

PORTHCAWL COMPREHENSIVE SCHOOL



School Progress and Development Plan

2011 - 2014

June 2011

PORTHCAWL COMPREHENSIVE SCHOOL

MISSION STATEMENT

All at Porthcawl Comprehensive School are committed to providing a caring, disciplined, learning environment based on mutual respect in which all, irrespective of gender, race or need(s), develop their talents to the full.

THE SCHOOL'S AIMS

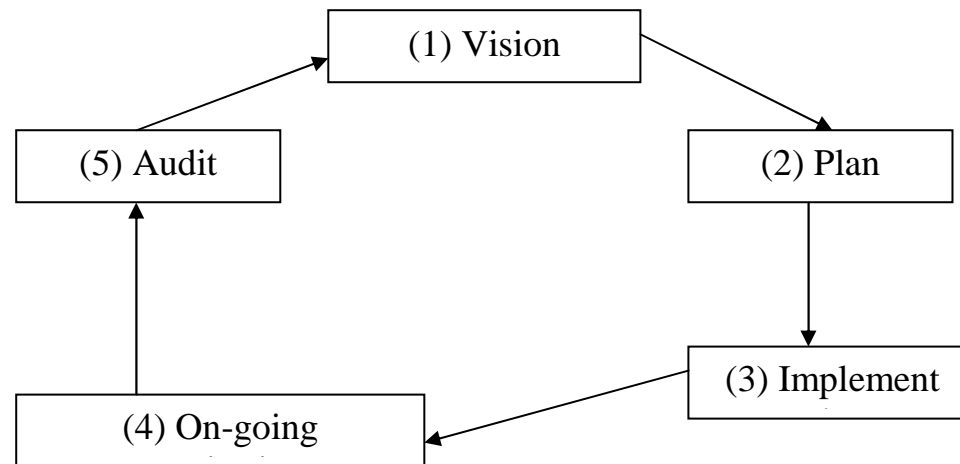
1. To develop a warm, caring, secure and happy environment within the school so that pupils enjoy and contribute to a caring, co-operative community.
2. To help pupils develop lively, enquiring minds, the ability to question, argue rationally and apply themselves to tasks and skills.
3. To help pupils to acquire understanding, knowledge and skills relevant to adult life, employment and leisure in a fast changing world.
4. To help pupils to use language and number effectively.
5. To inculcate an appreciation of personal and moral values and standards which make for good relationships in community life, self respect, respect for others and their property, honesty, courtesy, effort, self discipline and responsible behaviour.
6. To help pupils develop their individual potential both personal and academic.
7. To ensure that all pupils have equality of opportunity with respect to all elements of the curriculum.
8. To ensure that all pupils appreciate and care for the local community and its environment.

SCHOOL DEVELOPMENT PLANNING – OUR CAPACITY TO IMPROVE

School Development Planning is about the planned management of change and our capacity to improve.

The School Development Planning process involves the following key features:-

- (i) A **review/audit** of areas of **success** within the provision of the school.
- (ii) **Identification** through the self evaluation process of aspects of the school **requiring attention** and/or **development**.
- (iii) The **prioritisation** of areas for development.
- (iv) A **sequential plan** identifying targets, success criteria, completion dates, resources required, training requirements and the method of evaluating the target.
- (iv) The **allocation of funding** to the area of development.



The School Development Plan belongs to the whole school community. The pupils, parents, governors, support staff and teachers all have an interest in the plan.

The plan for 2011-2014 is the result of consultation with the above groups and reflects the identified priorities of each interested group.

The plan for 2011-2014 has the following features:-

- (a) It is linked directly to the school aims.
- (b) The planning priorities are linked to the school's self evaluation process which is based upon the ESTYN Inspection Framework of May 2010.
- (c) A summary leaflet for parents/pupils, interested parties eg support staff, cleaners etc, is available for ease of access to the plan.

The plan will be reviewed annually and a progress report issued on a yearly basis through the plan's review statements.

The School Development Plan is therefore written in two phases:-

- (1) Review Statements concern areas of completed tasks and now form part of departmental/school policy.
- (2) Items listed under Annual Review would deal with previous initiatives that now require monitoring/assessment.
Development Tasks are items that basically require further development to achieve completion status or are new.

In its role as a working document linked to Department Development Plans, some of the maintenance tasks in the School Development Plan may become a development issue in a department, e.g. school review of schemes of work/writing new schemes of work for particular courses in a department.

Most people recognise the benefits of good planning, be it planning a meal, holiday or a social event.

Planning the development of a school and its respective departments over a three year cycle is therefore vital and necessary.

FAILING TO PLAN IS PLANNING TO FAIL

EXPLANATION OF FORMAT

SCHOOL DEVELOPMENT PLAN

KEY QUESTION:	SCHOOL AIM NUMBER:
QUALITY INDICATOR:	
TITLE/TARGET:	
TEAM LEADER:	
TEAM MEMBERS:	

<p>REVIEW STATEMENT A brief statement of progress relating to this topic from last year's plan.</p>

TARGET – WHAT WILL BE THE ULTIMATE ACHIEVEMENT/OUTCOME?

TASK/BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
<u>WHAT DO I NEED TO DO?</u> WHAT ACTION WILL I TAKE? <u>WHO WILL DO IT?</u> VERB - DOING	<u>HOW DO I KNOW WHEN I'VE DONE IT?</u> SUCCESSFUL	<u>HOW WELL HAVE I DONE IT?</u> HOW WILL I MEASURE? HOW WELL I HAVE DONE IT? WHAT EVIDENCE WILL I EXAMINE?	NUMBER FROM CIF AS REFERENCE	<u>WHAT DO I NEED TO DO IT?</u> TIME MATERIALS RESOURCES COST	<u>TRAINING NEEDED TO MEET TARGET</u>	<u>WHEN WILL I HAVE IT DONE?</u>

Summary of Development Plan

Key Question 1: 'Outcomes'				
Quality Indicator	Aspect	Target	Page No.	DDP Inclusion
1.1 Standards	1.1.1	Further development of the use of data including All Wales Core Data Sets and FFT data.	11	✓
1.2 Wellbeing	1.2.1	To write a school policy on Wellbeing and to align it to the BCBC policy.	13	x
1.2 Wellbeing	1.2.1	To develop the Healthy Schools Agenda across the school.	15	x
1.2 Wellbeing	1.2.2	Develop a 'Listening to Learners' strategy	17	✓

Summary of Development Plan

Key Question 2: 'Provision'				
Quality Indicator	Aspect	Target	Page No.	DDP Inclusion
2.1 Learning Experiences	2.1.1	Review of the curriculum at KS3/KS4/Post 16 (14-19 Development).	20	✓
2.1 Learning Experiences	2.1.1	To review 11-13 PreVent and embed more fully 14-19 PreVent.	23	x
2.1 Learning Experiences	2.1.2	Development of skills with particular reference to Literacy, Numeracy and Closing the Gap.	26	✓
2.1 Learning Experiences	2.1.2	Further development of skills in line with the Skills Framework 3 – 19 year olds.	24	✓
2.1 Learning Experiences	2.1.3	Develop Welsh language provision and Welsh dimension.	28	✓
2.2 Teaching	2.2.1	To ensure a high class and consistent level of pedagogy across the school and the development of a skills based curriculum.	30	✓
2.3 Care, Support and Guidance	2.3.1	To review and report on the current pastoral structures and their effectiveness.	32	x
2.3 Care, Support and Guidance	2.3.4	Further development of Basic Skills	33	✓

Summary of Development Plan

Key Question 3 : 'Leadership'				
Quality Indicator	Aspect	Target	Page No.	DDP Inclusion
3.2 Improving quality	3.1.1	Preparation for Inspection	37	✓
3.2 Improving quality	3.2.2	To develop and implement a marketing strategy for the school.	41	x
3.3 Partnership working	3.3.1	To involve the school in the new development of multi-agency zone working.	42	x
3.3 Partnership working	3.3.1	To monitor and develop further links between PCS and partner primary schools.	44	✓
3.3 Partnership working	3.3.1	To participate in the LEA community focussed schools partnership	45	x

The School Plan is written and aligned to the Common Inspection Framework of 2010.

Accordingly the plan is organised under the following Key Questions, Quality Indicators and Aspects.

K Q	Quality Indicators	Aspects	
1 O U T C O M E S	1.1 Standards	1.1.1	results and trends in performance compared with national averages, similar providers and prior attainment
		1.1.2	standards of groups of learners
		1.1.3	achievement and progress in learning
		1.1.4	skills
		1.1.5	Welsh language
	1.2 Wellbeing	1.2.1	attitudes to keeping healthy and safe
		1.2.2	participation and enjoyment in learning
		1.2.3	community involvement and decision-making
		1.2.4	social and life skills
2 P R O V I S I O N	2.1 Learning Experiences	2.1.1	meeting the needs of learners, employers/community
		2.1.2	provision for skills
		2.1.3	Welsh language provision and the Welsh dimension
		2.1.4	education for sustainable development and global citizenship
	2.2 Teaching	2.2.1	range and quality of teaching approaches
		2.2.2	assessment of and for learning
	2.3 Care, Support and Guidance	2.3.1	provision for health and wellbeing
		2.3.2	specialist services, information and guidance
		2.3.3	safeguarding arrangements
		2.3.4	additional learning needs
	2.4 Learning Environment	2.4.1	ethos, equality and diversity
		2.4.2	physical environment
3 L E A D E R S H I P	3.1 Leadership	3.1.1	strategic direction and the impact of leadership
		3.1.2	governors or other supervisory boards
		3.1.3	meeting national and local priorities
	3.2 Improving Quality	3.2.1	self-evaluation, including listening to learners and others
	3.2.2	planning and securing improvement	
	3.2.3	involvement in networks of professional practice	
	3.3 Partnership Working	3.3.1	strategic partnerships
		3.3.2	joint planning, resourcing and quality assurance
	3.4 Resource Management	3.4.1	management of staff and resources
		3.4.2	value for money

K Q	Quality Indicators	Aspects	
I O U T C O M E S	1.1 Standards	1.1.1	results and trends in performance compared with national averages, similar providers and prior attainment
		1.1.2	standards of groups of learners
		1.1.3	achievement and progress in learning
		1.1.4	skills
		1.1.5	Welsh language
	1.2 Wellbeing	1.2.1	attitudes to keeping healthy and safe
		1.2.2	participation and enjoyment in learning
		1.2.3	community involvement and decision-making
		1.2.4	social and life skills

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 1. Outcomes	SCHOOL AIM NUMBER: 2, 6, 7
QUALITY INDICATOR: 1.1 Standards 1.1.1	
TITLE/TARGET: Further development of the use of data including All Wales Core Data Sets and FFT data	
TEAM LEADER: AOB	
TEAM MEMBERS: AOB/LG/HOF/HOD & Teachers in Charge of Subject	

REVIEW STATEMENT

Much work has been undertaken within the broad spectrum of target setting. Individual, department and whole school targets are set using FFT, WED, prior attainment etc. Through the 'Annual Report to the Headteacher' Heads of Department report and evaluate on these targets. Within departments tracking systems have been established.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
1.1.1.1 To develop the use of data from the 'All Wales Core Data Set' and report back on findings. AOB/LG/HOF/HOD/ Teachers in charge of subject	Data used to analyse results and report on findings with particular reference to individual groups, eg FSM, LAC, SEN, MAT, ethnicity.	Scrutiny of use of data used both at whole school level and department/individual level.	1.1.1	Time 22 depts x 10 hrs x £40 = £8800	HOF meetings	July 2012 and ongoing

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
1.1.1.2 To review the effectiveness of pupil monitoring and tracking against established targets. AOB/LG/HOF/HOD/ Teachers in charge of subject	Individual, department and whole school targets set using FFT, WED etc. Pupils monitored and tracked across subject areas. Pupils identified for support as appropriate	Review and analysis of targets within departments. Scrutiny and evaluation of targets whole school.	1.1.1	22 depts x 10 hrs x £40 = £8800	Nil	July 2012 and ongoing
1.1.1.3 To review and monitor the quality of courses provided through the 14-19 BCBC partnership AOB/LG/HOF/HOD/ Teachers in charge of subject	Data analysed for both internal and external courses within the partnership Col X, Col Y, Twilight, Voc A, Voc B with relevant information shared.	Internal analysis of results. Red/amber/green analysis from 14-19 Quality Group	1.1.1	Time 6 depts x 3 hrs x £40 = £720	HOF meetings	July 2012 and ongoing

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 1. Outcomes	SCHOOL AIM NUMBER: 1, 5, 6, 8
QUALITY INDICATOR/ASPECT: 1.2 Wellbeing 1.2.1	
TITLE/TARGET: To write a School Policy on wellbeing and to align it to the BCBC policy	
TEAM LEADER: DS	
TEAM MEMBERS: DS, NT & VH	

REVIEW STATEMENT

The school has made some steps along the wellbeing path. The whole issue of wellbeing needs to be formalised and linked to BCBC policy. To achieve further impact several processes need to be developed and embedded at our school.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
1.2.1.1 Write a school policy for wellbeing	The production and adoption of the wellbeing policy.	An examination of the wellbeing policy document.	1.2.1	Time to write and edit the policy. 4x£40=£160	Wellbeing training for DS	September 2011
1.2.1.2 Align policy and procedures in school with BCBC policy, particularly EWB 3, 6 & 7 from BCBC policy document.	The linking of school policy and procedures with BCBC policy.	A scrutiny of how well PCS and BCBC policies link together.	1.2.1	Time to align both policies and develop practices. 4x£40=£160	Nil	December 2011

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
1.2.1.3 To develop a process to screen and determine the emotional wellbeing of learners using the NBAR approach.	Development of procedures to determine emotional wellbeing of our learners. The use of NBAR to determine wellbeing levels so that remedial help may be provided.	An analysis of the procedures. A scrutiny of NBAR. A determination of how well we identify those learners who need emotional assistance.	1.2.1	Time to develop procedures. 3x£40=£120 Time to deploy the NBAR methodology. 16x£40=£720 Time for emotional catch-up work. 30x£40=£1200	Staff deliver NBAR Staff time to work with learner identified above.	September 2011 October 2011 October 2011 and ongoing

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 1. Outcomes	SCHOOL AIM NUMBER: 5
QUALITY INDICATOR: 1.2 Wellbeing 1.2.1	
TITLE/TARGET: To develop the Healthy Schools agenda across the school	
TEAM LEADER: VH	
TEAM MEMBERS: LT, Healthy Schools Group, SNAG	

REVIEW STATEMENT

Porthcawl Comprehensive has completed stage 3 of the Bridgend Healthy Schools Scheme and is working towards accreditation for phase 4 during Autumn 2011 and producing a two year action plan for stage 5 (Sep 2011 – Sep 2013)

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
1.2.1.4 To collect evidence for stage 4 of Healthy Schools Award VH, some HOD, SNAG	Evidence collected for all aspects of Indicator 1 Food and Fitness	Analysis of the evidence leading to accreditation of stage 4	1.2.1	Approx 5 staff x 2hrs x £40 = £400	Nil	Sep 2011
1.2.1.5 To produce a 2 yr action plan for stage 5 of Healthy Schools Award VH	Action plan produced and implemented	Scrutiny of action plan	1.2.1	3 hrs x £40 = £120	Meetings with Healthy Schools Co-ordinator	Sep 2011

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
1.2.1.6 To use the 2 yr plan to complete Indicators 2 Wellbeing and 3 Personal development and Relationships	Plan used to complete Indicators 2 – Wellbeing and Indicator 3 – Personal development and Relationships	Scrutiny of the file of evidence by VH and the Healthy Schools Co-ordinator at least twice a year.	1.2.1	12 meetings x 3 staff x £40 = £1440	Training as PSE and Wellbeing	July 2013

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 1. Outcomes	SCHOOL AIM NUMBER: 1, 3, 7
QUALITY INDICATOR: 1.2 Wellbeing 1.2.2	
TITLE/TARGET: Develop a “Listening to Learners” strategy to inform decision making as a result of better quality information about the learners’ perspective	
TEAM LEADER: NT	
TEAM MEMBERS: Learning Group, HODs/Pastoral staff and all subject teachers	

REVIEW STATEMENT

The school has developed approaches that seek to ascertain pupil views. These have looked at Ethos, Wellbeing and Participation and Enjoyment in learning. Some departments have begun to seek pupil views on the curriculum and methods of delivery.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
1.2.2.1 Develop a “Listening to Learners ” strategy NT/Learning Group/School Council	Publication of a “Listening to Learners” strategy	Scrutiny of the “Listening to Learners” strategy and its impact.	1.2.2	Learning Group audit of current national documentation 7 x 2 x £40 = £560	Nil	Oct 2011

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
1.2.2.2 Ensure that Learner voice activities are incorporated into curriculum planning, delivery and review NT/Learning group/Depts	Mechanisms for “Listening to Learners” are embedded in Dept practices	Mapping/Schedule of Listening to Learner activities in all depts. HOD report Questionnaires Feedback sheets	1.2.2	NT interview each Dept 22 x 1x £40=£880	On-going as needs identified	Feb 2012
1.2.2.3 Use the SELs approach to determine the views of learners regarding ethos, wellbeing and participation in learning NT/FT/HOF/HOY	Questionnaire completed with identified groups	Examine procedure and schedule SELs report SELs overview report to Headteacher	1.2.2	4 forms x 3 yr groups x 1 staff x £40=£480 2 focus groups / staff x £40=£80 Writing of reports 7 x £40=£280	In-school support	April 2012

2 P R O V I S I O N	2.1 Learning experiences	2.1.1 2.1.2 2.1.3 2.1.4	meeting the needs of learners, employers/community provision for skills Welsh language provision and the Welsh dimension education for sustainable development and global citizenship
	2.2 Teaching	2.2.1 2.2.2	range and quality of teaching approaches assessment of and for learning
	2.3 Care, support and guidance	2.3.1 2.3.2 2.3.3 2.3.4	provision for health and wellbeing specialist services, information and guidance safeguarding arrangements additional learning needs
	2.4 Learning environment	2.4.1 2.4.2	ethos, equality and diversity physical environment

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 2. Provision	SCHOOL AIM NUMBER: 2, 3, 4, 6, 7
QUALITY INDICATOR: 2.1 Learning Experiences 2.1.1	
TITLE/TARGET: Review of the curriculum at KS3/KS4/Post 16 (14-19 developments)	
TEAM LEADER: AOB	
TEAM MEMBERS: All subject departments	

REVIEW STATEMENT

All HODs scrutinise their SOW and ensure they are up-to-date with all national and local curriculum changes and initiatives. Option choice at KS5 has been up-dated to provide for consortia provision through the X/Y/T/Voc A/Voc B columns.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.1.1.1 To continue contributing to 14-19 developments via PSG and FLG networks in order to extend opportunities for pupils. KD/AO	Established consortia links at KS5 extended to KS4 through WBL (Work Based Learning). Participate in planning, reporting and development work with 14-19 BCBC links. Reduction in the number of NEETS.	Analysis of procedures to enable pupils to benefit from consortium working. Analysis of pupil take-up and continuation rates from Y12 to Y13. Analysis of attendance and completion rates. Analysis of exam results of subjects offered	2.1.1	Attendance at meetings (KD/AO ½ day per ½ term) 2 x 3hrs x 6 x £40 = £1440 Curriculum costs (department and pastoral) for planning. Approx 10 staff x 10hrs x £40 = £4000 Transport costs	14 -1 9 meetings cascaded to relevant staff	July 2012 on-going

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.1.1.1 (Cont'd)		internally/externally through partnership.		approx £40K depending on pupil numbers. Tuition Costs at Learning Provider approx £10K depending on pupil numbers.		
2.1.1.2 To continue to review courses offered whole school to ensure they meet the statutory criteria of the Learning Skills Measure. AOB/SMT	Established criteria for KS4 (Band C) across all 5 Domains i.e. Statutory number of courses offered by: Sept 2011 = 28 Sept 2012 = 30 Score: Sept 2011 = 720 Sept 2012 = 780 Vocational across a minimum of 3 Domains and accounting for at least 1/3 of the score: Sept 2011 = 4 Sept 2012 = 5	Careers Wales audit of curriculum provision for WAG at KS4 and KS5 through the 14-19 consortia.	2.1.1	20hrs x £40=£800	Curriculum updates. 14-19 meetings.	Sept 2012

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.1.1.3 To review courses offered within each subject area to ensure appropriate provision for students. All HODs/Teacher in Charge of subjects	Development of appropriate SOWs. SOWs include local and national initiatives highlighted as appropriate e.g. skills, literacy/numeracy, Welsh, TALK	Scrutiny of DDP and SOWs. Lesson observations Evaluation of exam results.	2.1.1	22 depts x 25hrs x 2 staff x £40= £44,000	New course delivery as required. Teaching styles/ strategies.	Sept 2012 on-going
2.1.1.4 To investigate the development of a PSE/citizenship based qualification AOB/NT/SD	Suitable qualification e.g. COPE introduced and SOW written for accreditation Summer 2013	Scrutiny and review of SOW.	2.1.1	25hrs x 2 staff x £40=£2,000	New course delivery as required. Teaching styles/ strategies.	Sept 2012 ongoing

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 2 Provision	SCHOOL AIM NUMBER: 1, 2, 3
QUALITY INDICATOR/ASPECT: 2.1 Learning experiences 2.1.1	
TITLE/TARGET: To review 11-13 prevent and embed more fully 14-19 PreVent	
TEAM LEADER: DS	
TEAM MEMBERS: DS/CAP	

REVIEW STATEMENT

The PreVent 11-13 initiative started well but, due to unfortunate circumstances, stalled this year. The aim is to meet the previous task of a quantitative analysis of the impact of the 11-13 PreVent project. This will focus upon the number of learner interactions with the 11-13 PreVent Co-ordinator as well as measuring the impact upon improvement in standards achieved.

The second element is to develop a set of procedures to identify those potential NEET learners 14-19. Once identified, this group will work with the 14-19 Learning Coach.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.1.1.5 To produce a quantitative report that evaluates the impact of PreVent 11-13.	The production of the report.	An analysis of the report in terms of number of interactions and the impact upon standards.	2.1.1	Time to write the report. 2x4x£40=£320	Nil	December 2011
2.1.1.6 To develop procedures to identify potential NEET learners in 14-19 age group.	The development of procedures. The identification of 14-19 potential NEETs	A scrutiny of the procedures and group of learners identified.	2.1.1	Time to develop and refine the procedures. 2x4x£40=£320	Time to cascade procedures through KS 4/5 pastoral teams.	December 2011

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 1. Provision	SCHOOL AIM NUMBER: 3, 4
QUALITY INDICATOR: 2.1 Learning Experiences 2.1.2	
TITLE/TARGET: Further development of skills in line with ‘Skills Framework 3 to 19 year olds’.	
TEAM LEADER: VH	
TEAM MEMBERS: SMT/HOD & all subject teachers	

REVIEW STATEMENT

Much work has been undertaken to include the Essential Skills in all lessons. These have been identified in schemes of work and are shared with pupils. The Welsh Government has identified Communication and Numeracy as priorities.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.1.2.1 To conduct an audit of skills and their coverage across the whole school. HOD’s VH SMT	Audit completed and skills coverage noted	Examination of the findings of the audit	2.1.2	22 depts x 3hrs x £40 = £2640	Time to read the ‘Skills Framework for 3-19 yr olds’.	Feb 2011
2.1.2.2 To improve the coverage and of skills across the curriculum. VH HOD	Agreed that the skills of Thinking, Communication, ICT and Number are developed and show progression	Lesson Observations DDP Scrutiny of Schemes of Work	2.1.2	22 depts x 3hrs x £40 = £2640	Time to read the ‘Skills Framework for 3-19 yr olds’.	July 2012

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.1.2.3 To further develop oral communication by ensuring TALK strategies are embedded across all curriculum areas via audit. NT NS, KL. Learning Group, Heads of Department.	Evidence of new strategies (from TALK) for improving pupils performance in oral communication in place.	Lesson observations. DDPs. Programmes of Study. Self evaluation reports.	2.1.2	Departmental development time via ½ day INSET = £10,000. Photocopying.	Time to cascade and develop ideas.	July 2012

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 2. Provision	SCHOOL AIM NUMBER: 2,3,4,6
QUALITY INDICATOR/ASPECT: 2.1 Learning Experiences 2.1.2	
TITLE/TARGET: Development of Skills with particular reference to Literacy, Numeracy and Closing the Gap	
TEAM LEADER: AOB/CS	
TEAM MEMBERS: AOB/CS/ HODs/All subject teachers	

REVIEW STATEMENT

The WG has provided a national focus for development within schools to include Literacy, Numeracy and Closing the Gap. The SEG (School Effectiveness Grant) provides funding from April 2011 for the development of these priorities. National Literacy and Numeracy Plans are expected to be issued by the WG in the near future.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.1.2.4 To further develop Literacy and Numeracy across the whole school. AOB/CS/LG/HOF/HOD/All staff	PLC established for Literacy and Numeracy which includes a representative from each Dept/Faculty. Literacy and Numeracy policies reviewed and updated. Extended TALK project as part of a cluster PLC.	Evaluation of feedback from PLC on Literacy and Numeracy development. Scrutiny of policies. Feedback from PLC monitored and evaluated	2.1.2	ESIS package of support £1,000. Meetings 2 x 3 terms x 22 staff x £40 = £5,280 Dept work on policies + development = 22 depts x 15 hrs x £40 = £13,200 TALK meetings 2 x 3 terms x 5 staff x £40 = £1,200	Literacy and Numeracy training as it becomes available. Whole School INSET as appropriate Cascading of findings from PLCs LEA/ESIS support	July 2012 and on-going

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
<p>2.1.2.5 To develop strategies in order to work on the 'closing the gap' agenda between various groups of identified pupils.</p> <p>AOB/CS/LG/HOF/HOD/ All staff</p>	<p>Focus groups established and their progress monitored and tracked e.g. FSM, SEN, MAT, LAC, EAL, Gender, Ethnicity.</p> <p>Peer Listening Service extended.</p> <p>Buddy Reading and Number Workout schemes established.</p>	<p>Analysis of data with particular reference to the All Wales Core Data Sets</p> <p>Review of service.</p> <p>Review of schemes.</p>	2.1.2	<p>LG meetings and analysis 7 areas x 20hrs x £40 = £5,600</p> <p>Meetings and analysis 7 areas x 10hrs x 22 depts x £40 = £61,600</p> <p>Time for training of Y12 students 2 staff x 5 hrs x £40 = £400</p>	<p>Whole School INSET as appropriate</p> <p>LEA / ESIS support</p> <p>HOF meetings</p> <p>Training for Y12 students for schemes</p>	July 2012 and on-going

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 2. Provision	SCHOOL AIM NUMBER: 3, 4, 8
QUALITY INDICATOR: 2.1 Learning experience 2.1.3	
TITLE/TARGET: Develop Welsh language provision and Welsh dimension at Porthcawl Comprehensive School	
TEAM LEADER: VH	
TEAM MEMBERS: VH, SMT, Welsh development working group and all staff	

REVIEW STATEMENT

In line with the Welsh Government's policy on developing Welsh, Porthcawl Comprehensive is committed to supporting and promoting the Welsh language and culture by facilitating the greater use of the Welsh language by staff and pupils and the inclusion of more Welsh culture across all areas of the curriculum. Some progress has been made in the implementation of school policy.

DEVELOPMENT TASKS	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.1.3.1. To set up a Welsh language and culture development group VH	Welsh development group set up consisting of department and pastoral representatives	Scrutiny of Welsh group minutes Lesson observations DDP PM	2.1.3	Reading various documents 29 staff x 1 hr x £40 = £1160	Nil	Autumn 2011

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.1.3.2 To further develop the use of Welsh language and culture across the curriculum VH, Welsh Development Group	Evidence that supports greater use of Welsh Language and culture across the curriculum	Lesson observations Dept DDP SoW	2.1.3	29 staff x 1 hr x £40 = £1160	learn key phrases	July 2012

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 2. Provision	SCHOOL AIM NUMBER: 2, 3, 4, 6
QUALITY INDICATOR: 2.2 Teaching 2.2.1	
TITLE/TARGET: To ensure a high class and consistent level of pedagogy across the school and the development of a skills based curriculum that addresses the particular needs of all pupils.	
TEAM LEADER: CS	
TEAM MEMBERS: CS, NT, Learning Group All Staff	

REVIEW STATEMENT

All staff skills are kept up to date with a positive impact upon the achievement of pupils. This is achieved firstly by monitoring and evaluating the quality of teaching and learning within school. Skills are then updated to ensure high quality delivery for all learners.

DEVELOPMENT TASKS	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.2.1.1 Relevant staff to investigate means of delivering improved practice in individual subject areas and implement into lesson delivery. All staff	Training received and new skills impact upon pupil achievement.	Scrutiny of SOW and lesson plans. Lesson observations. INSET evaluation.	2.2.1	Staff training. 30 staff x £240 = £7,200 Supply costs 30 x £130 = £3,900	Relevant training courses.	July 2012

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.2.1.2 PLC of relevant staff to be formed and ideas and skills to be shared. CS/NT/Learning Group/Relevant staff	PLC formed and skills and knowledge shared to improve outcomes for pupils.	Minutes of PLC meetings and records of strategies shared.	2.2.1	Staff attendance at meetings and time to produce and share resources. x 10 hours x £40 = £800		July 2012
2.2.1.3 Good practice sessions to be delivered to departments or whole school. CS/NT/Learning Group/HODs/Relevant staff	Sessions delivered.	Minutes of meetings. INSET records. INSET evaluations	2.2.1	Staff time to prepare for delivery of good practice sessions. 10 staff x 2 hours x £40 = £800		July 2012
2.2.1.4 Evidence of good practice to be shared on school intranet, SRC and Ngfl or ESIS website. CS/NT/Learning Group/Relevant staff	Reports and resources uploaded.	Scrutiny of websites.	2.2.1	ICT training for some staff. 5 x 2 hours x £40 = £400 Staff time to upload resources or admin. support to do so. 20 staff x 2 hours x £40 = £1600	ICT training for some staff.	July 2012

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: Provision	SCHOOL AIM NUMBER: 1,5,6
QUALITY INDICATOR/ASPECT: 2.3 Care Support and Guidance 2.3.1	
TITLE/TARGET: To review and report on the current pastoral structures and their effectiveness	
TEAM LEADER: DS	
TEAM MEMBERS: DS, CS	

REVIEW STATEMENT

The current pastoral structure has been largely unchanged as a model for the delivery of pastoral support for over 9 years. Is this current model still the most effective or does the pastoral faculty need to change to meet and reflect the current pastoral needs of our learners?

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.3.1.1 To make a comparative study of models of pastoral delivery.	The fact a comparative study has been made, and results are available.	A scrutiny of materials associated with the comparative study	2.3.1	Time to visit / make comparative studies	Nil	December 2011
2.3.1.2 To produce a report that evaluates our current model and makes future recommendations.	The production of the report to the Headteacher/Governing Body	A scrutiny of the report and its findings	2.3.1	Time to write report	Nil	February 2012

SCHOOL DEVELOPMENT PLAN

KEY AREA : 2. Provision	SCHOOL AIM NUMBER: 2,3,6
THEME/ELEMENT: 2.3 Care, Support and Guidance	2.3.4
TITLE/TARGET: Further Development Basic Skills	
TEAM LEADER: NT	
TEAM MEMBERS: MP, AT, HODs and all subject teachers	

REVIEW STATEMENT

PCS has a whole school strategic approach embedded in its development plan for raising standards in literacy and numeracy across the curriculum. Policy exist to support this plan including a literacy and numeracy policy and there has been ongoing staff training rolled across the whole staff.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.3.4.1 To raise staff awareness of the Quality Standard and BS procedure within whole school/depts. NT, MP,AT	All staff have been updated on the criteria for basic skills quality standard	Inset evaluation An examination of Dept. minutes	2.3.4	Basic skills updates – Lit/Num training 3 x 7dys Inset @LEA = £4,200 Departmental development time via ½ day INSET (90x2x£40 =£7200)	Staff training has been received and cascaded across whole staff and depts. Provided by LEA BS co-ordinator	Training until Nov 2011 Roll out Jan 2011

DEVELOPMENT TASK						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.3.4.2 Analyse the learning needs of a particular learner, group or class.	Learning needs clearly identified.	Lesson observations- show that there are specific strategies for raising the attainment and supporting basic skills pupils	2.3.4	Staff time to identify needs, $22 \times £40 \times 5 = £4400$	On-going as needs are indentified.	Spring term 2012
2.3.4.3 Evaluate the choice of interventions and teaching approaches. All HoD/Teacher in Charge of BS/class teacher	Interventions and teaching approaches implemented appropriately as identified in schemes of work and lesson observation	Analysis of intervention strategies using pupil voice, lesson observation and results	2.3.4	Audit strategies and implement changes $22 \times £40 \times 5 = £4400$	Nil	
2.3.4.4 Ensure effective procedures for planning, monitoring and reviewing progress of learners (individual & groups) with basic skills needs are in place . All HoD/Pastoral progress team	Specific individual or group learning plans to meet the literacy and numeracy needs of basic skills learners are in place Literacy/numeracy grades improve	IEPs A scrutiny of:- Learning support plans Catch up intervention Targets (pupils') Achievement levels	2.3.4	Staff time to develop learning plan , monitoring and review $22 \times £40 \times 3 = £2600$	Nil	Ongoing /Spring 2012

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
2.3.4.5 To communicate Basic skills to, and engage parents/carers on how they can help to support, sustain and extend basic skills of the learner 1 x staff English/Maths NT /AD	Parents informed of interventions and pupils progress as basic skills learners. A movement of levels of engagement and response from parents/carers increases	Communication with parents (termly) Reports and reviews HT report to GB GB report to parents Help sheets for parents Feedback sheets	2.3.4	3x3x£40=£360: Monitoring progress and communicating via letter/report to parents/carers 5x3x£40=£600: Parents/carers evening	Nil	Ongoing / Summer 2012

3 L E A D E R S H I P	3.1 Leadership	3.1.1 3.1.2 3.1.3	strategic direction and the impact of leadership governors or other supervisory boards meeting national and local priorities
	3.2 Improving Quality	3.2.1 3.2.2 3.2.3	self-evaluation, including listening to learners and others planning and securing improvement involvement in networks of professional practice
	3.3 Partnership working	3.3.1 3.3.2	strategic partnerships joint planning, resourcing and quality assurance
	3.4 Resource Management	3.4.1 3.4.2	management of staff and resources value for money

Note: Guidance

Handbook and Sector Manuals will be published onto the Estyn website. There are some differences to the above in the Inspection of Local Authority Education Services, Careers and Non Maintained Settings.

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 3 Leadership	SCHOOL AIM NUMBER: 1,2,3,4,5,6,7,8
QUALITY INDICATOR/ASPECT: 3.1 Leadership 3.1.1	
TITLE/TARGET: Preparation for Inspection	
TEAM MEMBERS: SMT, HOF, HOD	

REVIEW STATEMENT

School self evaluation is inclusive, rigorous and evidence based. The school is now using its fourth model for self evaluation, this model is aligned directly with the new C.I.F.

- Self evaluation informs school and departmental planning and is a key driver in the PM process. School improvement arises from rigorous self evaluation, meticulous planning and the involvement of individuals in the process.
- Senior staff have attended inspection training courses and materials/knowledge have been cascaded to middle managers.
- The Governing Body have been briefed on the new C.I.F and have been briefed on the school self evaluation processes.
- Almost half of school policies have been reviewed / edited / replaced in readiness for inspection. Departments are now reviewing their policies.
- Key features such as Wellbeing and Listening to learners are now developed and are being refined and cascaded.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	CIF ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
3.1.1.1 The production of a new school self evaluation report	The actual production of the report	An analysis / scrutiny of the report	3.1.1	Time needed to write the report 30hours @ £40 = £1200	Nil	July 2011
3.1.1.2 To continue to familiarise Governors, staff and learners with the C.I.F	Briefing papers produced and meetings held	An examination of papers produced and a judgement upon levels of comprehension	3.1.1	Time to produce materials and hold meetings 10x£40=£400	Nil	Throughout school year 2011-2012

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
3.1.1.3 Complete the revisiting and refinement of all policies at school and department level	The production of refined policies	An examination of the new policies leading to endorsement by the Governing Body	3.1.1	Time to carry out the task 22x20x£40= £17600	As required for staff	Complete revision of all policies by July 2012
3.1.1.4 Source, check, collate and file all relevant data e.g. exam results, attendance, destinations and pupil sub groups.	The existence of the archived data	A scrutiny of data in terms of coverage and accuracy	3.1.1	Time to complete 5x10x£40= £2000	Nil	Completion by July 2012
3.1.1.5 Conduct survey on fabric of buildings, remedy any defects	The production of a report to Governing Body Defects remedied	An examination of the reports content and accuracy Survey of buildings	3.1.1	Time to complete 2x5x£40= £400	Nil	Summer Term 2012
3.1.1.6 To further develop and extend the evidence based website	The completion of the evidence collection and its housing on the website	A critical testing of the evidence base and the quality of the website	3.1.1	Time to complete 1x10x£40=£400	Nil	Ongoing throughout 2012

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
3.1.1.7 Further develop and widen the collection of stakeholder views	The completion of variety of SELS reports	A scrutiny of the number / quality of SELS reports	3.1.1	Time to produce SELS reports 2x10x£40= £800	Nil	Summer 2012

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: Leadership	SCHOOL AIM NUMBER: 1,2,3,4,5,6,7,8
QUALITY INDICATOR/ASPECT: 3.2 Improving quality 3.2.2	
TITLE/TARGET: To Develop and implement a marketing strategy for the school	
TEAM LEADER: D.S.	
TEAM MEMBERS: D.S	

REVIEW STATEMENT

The school does much to market its' success. Much valuable work does go on; the aim is to develop a coherent and methodical approach via the development of a written marketing strategy for implementation in the academic year 2011/12.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
3.2.2.1 To produce a marketing strategy for the school.	The physical production of and implementation of a marketing policy.	An analysis of the marketing strategy and its impact	3.2.2	Time to write and implement the strategy 1x15x£40= £600	Market strategy training and research	June 2012

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 3. Leadership	SCHOOL AIM NUMBER: 1, 6, 7
QUALITY INDICATOR/ASPECT: 3.3 Partnership working 3.3.1	
TITLE/TARGET: To involve school in new developments of multi-agency zone working	
TEAM LEADER: CS	
TEAM MEMBERS: CS, KD, SENCo, Primary Headteachers	

REVIEW STATEMENT

This year the school has been part of the cluster piloting of the TAPPAS model for supporting pupils. This has involved engaging the services of a cluster behaviour support teacher and the SENCo has attended a number of TAPPAS meetings. As the authority moves to a zoned approach for delivering specialist support from Access and Inclusion and other outside agencies the school will need to be involved in the planning and implementation of a number of new initiatives.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
3.3.1.1 Attend meetings to discuss planning of zone working and multi-agency approach. KD/CS	Meetings attended.	Reports written following meetings and shared with SMT.	3.3.1	Staff attendance at meetings. 1 staff x 4 meetings x 2 hours x £40 hour = £320	Nil	Ongoing over 3 years in line with LA directive.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
3.3.1.2 To continue contributing to TAPPAS process within cluster. CS/AD	TAPPAS model up and running with impact for pupils.	Minutes of meetings and records of pupil interventions.	3.3.1	Staff attendance at meetings and time to plan and implement interventions. 2 staff x 10 hours x £40 = £800	Nil	July 2012
3.3.1.3 To investigate the viability of developing a Nurture Unit within the school. KD/CS	Viability study undertaken and work on establishing unit started or rejected.	Report on viability. If to be pursued costed plan for unit established and action plan written.	3.3.1	Time.	Nil	December 2012

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 3. Leadership	SCHOOL AIM NUMBER: 1,6,7
QUALITY INDICATOR/ASPECT: 3.3 Partnership working 3.3.1	
TITLE/TARGET: To monitor and develop further links between PCS and feeder schools	
TEAM LEADER: CS	
TEAM MEMBERS: CS, KD, HoD, Primary Headteachers, All staff	

REVIEW STATEMENT

The school currently has in place a wide range of activities to encourage a smooth progression from KS2 to KS3. Excellent relationships already exist between PCS and feeder primary schools. Since September 2007 a Transition Plan has been jointly written, monitored and evaluated on behalf of the Governing Bodies of PCS and feeder primary schools. CS meets on a regular basis with primary headteachers to plan and review transition arrangements, which has also included an annual joint INSET day for the last four years.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
3.3.1.4 To write a joint transition plan with primary partner schools CS and Primary Heads	The production of the report.	A scrutiny of the report.	3.3.1	Time to write	Nil	July 2011

SCHOOL DEVELOPMENT PLAN

KEY QUESTION: 3. Leadership	SCHOOL AIM NUMBER: 1,6,7
QUALITY INDICATOR/ASPECT: 3.3 Partnership working 3.3.1	
TITLE/TARGET: To participate in the LEA Community Focussed Schools Partnership	
TEAM LEADER: DS	
TEAM MEMBERS: DS/CS	

REVIEW STATEMENT

The school has signed up to the community focussed schools initiative. Following the reorganisation of the C.F.S grant a new structure for the west of the LEA has been developed.

DEVELOPMENT TASKS						
BY WHOM	SUCCESS CRITERIA	METHOD OF EVALUATION	C.I.F. ASPECT NUMBER	RESOURCE IMPLICATIONS COST	STAFF TRAINING	COMPLETION DATE
3.3.3.1 To participate in the community focussed schools' partnership	Membership of and participation in the group	Scrutiny of minutes of meetings and papers associated with C.F.S partnership	3.3.1	Time to attend 20x£40=£800	Nil	September 2011 ongoing