

YSGOL  
MAESTEG



**GOVERNORS  
REPORT**

**@MAESTEGSCHOOL  
#MOTIVATEDTOSTRIVE  
#MAESTEG24**

**SPRING  
2024**

**GOVERNORS' ANNUAL REPORT TO PARENTS – SUMMARY REPORT  
JANUARY 2025**

**Introduction From the Chair of Governors – Mrs Kath Daly**

I am very pleased to be given the opportunity as Chair of Governors to present the Annual Report to parents.

Please note that some of the information in this report refers to the current school year 2024-2025, the financial year April 2024 – 2025 and some to the previous school year 2023-2024

**1. Meeting held with parents under section 94 of the School Standards Organisation (Wales) Act 2013**

The Governing Body will hold a meeting with parents/carer if required under the above mentioned Act.

**2. Next Parent Governor Elections:**

Status	Name	Term of Office Ends
Six Elected Parents	Mr Lyndon Powell	26.02.2028
	Mrs Louise Davies	26.02.2028
	Mrs Lara Morris	30.07.2027
	Mr Ben Burnell	26.02.2028
	<b>2 x VACANCIES</b>	

**Governors can be contacted via the clerk by  
emailing: [simonedelaney@schoolgovernancesolutions.com](mailto:simonedelaney@schoolgovernancesolutions.com)**

*Further advice for parents can be found on the Welsh Government's website at:  
<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>*

**3. Summer Examination Results 2024**

Please follow the link to My Local Schools for a breakdown of the examination results  
[Maesteg Comprehensive School \(gov.wales\)](#)

#### 4. Attendance Information for 2023-2024

2023-2024 (%)			All Wales
Boys	Girls	Total	
88.2	85.7	87.1	91.1
89.1	83.0	86.2	88.5
88.4	84.7	86.7	87.3
88.9	83.5	86.3	86.9
82.4	83.6	83.0	85.7
<b>87.5</b>	<b>84.0</b>	<b>85.9</b>	

2023-2024	
EFSM	80.01 %
Non – FSM	89.14 %
eFSM-nFSM diff	9.1 %

#### 5. Provision for Sport

In years 7 -9 , there are 5 lessons of Health and Wellbeing per fortnight, 3 of which are games lessons. In years 9 – 11, there are 4 lessons of Health and Wellbeing per fortnight, 2 of which are games lessons. The school has a comprehensive range of sporting and extra-curricular activities for pupils to participate in. Information regarding these activities is on the school website and contained within our termly Newsletters. The school has the following facilities: sports hall; gymnasium; multi gym; dance studio; Astro turf; tennis courts; rugby and football pitches and netball courts. In all year groups we participate in local and national competitions and tournaments in team sports such as dance, football, rugby and netball, cross country and athletics. There is also an annual sports day where pupils compete for their allocated house.

#### 6. Summary of School Improvement Plan 2023-2024

The school has set five key priorities which it is working on to continue to raise outcomes for all learners through both provision and leadership. Departmental performance data for all key stages is examined in detail and discussed at scheduled meetings with each Director of Learning in September-October of each academic year. These discussions identify trends, ensure transparency and accountability and inform our annual planning.

Skills

Teaching and Learning

Raising Standards

Inclusion

Visionary Leadership

Ethos

	2023-2024	2024-2025	2025-2026
<b>Skills (RME)</b> <b>AMBITIOUS, CAPABLE LEARNERS</b>	The majority <sup>1</sup> of pupils will be able to use LNF and DCF skills across the curriculum with a good degree of competence	Most <sup>1</sup> pupils will be able to confidently transfer LNF and DCF skills from one context to another throughout their learning experiences	Almost all <sup>1</sup> pupils demonstrate excellent progress in skills development. They apply a range of skills independently and with confidence.
<b>Teaching and Learning (DDE)</b> <b>ENTERPRISING, CREATIVE CONTRIBUTORS</b>	Teachers will consistently employ DR ICE across the school to challenge and stretch pupils so that they make good progress  All teachers to apply RESPECT strategies consistently to develop positive relationships with pupils	Teachers demonstrate high expectations of pupils and ensure that all pupils are challenged in lessons and impact is evident in the progress they make. Blended learning is a key feature of all lessons.  RESPECT ethos embedded throughout the school at all times of the school day	Teachers consistently stretch and challenge all pupils so that all pupils make excellent progress. <b>Those who need to make most progress do so and catch up with peers.</b>  All pupils and all staff enjoy respectful relationships that are evident in excellent lessons and in pupils' behaviour around the school
<b>Raising standards (AMS&amp; NJS)</b> <b>AMBITIOUS CAPABLE LEARNERS</b>	Many <sup>1</sup> pupils will achieve their target grades and will make good progress between key stages. Targets are set in an equitable way to ensure the school are not aiming for attainment gaps.	Most <sup>1</sup> pupils will achieve their target grades and will make very good progress between key stages	Almost all <sup>1</sup> pupils will achieve their target grades and will make excellent progress between each key stage.
<b>Inclusion (KHS)</b> <b>HEALTHY, CONFIDENT INDIVIDUALS</b>	Develop opportunities for all pupils to engage in learning experiences that lead to success, taking into consideration barriers that some learners may need to overcome.	Almost all <sup>1</sup> pupils will experience an appropriate pathway that leads to a successful futures	Almost all <sup>1</sup> pupils will thrive as a result of an enriching and worthwhile learning pathway that ensures happiness and success
<b>Visionary (HJS)</b> <b>ENTERPRISING, CREATIVE CONTRIBUTORS</b>	School's vision embedded throughout the school and is evident in everything we say, do and see	Distributed leadership is extremely effective at all levels in bringing about whole school improvement	The school is developing as a respected learning organisation and an environment where innovation and pedagogy enthuse and motivate learners
<b>Ethos (THL)</b> <b>HEALTHY, CONFIDENT INDIVIDUALS EHTICAL, INFORMED CIITZENS</b>	All pupils will be encouraged to demonstrate 'Growth Mindset' attitudes to learning and know what 'resilient' looks like.	Most pupils <sup>1</sup> are able to anticipate barriers to success and can plan accordingly in order to overcome these barriers	All pupils know how to act when things don't go their way and can reinvigorate their motivation to turn setbacks into success.

**GOVERNORS' ANNUAL REPORT TO PARENTS – FULL REPORT**  
**JANUARY 2024**

**1. Members of the Governing Body**

**Structure of the Governing Body:**

<b>Status</b>	<b>Name</b>	<b>Term of Office Ends</b>
<b>Five LA Governors</b> <i>(appointed by the Local Authority)</i>	Mr William Owain White	18.09.2027
	Mrs Anjali Sharma-Thomas	13.06.2026
	Mrs Elizabeth Jones	15.01.2028
	Mrs Susan Penny	15.01.2028
	Mr Andrew Charles	24.09.2028
<b>Six Elected Parents</b>	Mr Lyndon Powell	26.02.2028
	Mrs Louise Davies	26.02.2028
	Mrs Lara Morris	30.07.2027
	Mr Ben Burnell	26.02.2028
	<b>2 x VACANCIES</b>	
<b>The Headteacher</b>	Mrs Helen Jones	
<b>Two Elected Teachers</b>	Mrs Bethan Jones	28.09.2025
	Ms Kirsty Wadden	28.09.2025
<b>One Elected Non Teacher</b>	Mrs Tracey Lewis	23.11.2026
<b>Five Community Governors</b> <i>(appointed by the Governing Body)</i>	Mrs Kath Daly – CHAIR	05.06.2028
	Mr Chris Buttle – VICE CHAIR	05.06.2028
	Cllr Idris Williams	24.03.2025
	Mrs Jen McHugh-Phillips	30.06.2025
	Mrs Lynsey Morris	13.03.2028

Governors are volunteers; people who care about teaching, learning and children. They represent people in the local community, parents / carers of children in the school and the staff of the school. They are part of a team which accepts responsibility for everything a school does and are committed to attending termly meetings and other occasions, when needed.

Governors are willing to learn and attend governor training sessions held by the Local Authority and occasionally training provided in school. They are able to act as a friend who supports the school, but are still able to cast a critical eye upon how the school works, the standards it achieves and the progress it is making towards its priorities.

Governors act as a link between parents / carers, the local community and the school. Our Governing Body has met every term since September 2023. The Headteacher's detailed written report about the school has been presented and considered at each meeting. A range of sub committees has also met throughout the academic year to look at wider issues. Minutes of all these meetings are available at the school for anyone who wishes to read them.

Governors have visited the school to enjoy concerts, school productions, Annual Awards Evening, and many other cultural, social and academic activities. Governors have attended training courses arranged at local and national level.

In addition to the normal pattern of meetings, special meetings are convened for particular purposes, e.g. staffing appointments, major policy decisions, curriculum, staff re-organisation, finance and health & safety, premises etc.

The Governing Body has taken a full role in continuing our development as a school and in supporting our endeavours in raising standards for all pupils in our care. All statutory and recommended school policies and procedures are reviewed and ratified by the Governing Body annually. Policies are available on our website or from the school.

## 2. Full Financial Statement – Chair of Finance Committee Mr Chris Buttle

I am pleased to report that despite the predicted deficit budget situation, the school continues to manage its budget through stringent measures to ensure that this deficit was significantly reduced. The closing figure for 2023/2024 was a balance of £432,591.84

### Schools Outturn Closing Balances 2023-24

Cost Centre	School	Revised Budget	Net Spend 2023-24	Balance C/F 2023-24	Balance as % of funding
4811	Archbishop McGrath Catholic School	5,191,987.85	4,773,420.41	418,567.44	8.88%
4782	Brynteg Comprehensive School	9,618,773.60	9,566,661.74	52,111.86	0.57%
4785	Bryntirion Comprehensive School	7,291,746.22	6,900,855.33	390,890.89	5.69%
4787	Coleg Cymunedol y Dderwen	8,364,696.20	8,294,676.63	70,019.57	0.85%
4786	Cynffig Comprehensive School	5,825,526.68	5,381,118.42	444,408.26	8.51%
4788	Maesteg Comprehensive School (PFI)	7,120,874.98	6,884,260.00	236,614.98	3.54%
4796	Pencoed Comprehensive School	6,438,762.87	5,972,107.37	466,655.50	7.97%
4797	Porthcawl Comprehensive School	7,199,398.27	6,858,044.25	341,354.02	5.08%
4775	YGG Llangynwyd	4,619,009.43	4,451,474.32	167,535.11	3.78%
	<b>Total Secondary including Post 16</b>	<b>61,670,776.11</b>	<b>59,082,618.47</b>	<b>2,588,157.64</b>	<b>4.47%</b>

### 3. Community Links

A community-focussed school is one that: 'provides a range of services and activities', often beyond the school day, to help meet the needs of its pupils, their families, and the wider community. The development of community-focused schools is not just a short-term project or initiative, but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people, and adults. The school works very closely with the local community including Police and other essential services who regularly visit the school. Strong links have been developed with several organisations. The following is a selection of links we actively develop with the community: School facilities are used by the community outside normal school hours e.g. Activities on the Astro-turf, sports hall etc.

- Neighbourhood Policing Team
- Careers Wales
- Foodbank Donations
- School Uniform Donations
- School Nurse and Health Service
- Prevention and Wellbeing Team in Bridgend
- Welsh Baccalaureate Community Projects
- Prince's Trust
- Maesteg Town Hall
- Noddfa, Caerau Development Trust and Nantfyllon Rugby Club
- Delallio Project
- Ospreys in the Community Programme

### 4. Summary of any review of policies, strategies adopted by Governing Body 2023-2024

The Policies and Procedures Handbook is an integral part of the Staff Handbook. All policies have been updated as necessary by the Headteacher and Leadership Group. All policies are available from the school.

#### **Autumn Term 2023**

- BCBC Autumn Term Report from the Corporate Director, Education and Family Support – message and report details noted.
- BCBC Education Outturn Statement – content noted.
- BCBC Guidelines for calculating Annual Leave for Term Time Support Staff – adopted.
- BCBC Governor Training – noted.
- BCBC Discretions Policy – adopted
- BCBC Early Retirement, Ill-Health Retirement and Redundancy Policy – adopted
- Flexible Retirement Policy – adopted
- BCBC – Child Protection Training – noted
- BCBC Fixed Penalty Notices for Unauthorised Absences from Schools - noted
- Maesteg School Uniform Policy – adopted
- Maesteg School Anti-bullying Policy – adopted
- Maesteg School 'Code of Conduct for Parents, Carers and Visitors' - adopted

#### **Spring Term 2024**

- BCBC Spring Term Report from the Corporate Director, Education and Family Support – message and report details noted.
- BCBC Bridgend Code of Conduct – adopted
- BCBC Guidance on pregnancy loss – adopted
- BCBC Guidance on Annual Leave for Term Time Staff when Absent in the School Holidays – adopted

- BCBC Food and Fun - noted

### **Summer Term 2024**

- BCBC Summer Term Report from the Corporate Director – message and details noted
- BCBC Exit Interview Protocol – adopted.
- BCBC Careers Guidance – adopted
- BCBC Corporate Learning & Development - noted

## **5. Summary of changes to School Prospectus**

A Prospectus is issued to parents when pupils are first admitted to school. The school also issues guidance booklets to parents and specific guidance booklets before selecting options at yr 8 and yr 11. No changes were made to the school prospectus in 2023-2024. The school also creates a Sixth Form prospectus which is updated annually and issued to students and parents who are considering returning to the school to study for A level and/or alternative Level 3 course. All Prospectus documents are available on the school's website.

## **6. Term Dates for 2024-2025**

### **Autumn Term 2024**

**Start:** Monday 2<sup>nd</sup> September 2024

**Half-term:** Monday 28<sup>th</sup> October 2024 - Friday 1<sup>st</sup> November 2024

**End:** Friday 20<sup>th</sup> December 2024

### **Spring Term 2025**

**Start:** Monday 6<sup>th</sup> January 2025

**Half-term:** Monday 24<sup>th</sup> February 2025 - Friday 28<sup>th</sup> February 2025

**End:** Friday 11<sup>th</sup> April 2025

### **Summer Term 2024**

**Start:** Monday 28<sup>th</sup> April 2025

**Half-term:** Monday 26<sup>th</sup> May 2025 - Friday 30<sup>th</sup> May 2025

**End:** Monday 21<sup>st</sup> July 2025

### **INSET Days 2024-2025 Academic Year**

The Welsh Government has provided an additional INSET Day for the academic year 2024-2025. INSET days at Maesteg School for the 2024-2025 academic year are as follows:

**Monday, 2<sup>nd</sup> September 2024**

**Friday 29<sup>th</sup> November 2024**

**Monday 17<sup>th</sup> February 2025**

**Friday 23<sup>rd</sup> May 2025**

**Friday, 27<sup>th</sup> June 2025**

**Monday, 21<sup>st</sup> July 2025**



## 7. Curriculum Statement

In September 2023, Maesteg School formally adopted the full curriculum and assessment requirements of the Curriculum for Wales (CfW) Framework.

### Maesteg School Curriculum Vision

Our curriculum is based on the principles of empowerment, equity and aspiration. We wish for our young people to gain the knowledge and skills to become ever-more powerful thinkers, communicators and leaders in the communities they inhabit. We wish them to have the courage to challenge what they know is wrong; the kindness to respond to others; the resourcefulness to always seek out answers; and the character to lead a fruitful and rewarding life. Our knowledge-based and pupil-centred curriculum allows all our children to experience each day a school which strives to transform them into agents of change and be always 'motivated to strive'.

Our school curricular vision was developed over a period of twelve months through a range of engagement and professional activities including discussions with our pupils, staff, parents, governors and local schools. Each of these have helped to inform decisions regarding the design of our curriculum and have included:

- Our school leaders and teachers considered reading and research into aspects of curriculum design, at school-, subject-, and inter-disciplinary-level.
- Our involvement in the 'Pioneer School' programme over the last five years and exploration of different curriculum models as a result.
- Teachers' involvement in Action Research into the Four Purposes and using this to explore links between curriculum, pedagogy and learning.
- Use of surveys with parents in which they were asked what they thought their children should learn and which learning dispositions they should develop.
- Collaborative work with the Maesteg cluster primary schools to ensure a continuum of experience for learners.
- Educational visits by staff to schools in Finland, Iceland and across England to learn more about curriculum design.
- Continual and on-going partnership work with a range of providers and organisations both within the educational context and outside of it to develop enriching and educational experiences.

Our curriculum is designed to allow all learners to realise the characteristics and mindset set out in the Four Purposes (ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals) and provides for appropriate progression. This is achieved through:

- Maesteg school's adoption of the 'Areas of Learning and Experience (AoLEs)' to structure the learning experiences of each child. These are: Expressive Arts; Health and Wellbeing; Humanities; Language, Literacy and Communication; Mathematics and Numeracy; and Science and Technology.
- The use of the What Matters statements to develop conceptual threads through each subject and across AoLEs.
- A series of pedagogical principles and strategies to support and complement the requirements and opportunities of this curriculum.

The school also aligns to the mandatory requirements of teaching:

- Welsh
- English
- Religion, Values and Ethics (RVE)
- Relationships and Sexuality Education (RSE)
- Cross-curricular skills of literacy, numeracy and digital competence

'Cross Cutting Themes' are also incorporated throughout the curriculum:

- Children's Rights (UNCRC)
- Relationships and Sexuality Education
- Diversity
- Local, National and International Context
- Careers and Work-Related Experience

Ensuring that our children makes progress, regardless of a learner's stage of development or starting point, is at the heart of all our curriculum design. Our principles of progression are:

- Increasing effectiveness: we aim for our pupils to become more independent, curious and self-motivated as a result of the learning experiences we plan.
- Increasing breadth and depth of knowledge: each of our AoLEs approaches planning according to the concepts which teachers at Maesteg School regarded as essential to learning and progression.
- Deepening understanding of the ideas and disciplines within the Areas: pupils focus on at least one new 'Context for Learning' or topic within each AoLE each term. The 'traditional' discrete subjects within these AoLEs all contribute to and develop learning in reference to this topic.
- Refinement and growing sophistication in the use and application of skills: Assessment within AoLEs operate along the principles of mastery learning and are open-ended to allow pupils to make links across their learning and demonstrate disciplinary knowledge. We want our pupils to become increasingly confident and inquisitive experts within the fields of the AoLEs.
- Making connections and transferring learning into new contexts: Pupils are given opportunities to use the learning from one AoLE to enrich and challenge their learning in other areas.

Our school improvement planning and review cycle will continue to focus on ensuring that our curriculum will continue to meet the needs of our learners, ensure our pupils make progress and is in line with our overall school vision. We will continue to seek and employ the feedback from pupils, staff, parents, Governors, cluster schools and evidence-based research to amend and refine our curriculum design.

### **Maesteg School's Motto**

**Motivated to Strive (MS)**

### **Additional Learning Need (ALN)**

The school is a fully inclusive environment. The School's policy for the identification, assessment, and provision for pupils with Additional Learning Needs is consistent with the requirements of the Special Educational Needs Code of Practice for Wales issued by the Welsh Assembly Government in January 2002 and ALNET Act 2018.

The School's Additional Learning Needs Co-ordinator (ALNCo) works closely with all other members of staff to ensure that individual education plans are developed and implemented to meet the needs of pupils, appropriate to those who require them. This process will develop to include the creation of Individual Development Plans (IDPs) under the guidance of the new ALNET Act (2018) from 2022. The School complies with the requirements and timeline of the ALNET Act (2018).

The school's policy for identification, assessment and provision for students with Additional Learning Needs is consistent with the requirements of the Additional Learning Needs Code for Wales (approved by the Senedd on 23<sup>rd</sup> March 2021) under section 4 of the Additional Learning needs and Education Tribunal (Wales) Act 2018.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential. This is completed during allocated meeting time and training days.

The school also has a CARE Base Local Authority Provision to support pupils with Speech and Language difficulties.

### **Access for Disabled Pupils**

The Governing Body is mindful of the requirements set down by the relevant statutory legislation and guidance in drawing up school documents and in the day-to-day operation of the whole site. The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure / sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process. The school has in place an Accessibility Plan and a Strategic Equality Plan.

**The School Day / Timetable**

In the 2023-2024 academic year, the school operated a 50 lesson, two-week timetable as follows:

**Maesteg School: Lesson Times**

Lesson	Time	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
Reg	8.40 – 9.10	Registration					
1	9.10-10.05	1	1	1	1	1	1
2	10.05-11.00	2	2	2	2	2	2
Break	11.00 – 11.20	Morning Break					
3	11.20 – 12.15	3	3	3	3	3	3
4	Lesson start/end depends on lunch	4 (S:12.50) (E:13.50)	4 (S:12.50) (E:13.50)	4 (S:12.15) (E:13.15)	4 (S:12.15) (E:13.15)	4 (S:12.15) (E:13.15)	4 (S:12.15) (E:13.50)
Lunch	12.15 – 13.50	12.15-12.50	12.15 – 12.50	13.15-13.50	13.15 – 13.50	13.15 – 13.50	Depends on timetable
5	13.50 – 14.50	5	5	5	5	5	5
End	14.50	End of School Day					

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## **8. Language category**

Formal Welsh Second Language provision in the school is different at KS3 and KS4. At Key Stage 4, all pupils study GCSE Welsh Second Language and all pupils are entered for an examination at the end of year 11. We also offer Welsh at A level in collaboration with other schools in Bridgend Borough. Outside of lessons the school promotes the use of the Welsh language reflecting our unique culture and heritage. We ensure that pupils learn and celebrate their Welsh heritage and culture. Cynefin is central to our curriculum development through the new Curriculum and we promote the use of the Welsh language via our annual Eisteddfods and form tutor periods as well as residential trips and our whole school bilingual approach. The school was awarded the Siarter Iaith Silver Award in 2023-2024 and will pursue the Gold Award in 2024-25.

## **9. Toilet facilities and cleaning**

The school meets Health and Safety requirements for the number of toilets needed for the pupils on roll. The school also has disabled toilets on each floor. All toilets are cleaned daily and as required throughout the day.

The school site is in excellent condition and very well maintained by our PFI team and our site management team.

## **10. Action to promote Healthy Eating and Drinking**

Health and wellbeing is paramount at our school, not only for our students but also for our staff. We strive to ensure that the school environment is a safe, happy and respectful place where all members of the community tolerate and respect each other and celebrate and embrace diversity. The school works hard to continue to invest in and improve its provision in relation to both physical and mental health and wellbeing. This has included development of restorative approaches, behaviour intervention strategies, Emotional Literacy Support Assistant services as well as continuing to invest in whole staff training in this area. Physical health has been developed through an extensive range of extracurricular sporting clubs for pupils to take advantage of, as well as whole school events such as the annual Wellbeing Day which has become a hugely anticipated whole school event to end the summer term.

The school has, for some years now, run and managed its own catering service. Our comprehensive menu is in line with relevant Welsh Government guidance and promotes healthier food choices through a fresh salad bar, jacket potato counter, fruit pots as well as a nutritionally-balanced hot main meal which is very popular with both pupils and staff. Curriculum provision ensures that health, fitness and wellbeing are key areas which are delivered to all pupils via our Health and Wellbeing Team.

### 11. School Leavers / Destination Data

The following table presents school leavers / destination data for Year 11, Year 12 and Year 13 students from the academic year ending Summer 2023. This data was received in the school year 2023-2024.

Year Group gender	Year 11											
	Female		Male		Other		Prefer Not To Say		Total		Female	
Destination Category	TotalClients	%	TotalClients	%	TotalClients	%	TotalClients	%	TotalClients	%	TotalClients	%
Continuing in full-time education - Same School	36	45.00%	30	36.14%	0	0.00%	0	0.00%	66	40.49%	38	82.61%
Continuing in full-time education - School	3	3.75%	1	1.20%	0	0.00%	0	0.00%	4	2.45%	0	0.00%
Continuing in full-time education - College	27	33.75%	38	45.78%	0	0.00%	0	0.00%	65	39.88%	2	4.35%
Continuing in full-time education - HE	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
GAP Year	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Continuing in Part-time Education	1	1.25%	2	2.41%	0	0.00%	0	0.00%	3	1.84%	0	0.00%
Entering employment outside WBTFP	3	3.75%	6	7.23%	0	0.00%	0	0.00%	9	5.52%	2	4.35%
Entering WBTFP (employed status)	1	1.25%	0	0.00%	0	0.00%	0	0.00%	1	0.61%	1	2.17%
Entering WBTFP - (without employed status)	2	2.50%	0	0.00%	0	0.00%	0	0.00%	2	1.23%	1	2.17%
Unable to Enter Emp. Ed or WBTFP (Unemployed)	2	2.50%	1	1.20%	0	0.00%	0	0.00%	3	1.84%	0	0.00%
Unable OR NOT READY to enter Emp. Ed or WBTFP (e.g. due to illness, custodial sentence)	1	1.25%	1	1.21%	0	0.00%	0	0.00%	2	1.23%	1	2.17%
Known to have left the area	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Not responding to follow-up and therefore unknown	4	5.00%	2	2.41%	0	0.00%	0	0.00%	6	3.68%	1	2.17%
To be updated	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
(unknown)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>80</b>	<b>100.00%</b>	<b>81</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>161</b>	<b>100.00%</b>	<b>46</b>	<b>100.00%</b>

Year Group gender	Year 11				Year 12					
	Total		Female		Male		Prefer Not To Say		Total	
Destination Category	TotalClients	%	TotalClients	%	TotalClients	%	TotalClients	%	TotalClients	%
Continuing in full-time education - Same School	66	40.49%	38	82.61%	26	86.67%	0	0.00%	64	84.21%
Continuing in full-time education - School	4	2.45%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Continuing in full-time education - College	65	39.88%	2	4.35%	2	6.67%	0	0.00%	4	5.26%
Continuing in full-time education - HE	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
GAP Year	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Continuing in Part-time Education	3	1.84%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Entering employment outside WBTFP	9	5.52%	2	4.35%	1	3.33%	0	0.00%	3	3.95%
Entering WBTFP (employed status)	1	0.61%	1	2.17%	0	0.00%	0	0.00%	1	1.32%
Entering WBTFP - (without employed status)	2	1.23%	1	2.17%	0	0.00%	0	0.00%	1	1.32%
Unable to Enter Emp. Ed or WBTFP (Unemployed)	3	1.84%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unable OR NOT READY to enter Emp. Ed or WBTFP (e.g. due to illness, custodial sentence)	4	2.45%	1	2.17%	0	0.00%	0	0.00%	1	1.32%
Known to have left the area	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Not responding to follow-up and therefore unknown	6	3.68%	1	2.17%	1	3.33%	0	0.00%	2	2.63%
To be updated	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
(unknown)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>163</b>	<b>100.00%</b>	<b>46</b>	<b>100.00%</b>	<b>30</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>76</b>	<b>100.00%</b>

Year Group gender	Year 12		Year 13						Total	
	TotalClients	%	Female		Male		Prefer Not To Say		Total	
Destination Category	TotalClients	%	TotalClients	%	TotalClients	%	TotalClients	%	TotalClients	%
Continuing in full-time education - Same School	64	84.21%	0	0.00%	1	3.70%	0	0.00%	1	1.32%
Continuing in full-time education - School	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Continuing in full-time education - College	4	5.26%	7	14.29%	0	0.00%	0	0.00%	7	9.21%
Continuing in full-time education - HE	0	0.00%	27	53.10%	9	17.33%	0	0.00%	36	47.37%
GAP Year	0	0.00%	3	6.12%	0	0.00%	0	0.00%	3	3.95%
Continuing in Part-time Education	0	0.00%	0	0.00%	1	3.70%	0	0.00%	1	1.32%
Entering employment outside WBTFP	3	3.95%	5	10.20%	10	21.04%	0	0.00%	15	19.74%
Entering WBTFP (employed status)	1	1.32%	2	4.08%	0	0.00%	0	0.00%	2	2.63%
Entering WBTFP - (without employed status)	1	1.32%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unable to Enter Emp. Ed or WBTFP (Unemployed)	0	0.00%	0	0.00%	1	3.70%	0	0.00%	1	1.32%
Unable OR NOT READY to enter Emp. Ed or WBTFP (e.g. due to illness, custodial sentence)	1	1.32%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Known to have left the area	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Not responding to follow-up and therefore unknown	2	2.63%	5	10.20%	5	10.51%	0	0.00%	10	13.16%
To be updated	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
(unknown)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total</b>	<b>76</b>	<b>100.00%</b>	<b>48</b>	<b>100.00%</b>	<b>27</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>76</b>	<b>100.00%</b>