs C Blight	LEA Ancillary Support Officer
Mrs T Kershaw	Transition Support Officer for Brynteg Cluster
Mrs D Jones	Family Engagement Officer

Transition

The Learning Support Department runs a very thorough transition programme, the aim of which is to collate as much information as possible on ALN pupils prior to transfer. Mrs T Kershaw, Transition Support Officer works with schools and pupils in the Brynteg cluster and supports the pupils during their first term in Brynteg. Miss N Ward, Mrs K Fradley and Mrs S Hughes and additional support staff visit cluster primary schools for review meetings and visits are also used to both observe and meet with pupils in their primary school environment. Mrs S Hughes coordinates an additional transition visit to Brynteg for a small number of ALN pupils who benefit from an increased number of visits to aid transition to key stage three.

Family Engagement Officer

Mrs D Jones is the Family Engagement Officer for the Brynteg cluster of schools. She works closely with both parents and pupils and provides a range of support and intervention initiatives.

External Agencies

In addition to departmental staff additional support is provided from external agencies that work closely with the department.

School Counsellors

The school currently employs 2 school counsellors from Bridgend Youth Service. The need for counsellors has increased over the past 3 years and the support they provide is vital. Pupils are referred for counselling via the Heads and Assistant Heads of Year or Pupil Health and Wellbeing Officer. Pupils can access counselling outside of school through Just Ask counselling service based in Bridgend town centre.

Educational Psychologist.

The Educational Psychologist visits the school once a fortnight for a 3-hour session. Pupils may be seen for a range of reasons, these may include:

- Cognitive assessment
- 1:1 work on self-esteem, anger management, anxiety, relaxation strategies etc
- Behavioural assessments / advice
- For input into Pastoral Support Plan meetings.
- When appropriate the Educational Psychologist will refer pupils onto other external agencies e.g. CAMHS. The Educational Psychologist often writes reports regarding work/assessments carried out with pupils and often meets with parents to explain these in full.

Mental Health Advisor

An advisor for the Primary Mental Health Team visits the school regularly to observe pupils, discuss concerns with staff and offer advice.

Inclusion Services

Mrs N. Jones is the Head of Inclusion Services for Bridgend LEA. She leads a team of various specialist staff who regularly visit the school and provide telephone / written advice.

Careers - Mrs S. Parry

Provides careers advice to pupils on the school learning support register and also offers advice to staff when required to do so.

Education Welfare

The Education Welfare Officer (EWO) works closely with the pastoral team especially concerning pupils with poor school attendance.

English Additional Language (EAL)

The learning support department also offers support for pupils who have English as an additional language. Mrs A. Sharma is the designated support officer for pupils with EAL. Pupils are supported through in-class support in mainstream lessons and withdrawal from lessons to receive additional support in developing their language skills.

Sport

Sporting results and achievements are reported every term via the Brynteg News and via extensive coverage in local newspapers such as the Glamorgan Gazette. There are a large number of pupils who represent the county and Wales in their chosen sport. Our teams do well in national competitions. Many staff give freely of their time and the reputation of the school in sport in Wales is second to none.

Below is a brief overview of the activities that have taken place in P.E this past academic year:

Rugby:

- Year 7 rugby went on rugby tour to Dublin to play St. Marys
- Year 9 were quarter finalists in welsh cup competition
- Year 8 and 11 represented the school at the Rosslyn Park 7's tournament
- Seniors competed in the national schools league
- 2 pupils in Ospreys U16
- 1 pupil in Ospreys U18

Football:

- Year 8 won the Rail Safety 5 a side tournament and lost in the grand regional finals at the semi-final stage
- U18's lost in welsh cup regional final

Athletics

- Year 7 boys came 2nd in county athletics championships
- Dylan Parry won 100m and Isobel Dodd 800m
- Thomas Seldon 200m and Luke Bevan javelin middle boys county winners

Netball

- Senior team reached quarter finals in National Urdd competition
- Runners up in U18 presidents cup
- 2 pupils selected for U14 county
- 4 pupils selected for U16 county
- 5 pupils selected for U18 county

Hockey

- Carys Sheard and Brogan Thomas county representatives
- Bethan Johnson area U14 representative
- U16 Rachel John and Caitlin Smith U16 county representatives
- Lucy Davies, Rachel Selick, Rebecca Williams U18 county representatives
- Runners up in county U18/U16 and U14 Welsh Cup quarter finals

International honours 2012-13

Sophie Davies - Welsh Kickboxing Champion U16
 Meg Davies/Rebecca Murray - Wales U15 Netball
 Rebecca Murray - Wales U19 Lifeguards
 Bethan Dyke - Wales U21 Netball
 Chloe Dyke/Eden Calford - Wales U17 Netball
 Jess Hegarty - U19 Dragon development squad
 Isobel Dodd - Wales U14 Lifeguards/Wales athletics
 Amy Collins - Wales U15 Cricket
 Kyle Chamberlain - Wales water polo U15
 Zoe Dakin - Wales U20 Athletics
 Cellan Hall - GB Table Tennis
 Benji Edwards - Wales cross country
 Sam Donnagh - Wales Basketball U18
 Rosa Yates - Wales U15 Athletics
 Pheobe Cheung - Wales Acro Gymnastics
 Lucy Davies - Wales U18 Hockey
 Lewis Crompton - Wales Lifeguards
 Rhiannon Haines - Swimming

Destinations of pupils at the end 2011/2012

In October of each year Careers Wales carries out a survey of pupil destinations for all pupils who had completed Y11, Y12 and Y13 in the summer term. A summary of the survey is shown below.

We are delighted that almost 65% of Y11 pupils made the decision to return to the sixth form at Brynteg.

	Year 11		Year 12		Year 13	
Continuing in full-time education - Same School	190	64.63%	142	79.78%	13	7.34%
Continuing in full-time education - School	7	2.38%	3	1.69%	2	1.13%
Continuing in full-time education - College	71	24.15%	15	8.43%	9	5.08%
Continuing in full-time education - HE	0	N/A	0	N/A	101	#####
GAP Year	0	N/A	0	N/A	0	N/A
Continuing in Part time Education	0	N/A	0	N/A	1	0.56%
Entering employment outside WBYP	0	N/A	3	1.69%	18	#####

Entering WBYP (employed status)	2	0.68%	2	1.12%	0	N/A
Entering WBYP - (without employed status)	6	2.04%	1	0.56%	1	0.56%
Unemployed and registered with Careers Wales	9	3.06%	3	1.69%	3	1.69%
Unemployed and NOT registered with Careers Wales	3	1.02%	6	3.37%	4	2.26%
Unable to enter Emp, Ed or WBYP (e.g. due to illness, custodial sentence)	0	N/A	1	0.56%	2	1.13%
Known to have left the area	0	N/A	1	0.56%	1	0.56%
Not responding to follow-up and therefore unknown	6	2.04%	1	0.56%	22	#####
Total number of 2012 statutory school leavers	294		178		177	