

Meeting of:	CABINET COMMITTEE EQUALITIES AND EMPLOYEE RELATIONS
Date of Meeting:	3 JUNE 2026
Report Title:	UPDATE ON EQUALITIES WORK WITHIN SCHOOLS (SCHOOL YEAR 2024-2025)
Report Owner / Responsible Chief Officer/Cabinet Member	CORPORATE DIRECTOR – EDUCATION, EARLY YEARS AND YOUNG PEOPLE CABINET MEMBER – EDUCATION AND YOUNG PEOPLE
Responsible Officer:	NEIL ARBERY LEAD OFFICER STRATEGIC DEVELOPMENT (PRIMARY)
Policy Framework and Procedure Rules:	There is no impact on the policy framework or procedure rules.
Executive Summary:	This report provides an update on the Education, Early Years and Young People Directorate’s response to racial and/or discriminative incidents within schools.

1. Purpose of Report

- 1.1 The purpose of this report is to provide Cabinet Committee Equalities and Employee Relations (CCEER) with information on racial and/or discriminative incidents within schools, as monitored using the Discrimination Incident Report Form.
- 1.2 The report will also outline how the local authority has improved communication with schools around reporting incidents of discrimination, along with information on good practice within schools.

2. Background

- 2.1 In the school year 2023-2024, there were 67 reported incidents of discrimination by schools across Bridgend. This was an increase in the number of reported incidents from the previous year, from 43 to 67.
- 2.2 Out of the 67 reported incidents, 28 came from primary schools and 35 came from secondary schools. The other four incidents came from one special school.
- 2.3 The protected characteristics that were discriminated against were race/ethnicity, sexual orientation, gender reassignment, disability and religion/belief.

- 2.4 The data from the 2023-2024 school year reported incidents of discrimination was discussed during the Education Early Years and Young People (EEYYP) Equalities Group meeting in October 2024, where two headteachers provided their opinion on the data. The general consensus from the group was that despite a rise in reported incidents from the previous year, schools were still underreporting. The 28 reported incidents from primary schools came from 14 schools (29% of the total number of primary schools in Bridgend) and the 35 reported incidents from secondary schools came from 5 schools (56% of the total number of secondary schools in Bridgend).
- 2.5 Following further discussions with headteacher representatives, an equalities workshop was delivered in November 2024 as part of Team Bridgend. This session was attended by primary headteachers and provided an in-depth discussion of reported incidents of discrimination and facilitated a constructive dialogue on how reporting mechanisms could be strengthened and made more effective.
- 2.6 Key information from the presentation was also provided to primary deputy headteachers during the Deputy Headteacher Network meeting in November 2024 and to secondary and special school headteachers during the Bridgend Association of Special and Secondary School Headteachers (BASSH) meeting in January 2025.
- 2.7 Feedback from all meetings was shared with members of the EEYYP Equalities Group and the following actions were agreed:
- feedback from headteachers on changes to the online form will be implemented in collaboration with the Experience and Improvement Team;
 - the link to the form will be provided as a regular item in the Monday mailshot to schools to improve access to the form;
 - schools will be encouraged to share good practice through the EEYYP Equalities Group; and
 - further professional learning is to be arranged in the spring or summer term 2025. This will most likely be through Diversity and Anti-Racist Professional Learning (DARPL).

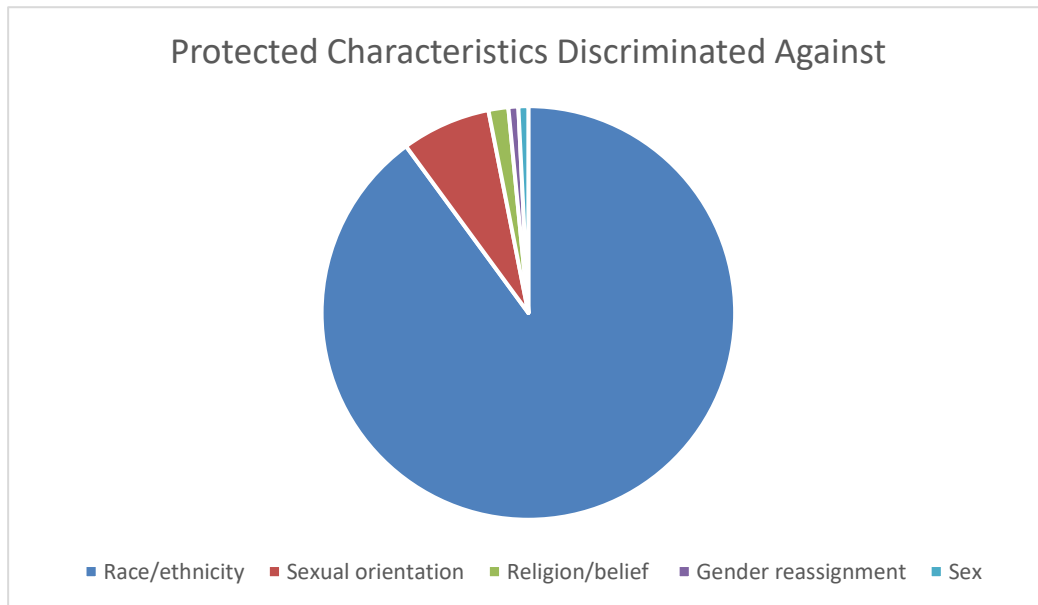
3. Current situation / proposal

Incidents of discrimination 2024-2025

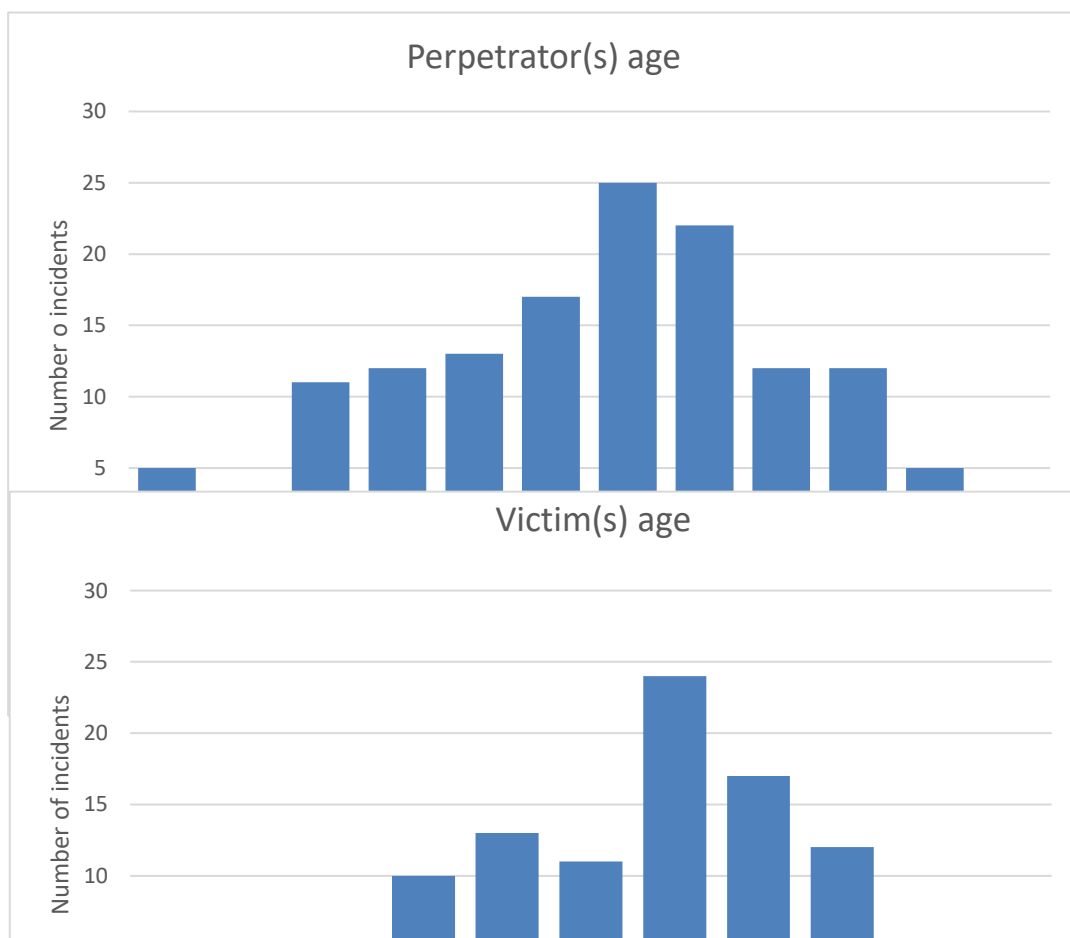
- 3.1 In the school year 2024-2025, there were 127 reported incidents of discrimination by schools across the county borough. There was an increase in the number of reported incidents in comparison to the previous year, from 67 to 127 (please see Appendix A).
- 3.2 Out of the 127 reported incidents, 77 came from primary schools and 46 came from secondary schools. The other incidents came from one special school.
- 3.3 In addition to an increase in the number of reported incidents, the number of schools reporting incidents has also risen. The 77 incidents reported by primary schools came from 24 schools, which represents 50% of all primary schools in Bridgend. The 46 incidents reported by secondary schools came from 8 schools, accounting for 89% of all secondary schools in the area.

3.4 The protected characteristics that were discriminated against are listed in order of frequency and illustrated in the pie chart below:

- race/ethnicity;
- sexual orientation;
- religion/belief;
- gender reassignment; and
- sex.



3.5 Incidents have been recorded by age of perpetrator and age of victim (for those who are of school age):



- 3.6 In two incidents, the perpetrator was a member of the public.
- 3.7 In six separate incidents, multiple victims were involved. Of the total incidents recorded, seven involved a member of staff as the victim, while one incident involved a parent.
- 3.8 On 21 occasions, there were no identified victims because the perpetrator did not aim the discriminatory language towards an individual.
- 3.9 Where the gender of the perpetrator was stated, 102 were male and 20 were female.
- 3.10 Where the gender of the victim was stated, 59 were male and 40 were female.
- 3.11 The table below illustrates the type of incidents that occurred:

Incident type	Number of incidents
Verbal abuse/name calling/threats/insults/jokes	82
Comments in the course of discussion	33
Other	Less than 10
Refusal to co-operate with others because of protected characteristic	
Physical assault	
Graffiti	

- 3.12 Incidents took place in the following locations (please note some incidents had more than one location):

Location	Number of incidents
Classroom	52
Playground	41
Outside the school but not in school time	10
Canteen/dinner hall	Less than 10
Corridor	
Assembly	
Breakfast club	
Changing rooms	
Other	
Outside the school but in school time	
School hall	
School transport	
Social media/online	
Cloakroom	
Library	
Toilets	

3.13 The following actions were taken as a result of the incidents (please note some incidents had more than one action):

Action	Number of incidents
Phone call home	78
Verbal reprimand	51
Break or lunch detention	35
Meeting with parents	34
Other	23
Fixed-period exclusion	22
Removal from lesson/internal exclusion	19
Support plan/programme	13
Internal referral	Less than 10
Letter home	
Formal school detention	

3.14 The following information is an analysis of the support that was offered to victims by schools:

Support mechanisms

The following actions were the most frequent support mechanisms that have a strong emphasis on ensuring victims feel safe, heard, and supported emotionally:

- wellbeing check-ins;
- Thrive Approach and Emotional Literacy Support Assistant (ELSA) sessions;
- emotional reassurance; and
- safe spaces and pastoral care.

Restorative actions

These efforts aim to repair harm and promote understanding between pupils. Examples include:

- apologies from perpetrators;
- restorative meetings; and
- facilitated conversations between involved parties.

Communication with parents

Parental engagement was a key part of the response process and this involved:

- phone calls home;
- meetings with parents; and
- keeping families informed of incidents and actions taken.

Educational interventions

These interventions aimed to prevent future incidents through awareness and education and included:

- assemblies on hate crime and diversity;
- class discussions and lessons on discrimination and inclusion; and
- curriculum-based learning on anti-discrimination.

3.15 During the course of spring term 2025, in collaboration with local authority officers and school leads, the following changes were made to the Discrimination Incident Report Form to improve the process of reporting an incident of discrimination:

- removal of the name element for the perpetrator, victim and witness;
- more drop-down options for sections of the form;
- descriptions of support services that could be provided to schools;
- changes to the wording of questions;
- a QR code to the form for headteachers to display in school; and
- ensuring the link to the form is provided through the Monday Mailshot.

3.16 The changes to the online form will be reviewed with headteachers, school leads and local authority officers during the 2025-2026 school year.

3.17 Following a meeting with the Senior Anti-racist Wales Action Plan (ArWAP) Regional Forum Convenor, the Discrimination Incident Report Form has been identified as an example of good practice by Welsh Government.

3.18 Data from the 2024–2025 school year reported incidents of discrimination was discussed at the EEYYP Equalities Group meeting in October 2025. It was noted that the increase in both the number of reported incidents and the number of schools reporting them is a positive sign, as it suggests that schools are fostering safe spaces for dialogue and incident reporting.

3.19 However, while the number of reported racial incidents has risen, reports concerning other protected characteristics have not seen a similar increase. Promoting awareness among schools about the importance of reporting and addressing all forms of discrimination remains a key priority for the EEYYP Equalities Group during the 2025-2026 school year.

Professional learning and support for schools

- 3.20 During the 2024-2025 school year, the local authority facilitated a number of professional learning opportunities on diversity and anti-discrimination. This included:
- In November 2024, an equalities workshop was delivered as part of Team Bridgend. This session provided an in-depth discussion of reported incidents of discrimination and facilitated a constructive dialogue on how reporting mechanisms could be strengthened and made more effective.
 - In March 2025, DARPL delivered a workshop to Team Bridgend that built on the work from the autumn term focused on raising awareness of the importance of reporting incidents of discrimination. The session provided advice and support on handling disclosures of racism and explored strategies for creating an anti-racist culture in schools.
 - In July 2025, Central South Consortium delivered an online professional development session for headteachers on the role of curriculum, teaching and learning in tackling discrimination.
- 3.21 The sharing of good practice has also been developed in Bridgend during the 2024-2025 school year, with the following examples taking place:
- In December 2024, two pupils from Pencoed Comprehensive School, who are members of the Pencoed Anti-Racist Champions (PARCH) group, presented to the EEYYP Equalities Group about their contributions to supporting anti-racist work at the school. The poems they shared have since been passed on to the Staff Officer to the Police and Crime Commissioner (PCC) and the Criminal Justice Race Equality Implementation Manager. Their work has also been shared with the Welsh Government's Anti-Racism Team.
 - In July 2025, Morgan Dodds (Expressive Arts Teacher and Brynteg Pride Staff Champion) presented at an online Team Bridgend meeting to share with headteachers how she has helped to develop Brynteg School's culture of inclusivity. An independent assessor has noted Brynteg School's warm, caring ethos where wellbeing and diversity are deeply valued.
- 3.22 During the 2024-2025 school year, Central South Consortium offered professional learning opportunities and bespoke support in relation to curriculum, teaching and assessment for all schools across the region, including support for diversity as one of the cross-cutting themes of Curriculum for Wales.
- 3.23 Central South Consortium also worked in partnership with DARPL to ensure high quality professional learning for all schools. DARPL will continue to provide specific professional learning and support in this area following the restructure of school improvement services going forward.
- 3.24 Central South Consortium provided the following professional development sessions to Bridgend schools during the 2024-2025 school year:

- Anti-Racism TeachMeet;
- Diversity and anti-racism in health and well-being;
- Diversity and anti-racism for curriculum leaders;
- Diversity and anti-racism in humanities;
- Diversity and anti-racism in LLC for English medium settings;
- Diversity and anti-racism in STEM;
- Diversity and anti-racism in the Curriculum: the role and responsibilities of curriculum and senior leaders;
- Diversity and anti-racism network;
- Regional DARPL event; and
- Tackling Antisemitism (webinar).

3.25 A number of schools engaged with Show Racism the Red Card initiatives, including 17 schools that participated in a project inspired by the UEFA European Women's Championship 2025. Additionally, 23 schools took part in the Show Racism the Red Card Creative Arts Competition. Garth Primary School's Year 5 group were named runners-up in the Expressive Arts category for their video entitled 'Unite'.

3.26 Over the forthcoming months, the local authority will facilitate the following professional learning:

- In November 2025, Educate Against Islamophobia (EAI) will provide an interactive session for primary and secondary practitioners exploring the definition, causes, and prevalence of Islamophobia across the UK. The session will conclude with an overview of practical strategies for addressing Islamophobia through both the formal and hidden curriculum within Welsh settings.
- 'Just Like Us', an LGBT+ charity for young people, will present at primary and secondary networks about initiatives and resources that they can offer schools. This will include information on their e-learning courses, which build knowledge and confidence on tackling anti-LGBT+ bullying.

3.27 Bridgend County Borough Council also offers the following e-learning modules on equality and diversity related topics. These are available for all employees, including schools:

- Introduction to Equality and Diversity (mandatory for all staff, including schools);
- Introduction to Equality and Diversity for Managers;
- Disability Equality;
- Equalities Impact Assessments;
- Hate Crime;
- LGBT+;
- Race Equality;
- Sensory Loss;
- Understanding Autism;
- Understanding ADHD; and
- Understanding Tourette Syndrome.

Good practice by schools in Bridgend

Afon y Felin Primary School

- 3.28 Black History Month is a key feature of the school's autumn term curriculum, offering rich teaching and learning opportunities. Lessons are aligned with the Cynefin element of the Curriculum for Wales, encouraging pupils to explore the diverse communities that shape Welsh identity.
- 3.29 Pupils visited Pyle Library to experience the "Wales: Home from Home" VR exhibition, which provided an immersive insight into migration stories and multiculturalism in Wales, deepening their understanding of belonging and heritage.
- 3.30 "Show Racism the Red Card" Day is embedded into the school's wider approach to anti-racism education. Rather than being a standalone event, it serves as a platform to gather pupils' reflections on empathy, compassion, and fairness, reinforcing these values throughout the year.
- 3.31 Staff and governors have participated in professional development through DARPL (Diversity and Anti-Racist Professional Learning) training, ensuring that inclusive practices are informed by current research and best practice.
- 3.32 The school actively invites inspirational visitors to engage with pupils, creating opportunities for face-to-face dialogue. These interactions help children to ask questions, challenge stereotypes, and build understanding of lived experiences.
- 3.33 Pride Month is recognised and celebrated across the school, with LGBTQ+ awareness integrated into teaching. Notably, local role models such as Gareth Thomas have visited to share personal stories, fostering acceptance and respect.
- 3.34 Partnerships with the Welsh Rugby Union (WRU) enhance the school's equalities programme. Pupils have taken part in activities such as wheelchair rugby, which promote empathy and inclusion for individuals with physical impairments.
- 3.35 The WRU also supports multicultural engagement through events and workshops, helping pupils to appreciate cultural diversity and teamwork across different backgrounds.

Brynteg School

- 3.36 In 2021, Brynteg School engaged with Just Like Us, an LGBT+ young people's charity, which provided talks for pupils and resources for teachers to use in their teaching.
- 3.37 A Pride group for pupils in Years 7 to 13 was established in 2021 and meets weekly. The group plans various events (for example, Bisexual Awareness Week, School Diversity Week, Transgender Day of Visibility), contributes to school policies (for example, behaviour and anti-bullying policies), advises on how discrimination should be addressed, and offers pupils a space to socialise.
- 3.38 Since early 2024, Brynteg School has been working with the University of Derby as one of eight schools across the UK, as part of a study to monitor and evaluate the impact of the Just Like Us Pride Groups Programme, through a combination of

meetings, school visits and focus groups with pupils. This partnership will continue until the publication of the report in 2026.

- 3.39 In 2024, Brynteg School partnered with More Than Rainbows and Flags, a non-profit diversity and equality education and training organisation, to support its work on inclusivity. The organisation conducted an audit of the school, reviewing its curriculum, policies, and procedures, and held meetings with staff and pupils. This enabled the school to assess its current position in terms of inclusivity.
- 3.40 More Than Rainbows and Flags is currently developing a resource on homophobic discrimination to support Brynteg School.
- 3.41 Brynteg School uses Class Charts and My Concern to record incidents of discrimination. Reporting of such incidents is increasing, as pupils are becoming more confident in speaking out.
- 3.42 Staff have received professional development sessions on how to support LGBT+ pupils, with training often being pupil-led. This has allowed learners to share their experiences with staff and has created opportunities for open dialogue.
- 3.43 Brynteg School shared its good practice with other schools at the Team Bridgend meeting on 14/07/2025 and also presented to the EEYYP Equalities Group on 14/10/2025.

Coychurch (Llangrallo) Primary School

- 3.44 Coychurch (Llangrallo) Primary School has cultivated a deeply inclusive environment, supported by a diverse community of staff and pupils. This inclusive ethos is embedded across the school's culture, curriculum, and daily practices.
- 3.45 The school's commitment to inclusivity was formally recognised during its core Estyn inspection in November 2022. Inspectors praised the school's proactive approach to equality and diversity, stating:

"Teachers provide very good opportunities for pupils to consider issues around equality and diversity, such as looking at the work of influential Black people during Black History Month and exploring the experiences of LGBTQ+ people during assemblies. Overall, the provision to ensure that pupils have a good understanding of the importance of diversity and inclusion is a notable strength of the school."
- 3.46 Literature has played a central role in promoting inclusive values. The school has incorporated books such as Imaginary Fred and Pop'n'Oilly into lesson planning, using them as springboards for discussions and activities that explore identity, friendship, and acceptance.
- 3.47 During the 2024-2025 school year, a whole-school Diversity Week featured a wide range of activities tailored to different age groups. In Reception to Year 2, pupils engaged in a cross-curricular unit based on the book Julian is a Mermaid. This included literacy tasks focused on character exploration and narrative writing, as well as art projects inspired by the book's themes. The whole school held a 'True to You' day, where students were encouraged to express themselves and wear their own clothing to school. The week concluded with a celebratory fashion show

performed by the children of Class 3. Children had the opportunity to showcase their design work and express themselves through the recycled clothing outfits they created, reflecting their individuality and promoting self-confidence.

- 3.48 In the summer term 2025, the school's inclusive practices were acknowledged by the LGBT+ charity 'Just Like Us'. The Head of Education Programme from the charity has liaised with the school and staff from the charity's education department attended the school to observe its work first-hand. The visit included classroom observations, as well as meaningful conversations with both staff and pupils about the school's approach to diversity and inclusion.
- 3.49 Teachers at Coychurch (Llangrallo) Primary School regularly integrate resources from 'Just Like Us' into their teaching. These include problem-solving activities, and discussion prompts that centre around diverse themes. The charity has also provided guidance and professional development support, including advice on inclusive language and the appropriate use of pronouns, to help staff foster a respectful and supportive learning environment.

Llangewydd Junior School

- 3.50 **Targeted staff training:** Selected groups of staff have participated in DARPL training, which has supported the development of inclusive practices and promotes a deeper understanding of equity and anti-racism within the school community.
- 3.51 **Anti-discrimination workshop:** During the 2025 spring and summer terms, Nicky Hagendyk, Humanities Lead at Central South Consortium, facilitated anti-discrimination and racial awareness professional learning across two days. This professional learning opportunity was designed to enhance staff and pupil understanding of discrimination, identity and belonging.
- 3.52 **Whole-school engagement:** Over the course of the two days, all year groups actively collaborated with Nicky to design and map out anti-discrimination activities and lesson plans. For example, Year 4 explored the theme "Come as you are", which culminated in the creation of an LGBT+ poster celebrating identity and belonging. This activity encouraged pupils to reflect on diversity and express themselves in a safe and inclusive environment.
- 3.53 **Resource guidance for staff:** Staff received guidance on inclusive resources, such as storybooks, puppets, and diverse stationery, which support the representation of different cultures, identities, and experiences within the classroom. These resources help foster a more welcoming and reflective learning environment.'
- 3.54 **Curriculum progression and coverage:** While similar activities have been undertaken in previous years, a newly implemented colour-coded system now ensures consistent coverage and progression of diversity-related themes across year groups. This system supports curriculum planning and helps monitor the development of pupils' understanding over time.
- 3.55 **Area of Learning and Experience (AoLE) integration:** Collaboration with Central South Consortium has also enabled each AoLE to incorporate meaningful diversity-focused activities. This ensures that themes of inclusion, equity, and representation are embedded across the curriculum.

- 3.56 **Emotional Literacy Support Assistant (ELSA) support following incidents:** In response to incidents of discrimination, ELSA sessions are provided to both the perpetrator and the victim. These sessions aim to:
- support the perpetrator in understanding the impact of their behaviour and developing empathy to prevent recurrence; and
 - provide emotional support to the victim, helping them process the incident and rebuild confidence in a safe and nurturing environment.

Pencoed Comprehensive School

- 3.57 Emma Wools, the South Wales Police and Crime Commissioner, visited the school to observe the ongoing work. Learners proudly shared their journey, and the Commissioner was deeply impressed by their dedication and maturity in championing such an important cause. Their voices and experiences have played a significant role in shaping the Commissioner's Children and Young People's Plan, and they have since been involved in its publicity.
- 3.58 PARCH learners were invited by DARPL to share their work with key policy makers from across Wales. They had the remarkable opportunity to present their work to over 50 Welsh Government ministers and officials. Their professionalism, confidence, and clarity in delivering such a vital message was outstanding.
- 3.59 The PARCH group visited all our cluster primary schools, where they engaged younger learners in discussions around anti-racism and allyship.
- 3.60 Learners delivered their first school-to-school workshop with peers from Archbishop McGrath Catholic High School, creating opportunities for collaboration and shared learning.
- 3.61 This year, the school has been actively involved in the Authors Project, working with Diana Nneka Atuona, author of *Trouble in Butetown*. Learners had the privilege of interviewing Diana about the influences behind her work and key themes within the play. One learner reflected:

"Reading *Trouble in Butetown* was such a delightful experience. Right from the start, I was drawn in by the characters, especially Gwyneth, the mother. Her strength and determination really shone through. What made the book even more engaging was its vivid portrayal of life in Tiger Bay. It was refreshing to explore a community that often gets overlooked in history. Diana Nneka Atuona did a wonderful job capturing the spirit of the people and their experiences, making everything feel real and relatable."

The blog can be accessed here: [Exploring Trouble in Butetown in Our Drama Lessons](#)

- 3.62 The school also published its work through DARPL in the following blog: [Learners Leading the Way – The Impact of Anti-Racism Work at Pencoed Comprehensive School.](#)

- 3.63 Termly meetings take place with primary school representatives to build cluster policy.
- 3.64 The school has developed a graduated response to dealing with racist incidents, aligned with our behaviour policy. This forms part of the school's Anti-Racist Policy.
- 3.65 This year, Pencoed Comprehensive School is working to expand their PARCH community by inviting parents and carers to contribute. PARCH parents/carers will play a key role in supporting understanding of racism and sharing lived experiences from their community. Parents will also lead professional learning sessions for staff to help deepen knowledge and understanding.
- 3.66 A school-wide calendar of events has been established to celebrate diversity and anti-racism throughout the year.
- 3.67 Each term, PARCH learners create a PARCH Post newsletter, which is shared with parents, carers, and governors. Learners and staff from PARCH will also feature in UNIFY filming for DARPL, showcasing our journey and impact.
- 3.68 A programme of professional learning sessions is planned for the 2025–2026 academic year to further build staff understanding and share good practice. As members of the DARPL Advocacy Network (DAN), staff also access regular opportunities to strengthen their knowledge.
- 3.69 The school will strengthen its commitment to Anti-Racism by embedding priorities on the School Improvement Plan (SIP) and through Departmental Improvement Plans (DIPs).
- 3.70 Finally, PARCH learners will be sharing their work at the Team Bridgend event in November.

4. Equality implications (including Socio-economic Duty and Welsh Language)

- 4.1 The protected characteristics identified within the Equality Act, Socio-economic Duty, and the impact on the use of the Welsh Language have been considered in the preparation of this report. As a public body in Wales the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services, and functions. This is an information report; therefore, it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

5. Well-being of Future Generations Implications and Connection to Corporate Well-being Objectives

- 5.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

6. Climate Change and Nature Implications

6.1 There are no climate change and nature implications arising directly from this information report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding and corporate parent Implications from this report.

8. Financial Implications

8.1 There are no financial implications in relation to this report.

9. Recommendations

9.1 It is recommended that Cabinet Committee Equalities and Employee Relations notes the annual update on racial and/or discriminative incidents within Bridgend schools.

Background documents

None

Appendix A

In the school year, 2023-2024, there were 67 incidents of discrimination reported by schools across Bridgend. The following 20 schools reported incidents:

School	Number of incidents
Porthcawl Comprehensive School	15
Pencoed Comprehensive School	10
Coleg Cymunedol Y Dderwen	6
Coety Primary School	5
Ogmore Vale Primary School	5
Ysgol Bryn Castell	4
Llangewydd Junior School	3
Maesteg School	3
Afon y Felin Primary School	2
Croesty Primary School	2
Pen y Fai Church in Wales Primary School	2
Porthcawl Primary School	2
Archdeacon John Lewis Church in Wales Primary School	1
Betws Primary School	1
Bryntirion Comprehensive School	1
Corneli Primary School	1
Nantyffyllon Primary School	1
St Mary's Catholic Primary School	1
West Park Primary School	1
Ysgol Gynradd Gymraeg Calon y Cymoedd	1

In the school year, 2024-2025, there were 127 incidents of discrimination reported by schools across Bridgend. The following 31 schools reported incidents:

School	Number of incidents
Maesteg School	12
Ogmore Vale Primary School	10
Coety Primary School	10
Porthcawl Comprehensive School	8
Llangewydd Junior School	7
Bryntirion Comprehensive School	7
Croesty Primary School	7
Coleg Cymunedol Y Dderwen	7
Pencoed Comprehensive School	6
Pencoed Primary School	5
Oldcastle Primary School	5
Ysgol Bryn Castell	4
Litchard Primary School	3
Maes yr Haul Primary School	3
Porthcawl Primary School	3

Coychurch (Llangrallo) Primary School	2
Pŷl Primary School	2
Corneli Primary School	2
Caerau Primary School	2
Archdeacon John Lewis Church in Wales Primary School	2
Blaengarw Primary School	2
Cefn Glas Infant School	2
Brynteg School	2
Cynffig Comprehensive School	2
Archbishop McGrath Catholic High School	2
Ffaldau Primary School	2
Nantymoel Primary School	2
Tremains Primary School	1
Mynydd Cynffig Primary School	1
St Mary's Catholic Primary School	1
Ffaldau Primary School	1
Brynmenyn Primary School	1
West Park Primary School	1