

case STUDY

Bryntirion Comprehensive School

Ann Jenkins Deputy Headteacher and Project Manager



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Bryntirion Comprehensive School in Bridgend, South Wales has more than 1000 pupils aged from 11-18 years. The school approached Lisol in 2004 to implement a solution for pupil tracking and report writing and have been using the system for almost a year.

The school has a teaching staff of 65 who were spending thousands of man hours preparing interim and full reports by hand. Administrative staff were tasked with the preparation, correction, dissemination and collection of OMR sheets, a task with a turnaround time of around eight weeks per assessment. *Pathways for Schools' Pupil Data Pathway* has significantly reduced the scale of this work, allowing teaching and administrative staff to concentrate on more productive tasks.

“ Reports can be accessed online instantly ”

Deputy Headteacher and Project Leader for Pathways for Schools Ann Jenkins at Bryntirion comments on the success of the system,

"One of the most useful aspects of the **Pupil Data Pathway** is the ability to track pupils' progress against targets we've set for them. We then use this information to establish which students appear to be underachieving and can act quickly to intervene and provide support. Equally, we can identify those pupils who are exceeding targets and amend them to ensure we're allowing them to reach their full potential."

Key Stage 3 testing in Wales will no longer be used to assess performance so secondary schools will need to develop robust internal auditing systems to measure pupil performance. *Pathways for Schools* is a ready made, working solution.

Observations of the key system qualities include

The fact that all staff have their own personalised areas on the system has led to a heightened sense of **ownership**. Teachers can refer to historical information and can make amendments to data up until publication dates.

Previous years reports can be stored on the system for an infinite amount of time negating the need for physical storage of paper based copies and reports can be **accessed instantly** so if a parent is visiting at short notice or is making a telephone call, a child's report can be accessed via the system immediately.

Staff can complete their work without having to rely on others having completed their work. *Pathways for Schools* allows teachers to **work concurrently** and therefore a teacher can enter their comments and grades without having to wait for their turn in the process - with *Pathways for Schools*, all teachers are able to work collaboratively and the system then collates the information as the school requires. There is no chain effect, everything happens concurrently.

Quality assurance checks can be made by all teaching staff throughout the process.

Interim reports can now be **turned around comfortably in three to four days**, with a full report taking approximately one to two weeks depending on the time of year.

Data which was entered for reports can be cross referenced with targets and potential indicators to establish both progress and under achievement. This used to be done by skilled ICT users, *Pathways by for Schools* provides **simple, effective tools to empower all teachers**.

Ann says: "During the report writing process, stress levels were visibly heightened and both our teaching and administrative staff would really feel the pressure. Since we started using *Pathways for Schools*, I hardly even notice it's that time again. Staff have become increasingly confident using this new online method and are mentoring each other which is really great to see.

We are now looking to extend our use of *Pathways for Schools* throughout the next academic year to further streamline our processes and allow parents to access information online about their child's academic progress."