

Brynteg School Governing Body Annual Report to Parents 2014

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 2012 -13
 - GCSE and A level performance 2012-13
 - Target information 2012-2016
- A full financial statement for 2013-14
- 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.

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. In essence they no longer require a school to hold the annual meeting with parents unless such a meeting is requested by the parents of pupils attending the school.

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:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>

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.

Parents are elected to the Governing Body as an outcome of a ballot. All parents with pupils at the school are informed of vacancies as they arise, and are given details of the election protocols and processes.

The current Governors are shown below with the dates when their four year term ends.

Parents			
	Mr R Owen	October	2017
	Mrs A Stimpson	December	2016
	Mr D Francis	December	2016
	Mr J. Phillips	February	2018
	Mr R. Leonard	February	2018
	Mrs C Woodward	May	2015
LEA			
	Cllr H Morgan	September	2017
	Mrs. P. Wictome	September	2015
	Mrs L. Lewis	November	2016
	Cllr G Phillips	September	2016
	Cllr C Jones	September	2016
Community			
	Mr G. Davies	July	2018
	Mr C. Packer	December	2016
	Mrs R. Evans	March	2018
	Dr T N Lucas	March	2017
	Mr A Abbott	October	2017
Staff			
	Mr J. Catton	January	2016
	Mr R George	November	2016
	Mrs N Dart	December	2017
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	8.45 – 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 2014 – 2015

Term	Term Begins	Mid term holiday		Term Ends	Days
		Begins	Ends		
Autumn Term 2014	Monday 1 September 2014	Monday 27 October 2014	Friday 31 October 2014	Friday 19 December 2014	75
Spring Term 2015	Monday 5 January 2015	Monday 16 February 2015	Friday 20 February 2015	Friday 27 March 2015	55
Summer Term 2015	Monday 13 April 2015	Monday 25 May 2015	Friday 29 May 2015	Monday 20 July 2015	65
Total:					195

Staff Development Days

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

Confirmed

Monday 1st September 2014

Friday 26th September 2014

Friday 13th February 2015

Monday 15th June 2015

Monday 20th July 2015

Performance Information

National Curriculum Results 2012-13 (290 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. The levels awarded are based on teacher assessments.

	Brynteg	Bridgend LEA	Wales
English	85%	80%	83%
Maths	83%	82%	84%
Science	85%	84%	87%
Core indicator	76%	74%	77%

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	80%	72%	78%
5 A*-C grades inc Eng and Maths	65%	52%	53%
5 A*-G grades	97%	93%	93%
Core Indicator	63%	51%	49%
Capped points	345	321	333
A*-C in English	74%	62%	63%
A*-C in Maths	71%	59%	60%
A*- C in Science	76%	79%	74%
No GCSE entry	0%	0%	1%

A level (143 students taking 2 or more A levels)

	Brynteg	Bridgend LEA	Wales
Level 3 threshold	93%	96%	97%
Wider points score	745	767	806

Our results for the wider point score and Level 3 Threshold are lower than the Wales and Local Authority average because we encourage all pupils to enter if they are capable of achieving a grade, this is not the case in all schools.

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 2012-13	Outcome	2013-14	2014-15	2015-16
English level 5	84%	85% Exceeded by 1%	87.7%	87.3%	86.5%
Maths level 5	85%	83%	89.6%	87.3%	89.4%

		Missed by 2%			
Science level 5	85%	85% Met	90%	87.3%	89.4%
Core indicator	79%	76% Met	80%	80%	81.6%

Our targets at KS3 for 2013 appear ambitious however we are confident that whilst they are challenging they are achievable. Targets are reviewed each year and adjusted accordingly. Improving the percentage of pupils achieving Level 5 or better remains as one of the school's priorities.

KS4	Target 2012-13	Outcome	2013-14	2014-15	2015-16
5 A*-C grades	80%	80% Matched	80%	85%	85.1%
5 A*-C grades inc English and Maths	62%	65% Exceeded by 3%	63%	65%	64.9%
5 A*-G grades	96%	97% Exceeded by 1%	96%	98.1%	98%
Core indicator	62%	63% Exceeded by 1%	62%	62.1%	62.2%

GCSE performance for 2012-13 was very good, and we were very pleased to have improved upon the previous year's results. 80% of pupils achieved 5 or more grades A*-C which is the schools best ever performance at this indicator. Likewise, 65% of the cohort achieved 5 or more GCSEs at A*-C including English and Mathematics, again exceeding the schools previous best performance and places the school in the top 50% of similar schools for this indicator. In terms of the Core Subject Indicator, (CSI), 5 or more GCSEs A*-C including Mathematics, English and Science, the school was placed in the top 25% of similar schools, 63% of the cohort achieved this indicator. Staff and pupils, supported by parents, have continued to worked incredibly hard during 2103-14 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, once again set a target of 95% for 2014-2015. This year our attendance has been 94.5%, (an increase of 1.3% on last year), also against a target of 95%. We are very proud of the improvement witnessed this year. The school's Miss School - Miss Out initiative has been very successful in supporting our improvement. Naturally, we are also enormously grateful to parents and pupils for their continued support and efforts in terms of ensuring regular attendance at school. As such, with continued partnership working we are confident that our target of 95% will be achieved during the forthcoming academic year. Although declining, the number of pupils going on

holiday in term time has a significant impact on our progress. Hopefully, by working together we can reduce the number of days lost in this way, which will enable us to reach the very challenging target we have set.

Figures are based on pupils on roll from 02/09/2013 to 23/05/2014.

WHOLE SCHOOL COHORT										
	% Attendance Full Cohort	% Attendance		% Authorised	% Authorised		% Unauthorised	% Unauthorised		Cohort #
		Girls	Boys		Girls	Boys		Girls	Boys	
Yr7	96.3	96.3	96.3	3.2	3.3	3.2	0.5	0.5	0.5	209
Yr8	95.1	94.2	96.2	4.0	4.7	3.2	0.9	1.1	0.6	265
Yr9	93.8	93.2	94.3	4.8	5.4	4.3	1.4	1.4	1.4	257
Yr10	94.3	93.5	95.0	4.8	5.5	4.1	1.0	1.0	0.9	281
Yr11	93.4	92.5	94.5	5.5	6.2	4.6	1.1	1.3	0.9	298
Total	94.5	93.7	95.2	4.5	5.2	3.9	1.0	1.1	0.9	1310

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 2013-2014 the school budget share was £7,380,864. At the end of the financial year on 31st March 2013 the school had a deficit of £ 154,894

This represents approximately 2.0% of the delegated sum. Unprecedented maintenance costs amounting to approximately £220,000, mainly roof repairs were the primary factor in creating the deficit. Naturally, we have in place a deficit recovery plan which has been approved by both the Governing Body and Local Authority.

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

Brynteg School	2013/14 Actuals
Teaching Staff	5,467,051
Associate Staff	968,613
Supply Costs	163,753
Salary Costs Total	6,599,418

Building Maintenance	256,600
Utilities Costs	149,616
Cleaning & Waste Disposal	167,726
Rates	158,688
Building Costs Total	732,630

Transport	31,187
Equipment	16,682
Computer Hardware	50,370
Exam Fees	185,118
Insurance	11,191
Postage & Telephones	11,769
Service Level Agreements	110,897
Uniform Grants	17,057
School meals	326,883
Training	6,532
14-19 Collaboration Costs	6,318
Capitation	258,967
Supplies and Services Total	1,032,971

Total Expenditure	8,365,019
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Budget Allocation	7,380,864
WAG & LEA Grants	142,240
Additional Income	238,573
school meals income	241,081

Total funds available(i.e. Income)	8,002,758
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Income	8,002,758
expenditure	8,365,019

In Year Surplus(+) / Deficit(-)	-362,261
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Last year's surplus(+) / deficit(-) b/fwd.	207,367
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Estimated Surplus(+) / Deficit(-) c/fwd.	- 154,894
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The school's delegated budget for the forthcoming financial year is £5,458,238, an additional £1,284,313, has been allocated for post 16 funding. Overall this represents a total reduction of about £616,343 on last year's budget or 8.38%. The total budget received by the school is £6,742,551

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. The programme of installing ramps continues with major works to provide better access to the upper school planned for the summer break. 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:

- On-going repair and painting of classrooms
- New roofs on D&T block and rooms 24&25
- Gymnasiums painted
- Upper and Lower school foyers repainted
- Complete rewire room 75

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.

Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013

Over the past few years a lot of work has been done to bring the Brynteg food service into line with the new regulations.

- New ovens have been installed to accommodate the style of cooking required, fried food is only served once a week.
- Healthy menus have been devised by cooking staff and BCBC catering.
- Food based requirements are compliant with standards.

- Food vending has been removed, healthy drinks vending continues.
- Free access to water at lunchtime is available.
- A cashless method of payment for school meals has been introduced.
- Pupils have been involved in the development of menus in the School Nutrition Action Group.

The Food Standards Agency has rated both Upper and Lower school kitchens as Level 5 for Food Hygiene, which is excellent.

Over the next few months the school will organise the replacement of flooring in the Lower school dining hall. BCBC catering will continue to support and advice on healthy food and drink.

Drinking water is available throughout the day from drinking fountains.

Gifts made to the school

There were none in the two years 2012-2014

Governors' expenses

There were no claims for expenses or subsistence in the two years 2012-2014.

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 Griffiths 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 has been reviewed to reflect the changes made to the School Teacher Pay and Conditions of Service Document, The review has been in consultation with both BCBC and Central South Consortium. It will be implemented from September 1st 2014.

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 2014-16 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 2013-2014

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. 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 end of the summer term all pupils are re-assessed to determine those who would benefit from further intervention in year 8. Pupils will attend additional literacy lessons in year 8 and 9 in place of German lessons. Parents are sent a letter to notify them of this provision. The additional 3 lessons a fortnight this provides pupils with allows time to focus upon the 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 Special Educational Needs) are withdrawn from 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. 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 . Pupils receive additional support with homework during these times and also work on life skills activities e.g. Healthy Eating.

Ty Seren Nurture Provision.

Ty Seren Nurture provision is co-ordinated by Mrs C Lewis-Williams and Miss N Ward and further staffed by Mrs A Williams (previously Davies).

Ty Seren provides support for an ever increasing number of pupils who have 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. Pupils have also been involved in fundraising activities and have hosted various visitors to the school.

All Ty Seren pupils are included in the Year 7 Awards Evening where the efforts and needs are recognised and celebrated.

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.

Staffing

Staffing for the academic year 2013-2014

Name	Job Title
Miss N.Ward	SENCO / Head of Learning Support
Mrs K.Fradley	Assistant Head of Learning Support and Basic Skills Coordinator
Mrs S Burgess	ALN teacher
Mr B Thomas	Behaviour Manager
Mrs S.Hughes	Senior Special Support Officer
Mrs C 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 Howells	Special Support Officer
Mrs J Bennett	Special Support Officer
Mr J Williams	Learning Support Assistant
Mr R Loosemoore	Learning Support Assistant
Mrs S Jones	Learning Support Assistant
Mrs L Cooper	Learning Support Assistant
Mr L Evans	Learning Support Assistant
Miss C Wilson	Learning Support Assistant
Mrs A Slowinski	Learning Support Assistant
Miss J Sexton	Learning Support Assistant
Mrs S McNally	Learning Support Assistant
Mrs A Williams (was Mrs A Davies)	Learning Support Assistant

Mr J Kelly	Learning Support Assistant
Mrs C Blight	LEA Ancillary Support Officer (For Hearing Impaired Pupils)
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 co-ordinated by Mrs S Hughes. The aim of the transition programme is to collate as much information as possible on ALN pupils prior to transfer. Mrs S Hughes and additional support staff visit cluster primary schools to observe and meet with pupils in their primary school environment. Mrs S Hughes also meets with primary school staff and coordinates additional transition visits to Brynteg for ALN pupils who would benefit from additional visits prior to transition.

Brynteg and its cluster primary schools also employ Mrs T Kershaw who is a Transition Support Officer. Mrs Kershaw works in the Brynteg cluster primary schools for the majority of the year enabling her to build relationships with both year 6 parents and pupils prior to transition in September. Mrs Kershaw works closely with year 7 pupils when they arrive at Brynteg in September.

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 counselling for pupils across the school continues to remain high and the service Mrs James and Mrs Freeman provide is vital. Pupils are referred for counselling via the Heads and Assistant Heads of Year or by the Pupil Health and Wellbeing Officer. There is a waiting list for both counsellors. Parental consent is sought for all pupils under the age of 16 and pupils allocated appointments based on their level of need.

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 every half term. 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.

Inclusion Services

Mrs Fran Jones is the Team Manager for Bridgend LEA Inclusion Services. 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 9 played at the Millennium Stadium in the Welsh Cup Final – losing to Cowbridge 26-12
- Year 8/11/1st XV represented the school at the Rosslyn Park 7'S – the Year 8 team losing in the quarter final stage
- 1st XV competed in the Inaugural Schools/Colleges League
- 1st XV were the plate winners at Llandovery School 7's

- 5 pupils in Ospreys U16 : Stuart Floyd Ellis, Jon Taylor, Dominic Taylor, Thomas Seldom., Luke Bevan
- 7 players in Bridgend schools U15's :Dale Thomas, Dominic Giraud, Hywel Philips, Luca Govani, Scott Winter, Ben Davis
- Year 8 won Urdd National 7's
- Year 8 and Year 10 Ospreys Regional 7's Champions
- 42 Year 9 and Year 10 pupils toured Canada in May

Football:

- Year 8 won the Rail Safety Cup Regional final
- U18 reached quarter finals of Welsh Cup

Athletics:

- Glamorgan Valley representatives : Dylan Parry, Ieuan Thomas, Luke Bevan , Thomas Seldon, Isobel Dodd, Tom Rowlands, Carys Sheard, Ceri Jones, Emma Johnson, Jessica Hegarty, Isabel Hughes, Elisha Thomas
Isobel Dodd, Zoe Hamm – Glamorgan Valleys Cross country

Gymnastics:

- 3rd place year 7 Welsh Novice Schools final

Netball:

- U18 County representatives : Jessica Hegarty, Eden Calford, Cordelia Hathaway, Saffron Holt, Emily Smith
- U16 County representatives - Chloe Dyke, Rebecca Murray, Meghanne Davies, Megan Jeffery, Sophie Wellington, Alex Jones
- U14 County representatives - Bethan Johnson, Ellie Davies, Laurie Morris
- U16 school team won the County Ann Smart and came 5th in the Welsh Final in Bangor

Hockey:

- We ran 5 hockey teams this year; Year 7, year 8, year 9, U16 and U18.
- The U14, U16 and U18 hockey teams all won their county tournaments and, therefore, made it to the Welsh Schools Finals for the first time! They all finished in joint 6th position in Wales.
- Carys Sheard, Ceri Jones and Brogan Thomas all represented the area in the U16 county tournament.
- Bethan Johnson, Lowri Mordecai and Georgia Catton all represented the County in the U14 inter county tournament.

Golf:

- Ronan Oliver school golf champion

Honours:

- 2 National Honours for Wales U17 netball - Chloe Dyke (Captain of the squad) and Rebecca Murray
- 8 pupils represented Wales in Surf Lifesaving - Atlantic Games International Surf Life Saving Competition 2014. The pupils are: Louisa White, Lowri Morrison,

Kerstin Watts, Keland Phinnemore, Leah Harris, Rebecca Murray, Lewis Crompton, Thomas Lewis.

- Cael Chamberlain GB water polo
- Bethan Littlewood – GB canoeing
- Kerstin Watts – Wales lifesaving
- Isobel Dodd – Welsh cross country

Destinations of pupils at the end 2012/2013

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 70% of Y11 pupils made the decision to return to the sixth form at Brynteg.

	<i>Year 11</i>		<i>Year 12</i>		<i>Year13</i>	
Continuing in full-time education - Same School	227	68.8%	188	87.0%	0	0.7%
Continuing in full-time education – School	11	3.3%	1	0.5%	0	0%
Continuing in full-time education - College	67	20.3%	12	5.6%	15	10.2%
Continuing in full-time education – HE	0	N/A	0	N/A	101	68.7%
GAP Year	0	N/A	0	N/A	0	N/A
Continuing in Part time Education	2	0.6%	3	1.4%	0	N/A
Entering employment outside WBYP	5	1.5%	3	1.4%	12	8.2%
Entering WBYP (employed status)	2	0.6%	0	N/A	0	N/A
Entering WBYP - (without employed status)	9	2.7%	5	2.3%	1	0.7%
Unemployed and registered with Careers Wales	4	1.2%	1	0.5%	1	0.7%
Unemployed and NOT registered with Careers Wales	0	N/A	0	N/A	6	4.0%
Unable to enter Emp, Ed or WBYP (e.g. due to illness, custodial sentence)	0	N/A	0	N/A	0	N/A
Known to have left the area	1	0.3%	1	0.5%	2	2.0%
Not responding to follow-up and therefore unknown	2	0.6%	2	0.9%	2	1.4%
Total number of 2012 statutory school leavers	330		216		147	