

This report outlines the steps taken by the Governing Body in discharging its functions since the last report was published.

Letter from the Chair of Governors

Dear Parents and Carers

It gives me great pleasure following my second year as Chair of Governors to share this Annual Report with Parents/Carers of Ysgol Bryn Castell pupils. I am pleased to report that the school continues to grow and develop provision for pupils from the County Borough of Bridgend, in accordance with our values and vision:

Values



Our vision is to enable our learners to experience success and make progress within a happy, safe, nurturing and healthy environment, where they are enabled to develop lifelong skills to prepare them for their futures.

All learners will experience fun, acceptance and happiness on their individual learning journey at Ysgol Bryn Castell. They will work with the school community to develop healthy relationships and experience broad opportunities for learning including through play and community-based education.

The school recognises that learners thrive and enjoy the best individual success and progress when the whole school community works together as one. Ysgol Bryn Castell actively involves Parents/Carers and the community in supporting learners' health, wellbeing, learning and development.

We recognise that it is only by working together as a school community, as a YBC Family, that 'together we can achieve' the very best for our learners and enable them to celebrate their achievements and individual journey through our school.

Your right to request a meeting with the school's governing body

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school Governing Bodies to hold an annual meeting with Parents/Carers. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them. If Parents/Carers wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

1. Parents will need to raise a petition in support of holding a meeting

In order for Parents/Carers to request a meeting with the Governing Body, 10% of the pupils registered at the school will need to do so. Should you require a meeting please contact the school office on 01656 815595.

2. The meeting must be called to discuss matters which affect the school

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body.

3. A maximum of 3 meetings can be held during the school year

The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

4. There must be at least 25 school days left in the school year

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held. A “school day” means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

The address for service of a petition requesting a meeting with this school’s Governing Body is:

Chair of Governors or Clerk to the Governing Body
C/O Ysgol Bryn Castell
Bryncethin Campus
Abergarw Road
Brynmenyn
Bridgend
CF32 9NZ

Further advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Government’s website at: [Parent meetings: guidance for governing bodies | GOV.WALES](https://gov.wales/parent-meetings-guidance-for-governing-bodies)

The Governing Body continue to hold regular elections for Parent/Carer Governors; however, it can be difficult to find people who wish to apply. In order to encourage Parents/Carers to apply, members of the Governing Body will be available at events throughout the school year should you wish to discuss this matter further. If you would like to become a Parent/Carer Governor than please contact the Clerk to the Governing Body and an election will be initiated.

I look forward to meeting you all during our events and thank you on behalf of the pupils and staff of Ysgol Bryn Castell for your ongoing, relentless hard work and commitment to working together with the school to achieve the very best for your child; ‘Together We Can Achieve’.

Yours faithfully

Mr Phillip Aubrey

Chair of Governors

Information about the governing board

The Chair of Governors, Mr Phillip Aubrey, and the Clerk to the Governing Body (Mrs Simone Delaney) can be contacted at the school;

Chair of Governors or Clerk to the Governing Body
C/O Ysgol Bryn Castell
Bryncethin Campus
Abergarw Road
Brynmenyn
Bridgend
CF32 9NZ

The Governing Body of Ysgol Bryn Castell does not pay any of the Governing Body for expenses incurred as part of their duties.

Name	Type of governor	Committee membership	Any link roles	End of term
Mr P Aubrey (CHAIR)	Community	• Selection panel for HT and DHT appointments • Appointment of Teaching and Support Staff • Finance/Staffing • Building, Health & Safety and Security Committee • Pay Review Committee • Pupil Discipline and Exclusions Committee • Curriculum Committee	Mentor/ Training Link Governor ALN Self-Evaluation/SIP	07/11/2027
Mr Peter Vincent (VICE CHAIR)	LEA	• Selection Panel for HT and DHT Appointments • Appointment of Teaching and Support Staff • Finance/Staffing appeals • Building, Health & Safety and Security Committee • Pay Review Committee (Appeals Committee) • Staff Disciplinary and Dismissal Committee (First Committee) • Resolution Committee (First Committee) • Pupil Discipline and Exclusions Committee • Performance Management Committee • Complaints Committee • Curriculum Committee	Mentor/ Training Link Governor Attendance Link Governor	17/01/2026
Mrs M Williams	LEA	• Selection panel for HT and DHT appointments • Appointment of Teaching and Support Staff • Finance/Staffing • Pay Review (1st committee) • Staff Disciplinary and Dismissal (1st committee) • Resolution (1st committee) • Pupil Discipline and Exclusions • Performance Management Committee • Complaints Committee • Curriculum Committee	Self-evaluation/SIP Link Governor	06/02/2027
Cllr. Tim Wood	LEA	• Finance and Staffing Appeals • Staff Disciplinary and Dismissals Appeals • Grievance/Resolution Appeals • Pay Review Appeals • Complaints • Building, Health, Safety and Security		06/03/2025
Mr C.A. Reeks	Community	• Selection panel for HT and DHT appointments • Appointment of Teaching and Support Staff • Finance/Staffing • Building, Health, Safety and Security	Safeguarding Link Governor LAC Governor	05/06/2029

Name	Type of governor	Committee membership	Any link roles	End of term
		- Pay Review (1st committee) - Staff Disciplinary and Dismissal (1st committee) - Resolution (1st committee) - Pupil Discipline and Exclusions (Reserve) - Performance Management (Appeals) - Complaints Committee (Reserve)	Anti Bullying Governor	
Mr J Hughes	Community	- Finance/Staffing Committee - Building, Health, Safety and Security - Staff Disciplinary and Dismissal (Appeals committee) - Resolution (Appeals committee)		20/03/2027
Mrs S Hunt	Parent/Carer	- Finance/Staffing committee appeals - Pay Review (appeals committee) - Staff Disciplinary and Dismissal (Reserve) - Resolution (Reserve) - Performance Management (Appeals) - Curriculum		30/01/2027
Mr B Harrison	Parent/Carer	- Selection panel for HT and DHT appointments - Appointment of Teaching and Support Staff - Finance/Staffing Appeals - Pay Review (reserve) - Staff Disciplinary and Dismissal (Appeals committee) - Resolution (Appeals committee) - Pupil Discipline and Exclusions (Reserve) - Performance Management (Reserve) committee - Complaints committee - Curriculum committee		11/12/2028
Vacancy	Parent/Carer	Regular Elections for Parent/Carer Governors take place, however, should you wish to apply to become a Parent/Carer Governor than please contact the Clerk to the Governing Body and an election will be initiated.		
Mrs K Lanfear	Parent/Carer	- Pay Review (Appeals) - Staff Disciplinary and Dismissal (Appeals) - Resolution (Appeals) Committee - Curriculum Committee		10/12/2024
Mr B Borge	Staff	- Selection panel for HT and DHT appointments - Appointment of Teaching and Support Staff - Building, Health, Safety and Security - Curriculum Committee	Healthy Eating Governor Wellbeing Governor	03/12/2028
Mrs C Finneral	Teacher	Selection panel for HT and DHT appointments	PDG Governor	03/12/2028

Name	Type of governor	Committee membership	Any link roles	End of term
		• Appointment of Teaching and Support Staff • Building, Health, Safety and Security • Curriculum Committee		
Mrs H Ridout	Headteacher	• Selection panel for HT and DHT appointments • Appointment of Teaching and Support Staff • Finance/Staffing Committee • Building, Health, Safety and Security Committee • Curriculum Committee		

Meetings of the Governing Body

Meetings of the Governing Body took place on a regular basis throughout the last year as detailed below. Copies of Governing Body Minutes are available at the school for Parents/Carers wishing to view them upon request.

The Governing Body comprises of a number of committees which deal with such issues such as Finance, Staffing, Performance Management of Staff, Buildings, Health and Safety and Security, Curriculum, School Improvement, Pay and Discipline matters.

Meeting Purpose	Meeting date	Number of Governors who attended	Number of Governors who sent apologies
Full GB and AGM	30 th September 2024	8	0
Finance and Staffing	7 th November 2024	4	1
Full GB Mtg	13 th November 2024	7	5
Extraordinary full GB	20 th November 2024	8	2
Buildings, Health and Safety and Security	20 th November 2024	4	0
Policy sub-committee mtg	8 th December 2025	4	0
Finance and Staffing	21 st February 2025	4	1
Full GB Mtg	12 th March 2025	10	0
Policy sub-committee mtg	31 st March 2025	4	0
Finance and Staffing	29 th April 2025	3	0
Full GB Mtg	6 th May 2025	9	1
Policy sub-committee mtg	9 th June	3	0



Meeting Purpose	Meeting date	Number of Governors who attended	Number of Governors who sent apologies
Full GB Mtg	18 th June 2025	10	0
Finance and Staffing	30 th June 2025	3	2
Buildings, Health and Safety and Security	30 th June 2025	6	1
These are in addition to specific meetings around discipline matters, and with Local Authority Officers.			
No request was made for an Annual Meeting with Parents/Carers in 2024/25.			

Curriculum and organisation of education and teaching methods at Ysgol Bryn Castell

The curriculum and organisation of education and teaching methods change to reflect the individualised needs of pupils. Classes in the school are grouped according to pupil age and individual pupil need and pupil-pupil interactions.

The school opted to implement Curriculum for Wales (CfW) early and implemented CfW for pupils in Year 7 on 1st September 2022. The [curriculum policy](#) can be found on the school website.

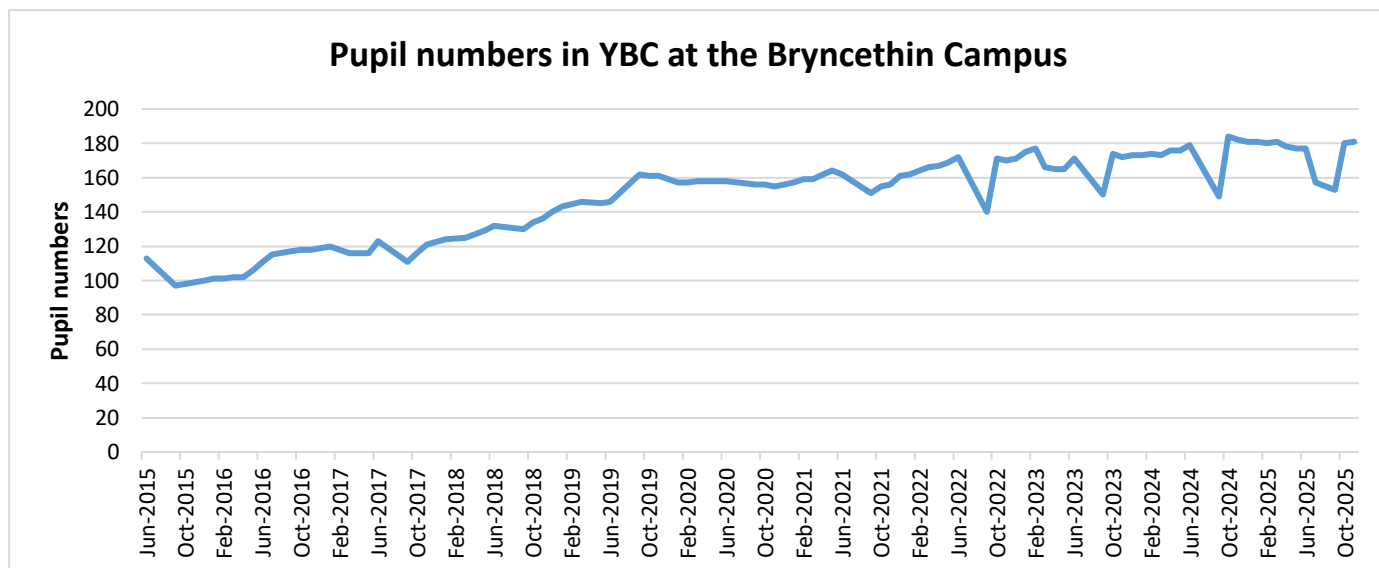
The KS2, KS3 and ASD curriculum follow a primary model using a thematic approach, which is influenced by pupil views. The KS4 and Post 16 curriculum uses a thematic approach which includes a range of accreditation opportunities that change over time to reflect pupil voice and need.

Class sizes and staffing levels vary according to identified needs. However, the school's staffing model is usually based on 1 teacher and 1 Special Support Officer (teaching assistant) per class of 7 or 8 pupils.

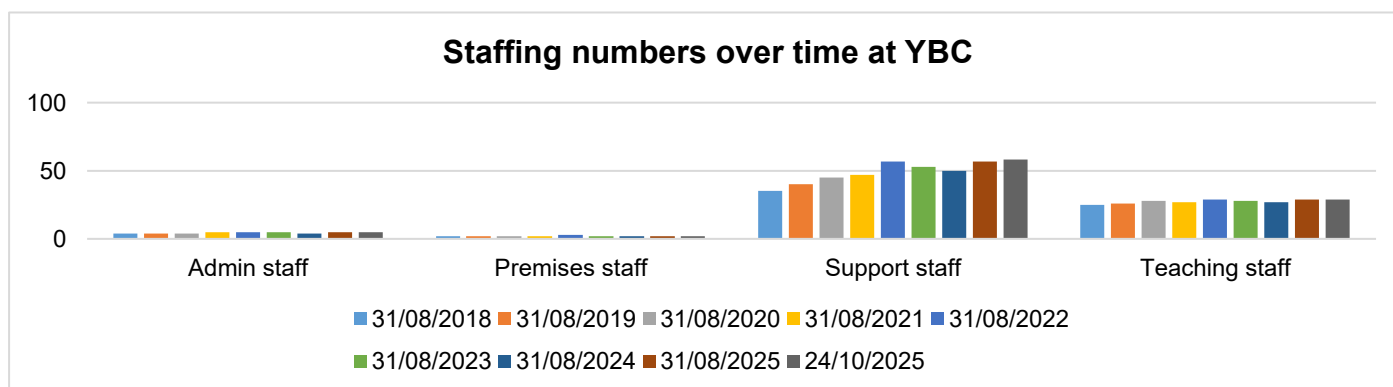
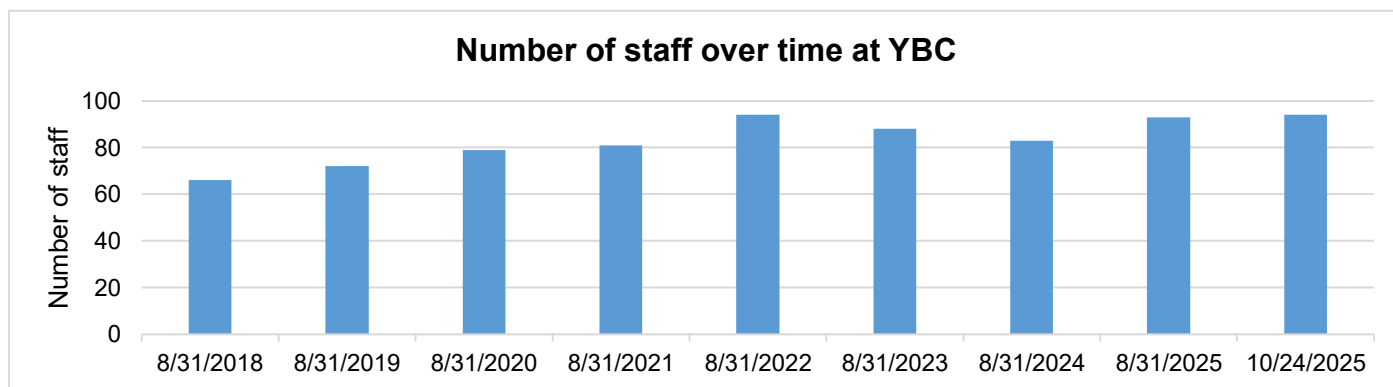
The school provides English-medium provision for pupils.

The Governing Body of Ysgol Bryn Castell work to enable all of our children to enjoy success. We are dedicated to the individual development of attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society. We actively involve Parents/Carers and the community in supporting pupil learning and development.

The number of pupils at YBC continues to increase over time;



In response, the GB have made a number of appointments to support the growth of the school:

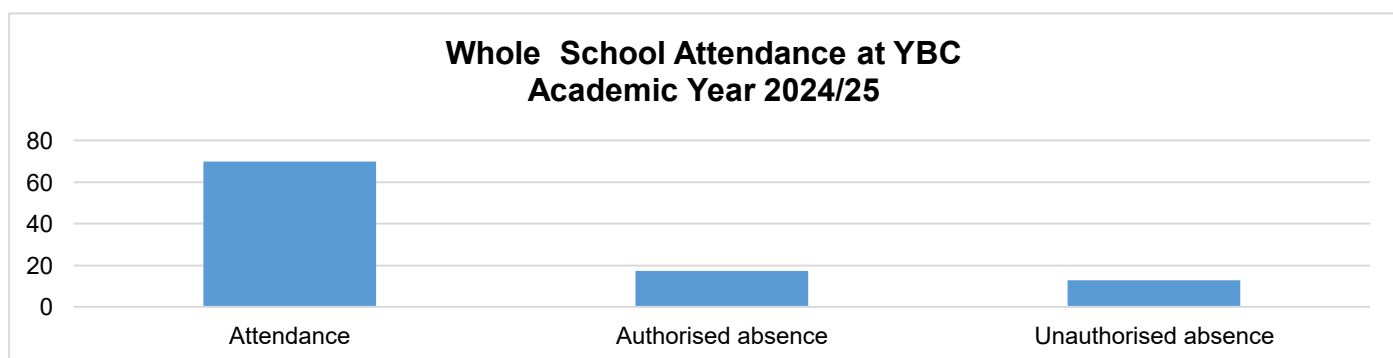


Attendance

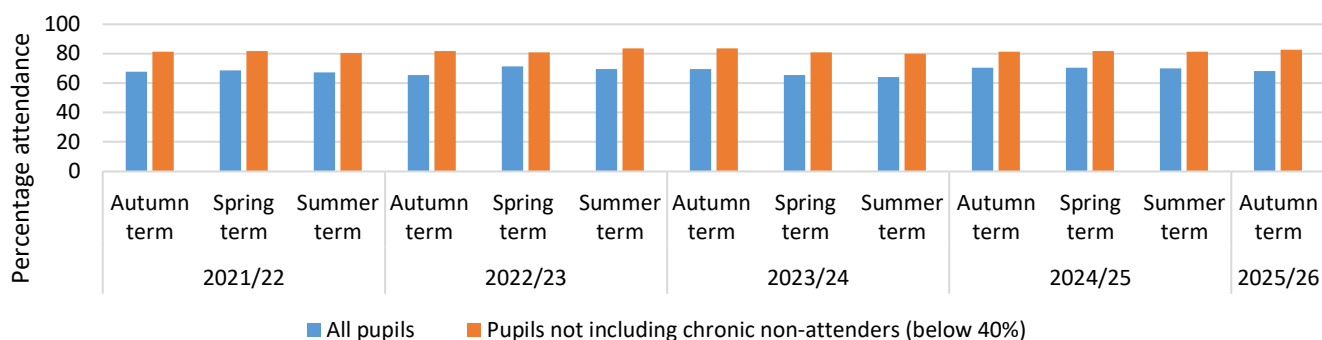
At Ysgol Bryn Castell we support and encourage excellent attendance and recognise the positive impact of attendance in terms of pupil achievement and social and emotional wellbeing. In-line with local, national and international trends, the Covid-19 pandemic has had a negative impact on the attendance and engagement of children and young pupil. As such, attendance remains a key focus throughout YBC and has specialist staff at the school who work alongside a range of multiagency partners including the Education Welfare Officer (EWO), Youth Service, Youth Offending Team and Social Services to encourage attendance and engagement at school.

The school employs Home-School Liaison Officers (HSLO), a Mobile Behaviour Manager and an Attendance Engagement Officer who work with partners to promote positive engagement and attendance of pupils, alongside the involvement of Parents/Carers in a bid to break down barriers. The school uses PDG funding to support this key aspect of our work and school improvement priority.

YBC works on an individualised basis to offer pupils an individualised programme and package which works for them. Our goal consistently remains that all pupils will engage for 25 hours per week, but we also recognise that for a small number of our pupils in exceptional circumstances this may not be possible and work closely alongside multi-agency colleagues to find the optimal package for each learner; Pastoral Support Plans are in place for those statutory-aged pupils who have an offer of less than 25 hours per week.



Attendance over time at YBC



Pupil Group	2021/22			2022/23			2023/24			2024/25			2025/26
	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term	Autumn term I
YBC Pupils	67.7	68.7	67.4	65.5	71.2	69.7	69.7	65.5	64.4	70.5	70.6	69.9	68.3
YBC Pupils - minus chronic non-attenders (below 40%)	81.4	81.9	80.6	81.8	81.0	83.4	80.7	79.9	79.7	81.2	81.9	81.2	82.6

It is pleasing to note that the whole school attendance has improved when compared on a term-by-term basis from 2023/24 to 2024/25. However, a range of factors impacted negatively upon individual pupil attendance in 2024/25 including an increasing number of pupils admitted to YBC who accessed part-time packages at their previous schools, which made it difficult for them to move to full-time education packages in YBC, challenges with the flexibility of home to school transport and the ongoing and lasting impact of the pandemic on our pupils.

The school works in partnership with parents, carers, and multi-agency partners to improve attendance in a manner to promote pupil wellbeing and educational progress. The school works to provide an environment where all pupils feel valued and welcomed, and as a Governing Body we are committed to early intervention and partnership working being crucial in ensuring the attendance, protection and wellbeing of all children. We recognise that improvements with attendance and engagement with education can be life changing for pupils and their families.

A substantial number of attendance concerns are outside of the control of the school, with a number of pupils admitted to YBC with established non-attendance and engagement challenges. Such concerns are shared in a multi-agency way and are monitored by Mr Alun Reeks (Link Governor for Safeguarding) during regular discussions with our Designated Senior Persons.

Summary of School Improvement Plan for 2024/25

The School Improvement Plan for 2024/25 included the following targets and activities to work towards achieving those targets:

1	Health and wellbeing of pupils, staff and the community of YBC (Post Inspection Action Plan (PIAP) Recommendation 1 (R1))	Ysgol Bryn Castell continued to strengthen its whole-school approach to health and wellbeing through extensive work on attendance, behaviour, therapeutic provision, and community engagement. The school prioritised improving attendance through targeted support led by HSLOs, Attendance Engagement Officer and multi-agency collaboration, while behaviour systems were enhanced through updated policies, redesigned environments and participation in the SWASSH Functional Skills for Wellbeing project.
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		Staff, pupil and parent wellbeing were promoted through structured activities, improved mental-health pathways, counselling, and strong partnerships with CAMHS and SHiNE. The school enhanced outdoor learning environments, achieved national awards platinum IIF, and launched a whole-school communication strategy, supported by an updated website and improved community links.
2	Plan, implement and deliver the Curriculum for Wales at YBC (PIAP R2)	Significant progress was made in strengthening a consistent, high-quality approach to teaching, learning and progression under the Curriculum for Wales. Staff engaged in continuous professional learning that refined progression, differentiation and assessment practices, supported by the implementation of the Tyfu online tracking tool and the continued development of the YBC Pupil Passport. Regular monitoring of teaching and learning, enhanced planning processes and more robust moderation activities enabled a clearer, whole-school understanding of learner progression. Collaboration across the Bryntirion Cluster and national networks further supported the development of AoLE progression documentation and ensured alignment with emerging Qualifications Wales reforms. Targeted literacy and numeracy interventions delivered by specialist staff led to improvements in pupil outcomes. The curriculum was enriched through increased community-based learning and the establishment of new partnerships, broadening learner experiences and strengthening professional practice. During this period, the school also implemented a new management team structure to enhance curriculum leadership and support sustained improvement.
3	Responding to and embedding ALN reform and the continued growth of YBC	Work to embed ALN reform and strengthen leadership structures remained a key focus, with the implementation of a new Management Team and targeted coaching, supervision and professional learning for leaders at all levels. ALN systems and documentation were reviewed and updated, including closer alignment of IEPs with IDPs and the development of Positive Behaviour Support Plans, supported by increased staff training and collaboration with LA and SWASSH partners. To stabilise workforce capacity, the school introduced an apprenticeship model within the support staff structure and explored wider workforce development opportunities. Monitoring and evaluation systems were refined, and the school have worked closely with the local authority to implement a strategic and sustainable approach to pupil admissions, to maximise safe use of the site through repurposing rooms, improving outdoor areas, and enhancing campus facilities. Ongoing work with Judicium ensured continued improvement in health and safety, GDPR compliance and whole-school operational effectiveness.

Key School Improvement Information including;

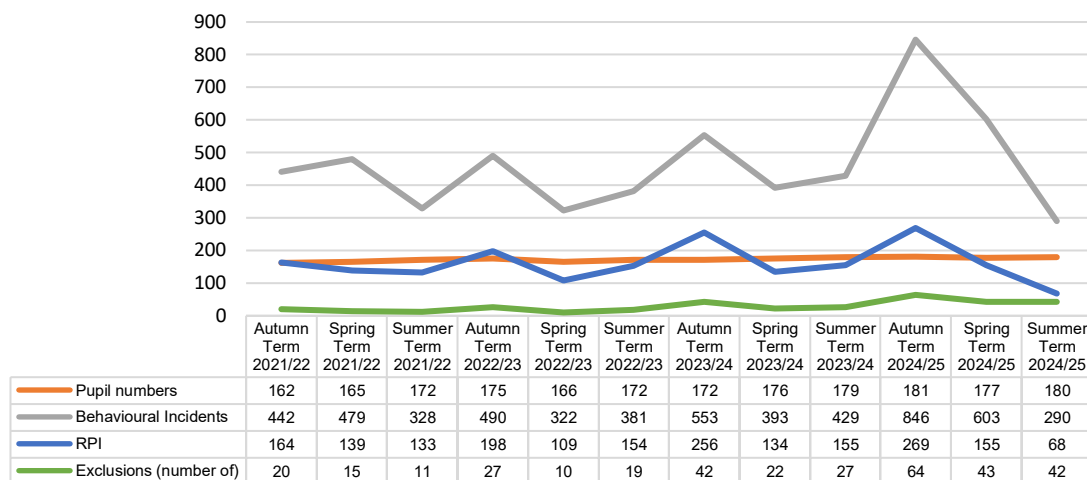
- Behaviour trends
- Literacy and Numeracy
- Analysis of performance – accredited qualifications
- Destination data

It should be noted that the data shown over the period is variable due to the impact of the Covid-19 pandemic, including lockdown procedures, school closures and absenteeism, which has significantly impacted on the data during this period of time.

Behaviour;

Numbers of pupils in comparison to the number of behavioural incidents, RPIs and exclusions over time

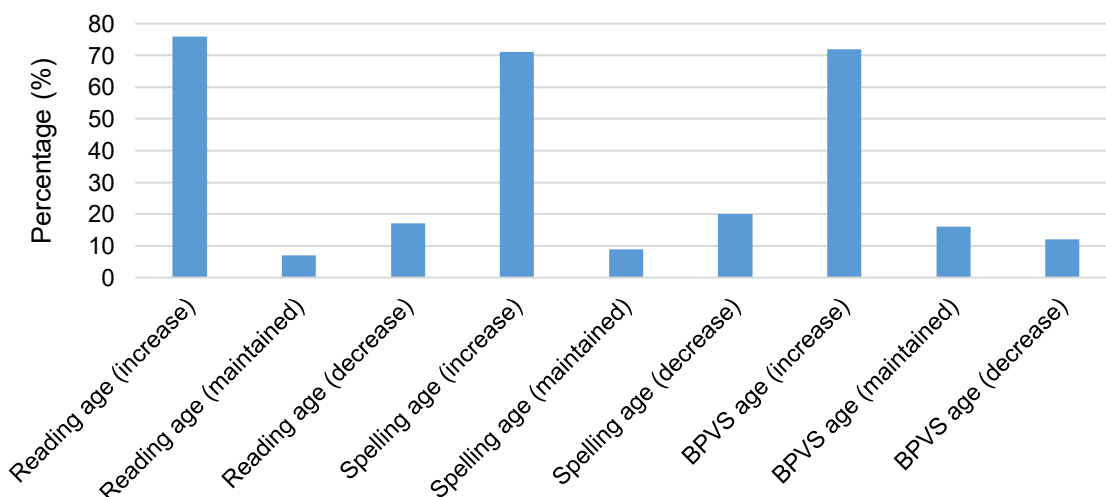
Behaviour Trends at YBC



Literacy;

Percentage of pupils who made progress with or maintained their reading/spelling/ BPVS scores

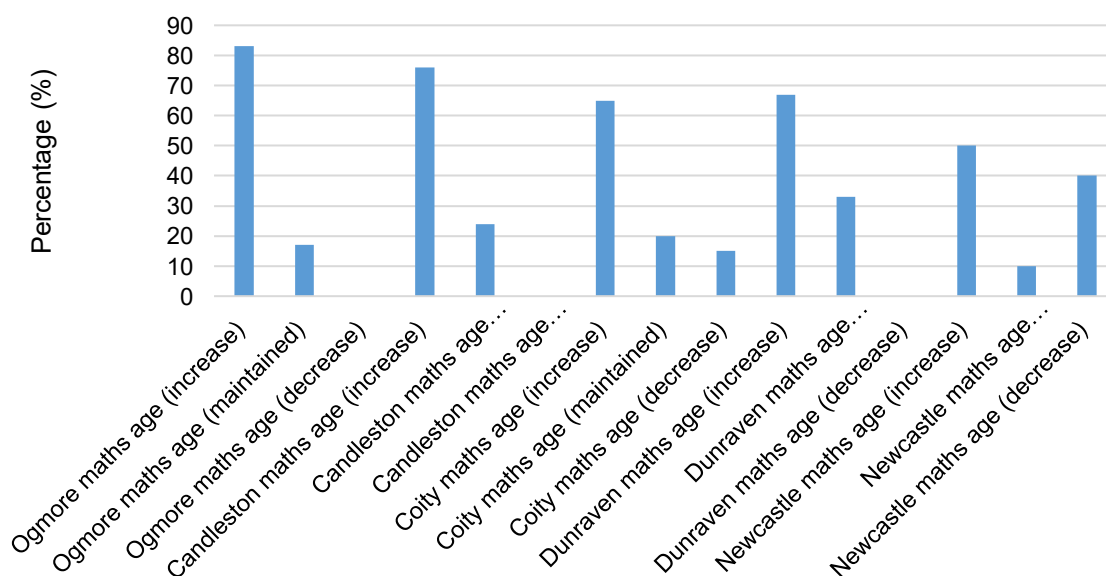
Whole School Literacy Data 2024/5



Numeracy;

Percentage of pupils who improved or maintained their AMT maths age

Numeracy Data 2024/25



Analysis of performance ; accredited qualifications - GCSE results 2024/25							Grade						
	SUBJECT		Number of pupils entered		A	B	C	D	E	F	G	U	X
	History		2						1			1	
	History unit 2		4				1	1					2
	History unit 3		2										2
	History unit 4		1									1	
	Mathematics - foundation tier		23					5	5	3	3	4	3
	Mathematics - higher tier		1			1							
	Mathematics - intermediate tier		1					1					
	Mathematics Numeracy - foundation tier		23					3	6	3	5	4	2
	Mathematics Numeracy - higher tier		1			1							
	Mathematics Numeracy - intermediate tier		1					1					
	English Language		17					3	5	6	2	1	
	English Literature unit 1		1				1						
	English Literature unit 2		1				1						
	English Literature unit 3		1					1					

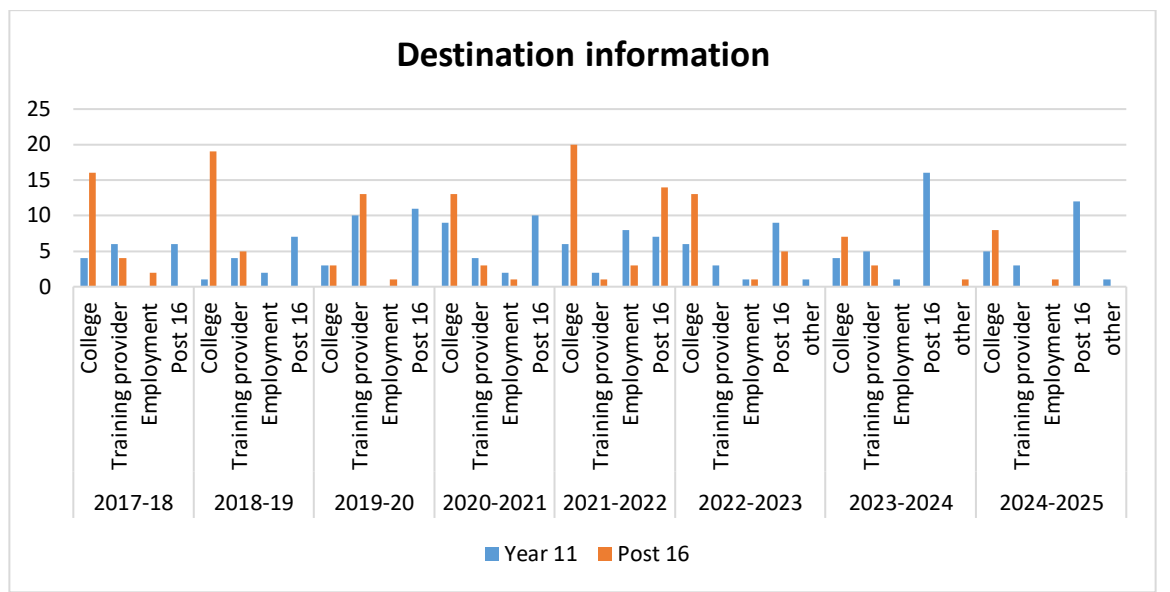
Analysis of performance ; accredited qualifications – Entry Level Certificates					Grade							
			Number of pupils entered		3		2		1		U	
	Mathematics - Numeracy	6	4		2							

Analysis of performance ; accredited qualifications - BTEC	BTEC		Level		Number of pupils achieving qualification							
	Home cooking skills		Level 1 award		1							

Analysis of performance ; accredited qualifications - AGORED	Academic Year		AGORED Cymru credits									
	2016/17		453									
	2017/18		508									
	2018/19		500									
	2019/20		421									
	2020/21		215									
	2021/22		280									
	2022/23		93									
	2023/24		19									
	2024/25		21									

Analysis of performance ; accredited qualifications – Welsh Baccalaureat e	Welsh Bacc. Summer 2025										
		Number of pupils entered	A	B	C	D	E	F	G	U	X
	Welsh Bacc. National/Foundation	2						2			

Destination of school leavers;



Ensuring our learners to stay healthy, safe and well supported at YBC including:

- Provision for pupils to participate and achievements in sport
- Action taken to promote healthy eating and drinking
- Provision and maintenance of toilet facilities

Sport and physical activity are promoted through formal and informal curriculum opportunities, which are supported by the provision of physical activities both within the school curriculum and as motivational activities. Examples include; Horse riding, Football, Swimming, Basketball, Rugby, Gym sessions.

YBC continues to support the South Wales Special School Sport Network, which provides sporting opportunities for special schools from across South Wales. YBC became the PE Direct All Wales ALN Cup Champions when we defeated Ysgol Bro Dinefwr from Llandeilo in the final.

Close links were developed with the FAW Inclusion Officer, to support the special schools to create a cup competition for ALN schools across South Wales, allowing pupils the opportunity to take part in a more formal sports offer which they otherwise may not have an opportunity to access.

A number of pupils completed JustB's ambassador training to become 'smoke free ambassadors' and took part in multiple sessions with NHS staff and were given the tools to be better informed when making choices about smoking/vaping.

YBC established with a fitness company called SmashYourFitness (<https://smashyourfitness.com/>) enabling pupils to ride bikes in a virtual environment.

Barod have supported pupils with monthly sessions at YBC, around substance misuse.

YBC hosted a visit from Hockey Wales, where pupils were shown drills and taught skills to improve their hockey game.

2 pupils were supported to access a 2-day Level 2 Food Hygiene course off-site with pupils from other schools, where the pupils showed outstanding behaviour and both completed the course – da iawn to both pupils.

Pupils also participated in an Urdd Athletics event at the NIAC centre in Cardiff.

Pupils receive input on a range of issues to promote their health and wellbeing including;

- County lines
- Knife crime

- Healthy relationships
- Making safe choices
- Online safety

The school is fully compliant with The Healthy Eating in Schools (Nutritional Standards & Requirements) (Wales) Regulations 2013. The 'Cwpan Bach' coffee shop delivers qualifications and has received a Food Hygiene Rating of 5 by the Food Standards Agency.

YBC actively supports the provision of open access to well-maintained, clean, private and safe toilet facilities throughout the school day, in order to promote the health, well-being and learning opportunities of all learners and ensure that good quality toilet facilities are provided throughout the school.

YBC recognises that well-maintained toilet facilities where learners feel comfortable and safe and have open access to throughout the school day, are essential for health, well-being, and learning. We value and respect our learners and want them to be able to benefit from good provision and practice. The school aims to;

- Keep all toilets open and available to learners throughout the school day. While learners can use toilet facilities at break and lunchtimes if they need to, we ensure learners have access at all times. If the toilets are not respected by learners, then the school may have to put systems in place to ensure they are maintained to a high standard.
- Ensure that the toilet and washroom facilities are suitable for the range of anticipated users, including learners with disabilities and special needs, with adequate lighting, fixtures and fittings.
- Ensure the toilet and washroom facilities cater for the needs of all learners and ensure these needs are met in a sensitive, informed and appropriate manner.
- Ensure that all toilet areas have properly maintained supplies at all times of warm and cold water, liquid soap, hand drying facilities and toilet tissue in dispensers, provided at a convenient height.
- Ensure sanitary disposal units in all female cubicles (for girls aged eight and over) are serviced on a regular basis and to provide sanitary dispensers in female toilet blocks (where applicable).
- Implement and maintain an effective toilet cleaning, supervision and inspection regime to ensure proper standards of provision and cleanliness through a Service Level Agreement with the Local Authority.

Additional information from Governing Body including;

- Celebration of achievements and community links
- Policy and prospectus
- The use of the Welsh language in the school by pupils of all age groups
- Development of the school environment

Celebration of achievements and community links including gifts made to the school

- Achievement of Level Two Careers Quality Mark Award
- Visits from Big Ideas Wales Role Models – these are people who have taken less traditional routes into their own business or job often due to personal challenges/struggles they faced. This makes them ideal candidates to relate to our pupils and offer them support and insight.
 - One of our first visits was from Lewys who is a Chiropractor from Sensorium.
- Screen Alliance Wales offered a workshop about animation in film.
- Development of podcast room the launch of the NHS National Vision for Children and Young People with a Learning Disability which was a very special event which took place at St Donat's Castle on 13th February – pupils were very proud to be asked and represented the school admirably.
- A school-wide gallery was created to celebrate the Eisteddfod, where the whole school came together in a vibrant celebration of Welsh culture and creativity, fostering a strong sense of community and cultural pride across the school.
- Construction company Willmott Dixon visited the school to engage pupils from the whole school to participate in a STEM workshop, to explore aspects of construction.



- Wooden Spoon who are the children's charity of rugby, kindly gifted tickets for the 6 Nations rugby game between Wales and England at the Principality Stadium on Saturday 15th March, and a hospitality reception in The Undercroft of Cardiff Castle prior to the game, for a group of pupils.
- An orchard was planted in the school grounds as part of a School Orchard Project with Keep Wales Tidy.
- Community based education including:
 - Cycling in the local community
 - Bryngarw Park
 - Duke of Edinburgh bronze expedition
 - Travel training for pupils
 - Rhondda Heritage Park
 - Swansea Waterfront Museum
 - Quad biking
 - RNLI station visit

The pupils, staff and Governing Body are very grateful to the local community who continue to support our learners in a range of different ways including through donating gifts to the school. During 2024/25, the school received the following gifts:

- Daily donations of bread from Allied Bakeries
- CGI donated a number of computer peripherals including monitors, keyboards etc.
- Mr. Sylvester Crowley donated £150 for extracurricular activities
- Bridgend Masonic Lodge donated £525 for Christmas gifts and an Easter Egg for each KS2 pupil at the school
- Various local businesses donated towards our Christmas raffle and Summer Fayre
- Apollo Teaching Services donated £446 for football boots to go with our football kit which was funded last year by another donation.

Policy and prospectus

The Governing Body continually reviews school policies on a rolling programme in line with Welsh Government, Local Authority and Central South Consortium guidance (as appropriate). As they are agreed, the relevant policies are placed on the [school website](#).

A list of the policies and guidance which were reviewed and adopted by the Governing Body in 2024/25 can be seen below:



- | | |
|--|---|
| 1. Exit Interview Protocol | 21. Privacy Notice for School Workforce March 2025 |
| 2. Carers Guidance | 22. Privacy notice Parents and Carers updated March 2025 |
| 3. CSC Disciplinary Policy | 23. Privacy Notice Visitors and Contactors to YBC Updated March 2025 |
| 4. DBS Policy | 24. YBC curriculum policy v2.0 March 2025 |
| 5. Flexible Working Policy | 25. Ysgol Bryn Castell Relationships and Sexuality Education Guidance v2.0 March 2025 |
| 6. CSC Performance Management Policy for teaching staff Sept 2024 YBC | 26. Anti-Bullying Policy |
| 7. CSC Performance Management - Support Staff (English) Sept 2024 YBC | 27. Access Arrangements |
| 8. YBC Performance Management additional information for staff 2024 to 2025 v1.0 | 28. Examination system contingency plan |
| 9. YBC School Safeguarding Policy 24 25 with DBS changes | 29. Examinations Policy |
| 10. School improvement plan | 30. GCSE controlled assessment policy |
| 11. School vision | 31. Malpractice in examinations and assessment policy |
| 12. Code of Conduct for Parents/Carers | 32. Non examination assessment policy |
| 13. School Uniform policy | 33. YBC recognition of prior learning policy |
| 14. Charging Policy | 34. Use of a word processor in exams policy |
| 15. Minibus/Vehicle Policy | 35. YBC appeals policy |
| 16. Transition Plan | |
| 17. Behaviour Policy v1.1 | |
| 18. Data Protection Policy updated March 2025 | |
| 19. Freedom of Information Policy and Publication Scheme Updated March 2025 | |
| 20. Privacy Notice for Governors and Volunteers March 2025 | |

Welsh language information

YBC are committed to Welsh Government's target of one million Welsh speakers by 2050 and are working toward achieving the Silver Welsh Language Charter, which will require commitment from a range of stakeholders.

The school promote Cwricwlum Cymreig both within and beyond the school, through a range of strategies including:

- Professional learning for staff in Welsh
- Educational visits for pupils that promote the Welsh language and culture
- Whole school celebration of the Eisteddfod

Development of the school environment

- Planting of orchard in school grounds.
- Refurbishment of girl's and boy's toilets in sports hall.
- Work with the School Traffic Action Group (STAG) of the Local Authority regarding developments to the campus around traffic management
- Development of a Podcast Suite
- Anti-climb measures fitted to parts of the school roof to reduce the risk of access.
- Further development of Memorial Garden area outside main reception - pupils have constructed wooden planters and a mosaic as a memorial for members of our school community we have sadly lost.
- Installation of EV charging points in the courtyard of The Bridge and to 2 parking spaces in the main car park

Financial information for 2024/25

Bridgend County Borough Council			
Run for Period 12 2023/2024 on 14/05/24			
School:	Ysgol Bryn Castell	Expenditure to period 12 as at 08/05/24	Spend of budget
Budget allocation:	£4,487,717		
Employee Related Expenses			
AA	TEACHING STAFF	2,181,044	49.58%
CA	CARETAKING	41,108	0.92%
LG	SENIOR LEARNING SUPPORT OFFICERS	240,223	5.35%
MB	SCHOOL CLERK	143,443	3.20%
MC	LEARNING SUPPORT OFFICERS	1,193,453	26.59%
MS	SCHOOL SITE MANAGERS	32,823	0.73%
MX	COVER SUPERVISORS	54,638	1.22%
WA & XX99	SUPPLY COVER AND AGENCY STAFF	709,017	15.80%
WX	EXTERNAL CONTRACTOR	18,004	0.40%
XX70	STAFF TRAINING	17,778	0.40%
XX91	GRATUITIES	899	0.02%
Total Employees		4,632,429	103.22%
Premises Related Expenses			
1005	REPAIRS & MAINT (DELEG'D)	47,589	1.06%
1101	MAINTENANCE OF GROUNDS	2,550	0.06%
1202	GAS (EXCL. LPG)	27,443	0.61%
1203	ELECTRICITY	63,606	1.42%
1302	PREMISES HIRE	-	0.00%
1501	WATER	9,680	0.22%
1611	FIRE RELATED FIXTURES	908	0.02%
1701	CONTRACTOR PAYMENTS	98,320	2.19%
1711	CLEANING MATERIALS (BUILDING)	3,064	0.07%
1721	PREMISES RELATED COSTS	5,349	0.12%
1805	SPECIAL PERILS INSURANCE	248	0.01%
Total Premises		258,757	5.77%
Transport Related Expenses			
2003	VEHICLE REPAIRS / MAINT	3,369	0.08%
2011	PETROL	2,069	0.05%
2014	VEHICLE INSURANCE	2,655	0.06%
2015	VEHICLE LICENCES	588	0.01%
2201	PLANT HIRE EXTERNAL	10,945	0.24%
2222	SCHOOL ACTIVITIES	11,991	0.27%



2401	CAR ALLOWANCES	1,030	0.02%
Total Transport		65,864	1.65%
Supplies and Services			
3000	SCHOOL EQUIPMENT	-	0.00%
3001	PURCHASE OF EQUIPMENT	-	0.00%
3002	EQUIP'T REPAIRS & MAINT.	1,361	0.03%
3005	EQUIPMENT INSURANCE	3,919	0.09%
3021	LICENCES (NON-VEHICLE)	1,074	0.02%
3031	OFFICE EQUIP. & FURNITURE	3,001	0.07%
3050	CAPITATION (ME)	8,255	0.18%
3053	CAPITATION	38,095	0.85%
3092	MEDICAL REQUISITES	427	0.01%
3202	SCHOOL MEALS	50,686	1.13%
3615	OTHER HIRED SERVICES/PROF FEES	58,813	1.31%
3620	POLICE CHECKS	438	0.01%
3731	OUT OF SCHOOL ACTIVITIES	198,229	4.42%
3752	COURSE FEES	16,240	0.36%
3780	PERSONNEL SLA	11,418	0.25%
3785	CLERK OF GOVERNING BODIES	1,650	0.04%
3793	CONTRIB. TO FUNDS	45	0.00%
3864	PURCHASE LEDGER SLA	3,222	0.07%
3865	CORPORATE LANDLORD SLA	15,303	0.34%
3866	MATERNITY SLA - SCHOOLS	3,016	0.07%
3875	SCHOOLS LEGAL SLA	800	0.02%
3876	CARETAKINGS SLA	1,150	0.03%
3877	FINANCE SLA	10,191	0.23%
3878	I.T. SLA	25,852	0.58%
5225	OTHER EXAM BOARD FEES	11,807	0.26%
5226	WASTE DISPOSAL CHARGES	4,687	0.10%
6802	COMPUTER COSTS: GENERAL	3,857	0.09%
6803	POSTAGES	1,308	0.03%
6804	TELEPHONE CHARGES	2,008	0.04%
6810	MOBILE TELEPHONES	2,979	0.07%
6821	PHOTOCOPYING	5,168	0.12%
6871	LIABILITY INS'NCE	117	0.00%
6873	LTS - INSURANCE PREM BEST	70,149	1.56%
7301	NON-IT EQUIP OPERATING LEASES	4,575	0.10%
Total Supplies and Services		454,171	12.47%
Capital Financing Costs			
5602	DIST. CLOTHING ALLOWANCE	-	0.00%
5603	PROV.ESSENTIAL CLOTHING	118	0.02%
Total Capital Financing Costs		118	0.00%
Total Expenditure		5,483,798	122.20%
Estimated Income			
8007	GOVERNMENT GRANTS	(335,967)	-7.49%
8242	OTHER CONTRS. ETC.	(540,177)	-12.04%
8311	SCHOOL MEALS SALES	(6,188)	-0.14%
8524	COMMISSION / INSURANCE	(100,055)	-2.23%
	EARMARKED RESERVES	(12,027)	-0.27
Total Estimated Income		(994,343)	-22.16%
Ysgol Bryn Castell			
Budget Allocation		4,487,717	
Estimated Income		994,343	

Underspend (+) or Overspend (-) in prior year	53,290	
Total Amount Available	5,535,350	
Total Estimated Expenditure	5,483,799	
Estimated Credit/Debit	51,552	

Pupil Deprivation Grant (PDG) 2023 to 2024

PDG April 2024 – April 2025	£ 98,900
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PDG initiative	Overview
School counsellor	Ysgol Bryn Castell employs a school counsellor who works flexibly with individual pupils, and their families, to provide targeted, compassionate support. This provision is offered both in school and at home, using a planned and responsive approach that adapts to emerging needs. Support can be delivered face-to-face, via telephone, FaceTime or by text message to promote engagement with hard-to-reach young people and their families. The counsellor works across Monday to Friday, at times that best meet the needs of pupils and families, with face-to-face sessions primarily offered between Tuesday and Thursday. Remote sessions, including text, audio, or FaceTime, can be arranged on any weekday and are available up to 9pm to accommodate differing circumstances. By working within and beyond the school day, the counsellor ensures that support is accessible, timely, and effective. This flexible model helps the entire YBC community to function as positively and efficiently as possible, promoting wellbeing and strengthening relationships across the school.
Mobile Behaviour Manager	The Mobile Behaviour Manager works with individual or small groups of pupils at various locations across BCBC including YBC, pupils' homes and other locations. They deliver bespoke packages that promote high standards of behaviour, engagement and attendance which are created with stakeholders, with a clear emphasis on improving attendance and supporting pupils to participate positively with education or training. The use of a mobile educational resource on a one-to-one or small group basis, allows greater engagement with those pupils who are most at risk of becoming Not in Education, Employment or Training (NEET), and currently showing very low engagement and/or attendance at school. The Mobile Behaviour Manager works with pupils to promote positive behaviour management, wellbeing, attendance and engagement of pupils, supporting them to work towards achieving self-regulation and independence. The number of pupils and engagement can range from short-term intervention to longer-term intervention dependent upon pupil need.
Basic Skills Support including support for literacy, numeracy and emotional wellbeing	24 pupils received intervention, of which: • 20/24 accessed and engaged in 1:1 literacy support • 2/24 accessed and engaged in 1:1 numeracy support • 2/24 accessed and engaged in 1:1 literacy and numeracy support Of these 21 pupils, 17/21 (80%) accessed literacy interventions, 2/21 (10%) access numeracy interventions, while 2/21 (10%) accessed both literacy and numeracy interventions. 3 pupils had insufficient data to be able to determine progress over the year. <u>Reading Progress</u> Of the 19 pupils with data available for reading progress:



	• 13/19 (68%) pupils improved their reading age • 3/19 (16%) pupils maintained their reading age • 3/19 (16%) pupils saw a decrease in their reading age <u>Spelling Progress</u> Of the 19 pupils with data available for spelling progress: • 15/19 (79%) pupils improved their spelling age • 4/19 (21%) pupils saw a decrease in their spelling age In summary, 84% of pupils accessing basic skills support improved or maintained their reading age and 79% improved or maintained their spelling age. <u>Numeracy Progress</u> Of the 4 pupils who accessed and engaged with 1:1 numeracy interventions: • 3/4 (75%) improved their maths age • 1/4 (25%) maintained their maths age In summary, 100% of pupils who accessed basic skills numeracy support, improved or maintained their maths age. A notably smaller number of pupils accessed numeracy support this academic year, with literacy sessions continuing to take precedence, as in previous years. However, some pupils who did not receive direct 1:1 specialist support but would benefit from additional literacy or numeracy intervention were able to access targeted in-class support. This was delivered through tools, resources, and strategies provided by the Basic Skills Officer and facilitated by classroom-based Support Staff Officers (SSOs). Pupils also had regular opportunities to seek further guidance, resources, and ongoing support from the Basic Skills Officer throughout the year.
Attendance Engagement Officer	The school employed an Attendance Engagement Officer to work with pupils, their families and multi-agency colleagues to help pupils re-engage with attendance at school, education and learning. The support offered is specific to each individual pupil and will depend upon their starting circumstances and barrier to engagement. Pupils who have been supported have all made progress, which is specific to their individual circumstances.
Special Support Officers – after end of school day	The school employs additional Special Support Officers to support pupils with Behavioural, Emotional and Social Difficulties, including Autism and Additional Learning Needs after school, when there have been challenges with home to school transport arrangements. This allows pupils to be supported by familiar staff and engaged with activities, if any challenges occur after the end of the school day with home to school transport arrangements. Any additional time is used to support learning by assisting in planning and preparing appropriate engagement activities and resources, and the assessment and recording of pupil data.

School improvement priorities for 2025/26 and beyond

The full [Ysgol Bryn Castell School Improvement Plan 2025 to 2026](#) is available to view in school and on the school website. The School Improvement Plan for 2025/26 continues with the same targets and includes the following activities:

Target	Title	Activities
1	Health and wellbeing of pupils, staff and the community of YBC (Post	• Improve pupil attendance through targeted support and multi-agency collaboration • Review and refine strategies and systems to support positive behaviour management at the school • Embed Positive Behaviour Support (PBS)

	Inspection Action Plan (PIAP) Recommendation 1 (R1))	• Work with colleagues both within and outside the school to review behaviour within a local and national context to reduce the impact of behaviours that challenge • The impact of the music provision will continue to be evaluated and improved to impact in a therapeutic, curriculum and motivational manner on the maximum number of pupils • Speech and language therapy to have an impact on all pupils at YBC • Further implement trauma-informed approaches • Strengthen emotional and mental wellbeing for pupils, staff and families • Achieve Gold Rights Respecting Schools Award • Enhance outdoor learning and forest school opportunities
2	Plan, implement and deliver the Curriculum for Wales at YBC (PIAP R2)	• Continue to implement and refine the Curriculum for Wales across all departments • Continue to improve the standard of teaching and learning at YBC • Ensure that all teachers have a clear understanding of pupils' progress and their next steps for learning • Develop the YBC Pupil Passport • Build on existing community engagement and partnership working to further broaden the opportunities for learners at YBC • Continue to build and embed international links with other schools and partners • Promote Welsh language and plurilingual experiences • The offer of support for those learners who are most disengaged with formal learning will develop over time, working towards increasing engagement with learning • Embed cross-curricular skills (literacy, numeracy, digital competence) and thematic learning
3	Responding to and embedding ALN reform and the continued growth of YBC	• Fully embed Additional Learning Needs (ALN) reform and person-centred planning. • Strengthen systems for Individual Development Plans (IDPs) and pupil documentation • Review and refine evaluation and improvement in-line • A more stable staffing position will have been achieved, including the addition of apprenticeships to the staffing structure • Support staff development and wellbeing through professional learning • Support the implementation of the leadership team and development of Middle and Senior Leaders at a local and national level • Work with the Local Authority to manage admissions and capacity at the school • Maximise the efficient use of the premises to accommodate pupil needs across BCBC

Term dates and session times for 2025/26

2025/26 Term Dates

Autumn Term 2025

Start: Monday 1 September 2025

Half-term: Monday 27 October 2025 - Friday 31 October 2025

End: Friday 19 December 2025

Spring Term 2026

Start: Monday 5 January 2026

Half-term: Monday 16 February 2026 - Friday 20 February 2026

End: Friday 27 March 2026

Summer Term 2026

Start: Monday 13 April 2026

Half-term: Monday 25 May 2026 - Friday 29 May 2026

End: Monday 20 July 2026

The School Day

The structure of the school day varies slightly in each department of the school to best-meet the needs of the learners, however registration and hand-over/taxi-time is consistent across the school.

An example of the school day for pupils can be seen below:

Monday – Thursday	08.50 – 09.10	Registration
	09.10 – 09.30	Session 1
	09.30 – 10.00	Session 2
	10.00 – 10.30	Session 3
	10.30 – 11.00	Session 4
		Break
	11.15 – 11.45	Session 5
	11.45 – 12.15	Session 6
	12.15 – 12.45	Session 7
	12.45 – 13.15	Session 8
		Lunch
	14.05 – 14.10	Registration
	14.10 – 14.40	Session 9
	14.40 – 15.10	Session 10
	15.10 – 15.20	Hand-over/ taxis
Friday Afternoon	14.05 – 14.45	Session 9/10 including Registration Hand-over/ taxis