

## Porthcawl Comprehensive School

### Governors Report to Parents for the Academic Year 2017-18

Please note that some of the information in this report refers to the current school year 2018-2019, the financial year April 2018-March 2019 and some to the previous school year 2017-2018.

#### 1. Meetings held/not held, with parents under section 94 of the School Standards Organisation (Wales) Act 2013.

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

#### 2. Next Parent Governor Elections

Parent Governor	Term of Office
	Ends
1 Mr N Ashton	17.11.2020
2 Mr C Abraham	17.11.2020
3 Mr A Hughes	17.11.2020
4 Ms C Stradling	17.11.2020
5 Dr S-A Evans	19.06.2022
6 Vacant	

The most recent Parent Governor Election took place in April 2019, at the time of writing we are awaiting the results from Bridgend County Borough Council. Results are announced on the school website. The arrangements for election of Parent Governors follows BCBC procedures and is available on request.

#### 3. KS3 Data for the school year 2017-2018 (Year 9 Results Summer 2018)

Level 5+	English	Mathematics	Science	CSI
<b>Porthcawl (2018)</b>	<b>99.5%</b>	<b>99.0%</b>	<b>100.0%</b>	<b>99.0%</b>
<b>LEA (2017)</b>	<b>92.0%</b>	<b>92.0%</b>	<b>96.0%</b>	<b>89.0%</b>
<b>Wales (2017)</b>	<b>90.5%</b>	<b>90.8%</b>	<b>93.5%</b>	<b>87.4%</b>
<b>Family No All Wales Core Data, so no Family Data</b>				

The CSI is the core subject indicator for those pupils who gained all three subjects at level 5 or better. The data compares PCS 2018 with LA and Wales 2017.

#### 4. The Summary of Secondary School Performance (SSSP) 2017-2018

See Appendix A

#### 5. Literacy and Numeracy Report 2017-2018

The WG data is no longer available for the National Tests.

#### 6. Attendance Information for 2017-2018

Year	% Unauthorised	% Authorised	% Attendance
7	0.5	3.6	95.9
8	1.1	4.2	94.7
9	0.8	4.9	94.3
10	1.2	5.0	93.8
11	1.0	4.9	94.1
Years 7 - 11	0.9	4.5	94.5

## 7. Provision for Sport.

At Key Stage 3, there are 3 lessons of PE per fortnight.

At Key Stage 4, there are 2 lessons of Games per fortnight.

Extra-Curricular Sport/PE

The Extra Curricular Offer varies with the seasons.

Activity	Day	Time
Weights/Fitness (all years)	Monday	Lunchtime
Football (KS3)	Monday	After School
Basketball (all years)	Monday	After School
Hockey (years 10,11,12 & 13)	Monday	After School
Netball (year 7)	Monday	After School
Tennis (all years)	Monday	Lunchtime
Athletics (all years)	Monday	After School
Girls Tennis (all years)	Monday	After School
Weights/Fitness (all years)	Tuesday	Lunchtime
Badminton (all years)	Tuesday	Lunchtime
Rugby (years 8 & 9)	Tuesday	After School
Circuit Training (all years)	Tuesday	After School
Hockey (year 7)	Tuesday	After School
Tennis (all years)	Tuesday	Lunchtime
Boys Tennis (all years)	Tuesday	After School
Touch Rugby (Mixed)	Tuesday	After School
Weights/Fitness (all years)	Wednesday	Lunchtime
Gymnastics (all years)	Wednesday	Lunchtime
Basketball (all years)	Wednesday	After School
Hockey (years 8 & 9)	Wednesday	After School
Netball (years 10,11,12 & 13)	Wednesday	After School
Tennis (all years)	Wednesday	Lunchtime
Go Girls	Wednesday	Lunchtime
Athletics (all years)	Wednesday	After School
Tennis (all years)	Wednesday	After School
Weights/Fitness (all years)	Thursday	Lunchtime
Rugby (year 7)	Thursday	After School
Netball (years 8 & 9)	Thursday	After School
Tennis (all years)	Thursday	Lunchtime
Tennis (all years)	Thursday	After School
Weights/Fitness (all years)	Friday	Lunchtime
Girls Multi-Sports (all years)	Friday	Lunchtime
Tennis (all years)	Friday	Lunchtime

**In addition to the above clubs/activities, our students participate in a wide variety of fixtures. At all Key stages we participate with local schools as well as National Organisations eg. Urdd.**

**Annual Sports Day at Swansea University Sports Ground.**

The School has the following facilities – Athletics track, Sports Hall, Gymnasium, Multi Gym, Dance Studio, Astroturf, Tennis Courts, Rugby and Football pitches, Netball Courts and a Swimming Pool.

### Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2018 : 232

Percentage of pupils in Year 11 who

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil
School 2017/18	100	100	87	75	36	403	370
LA Area 2017/18	98	95	70	57	20	357	334
Wales 2017/18	99	94	67	55	18	350	324
School 16/17/18	100	99	84	70	34	..	365
School 15/16/17	100	99	82	67	33	..	363

Number of boys in Year 11 who were on roll in January 2018 : 110

Percentage of boys in Year 11 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil
School 2017/18	100	100	86	77	30	398	363
LA Area 2017/18	98	93	63	51	15	341	319
Wales 2017/18	99	92	61	50	14	335	311
School 16/17/18	100	99	81	66	28	..	353
School 15/16/17	100	98	79	60	26	..	347

Number of girls in Year 11 who were on roll in January 2018 : 122

Percentage of girls in Year 11 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil
School 2017/18	100	100	88	73	41	408	376
LA Area 2017/18	99	96	77	63	26	374	350
Wales 2017/18	99	95	73	61	22	365	338
School 16/17/18	100	99	86	73	40	..	376
School 15/16/17	100	99	84	73	39	..	376

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QIW) at <https://www.qiw.wales/>

(2) Average capped 9 / 8 wider point scores are calculated using the best 9 / 8 results but must include certain subjects. See notes for further details.

.. Data not available.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2018 **232**

Percentage of pupils in Year 11 who:

achieved an A\*-C Grade in :

	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numerac	Best of Maths	Core subject indicator (3)
School 2017/18	89	89	0	82	74	73	78	73
LA Area 2017/18	66	65	79	63	60	59	65	54
Wales 2017/18	65	63	74	63	59	58	64	53
School 15/16/17	80	80	0	92	..	..	..	70
School 14/15/16	75	75	0	98	..	..	..	67

Number of boys in Year 11 who were on roll in January 2018 : **110**

Percentage of boys in Year 11 who:

achieved an A\*-C Grade in :

	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numerac	Best of Maths	Core subject indicator (3)
School 2017/18	85	85	0	83	75	77	80	75
LA Area 2017/18	55	54	74	59	57	58	64	47
Wales 2017/18	56	54	65	60	57	58	62	48
School 15/16/17	72	72	0	92	..	..	..	66
School 14/15/16	65	65	0	98	..	..	..	60

Number of girls in Year 11 who were on roll in January 2018 : **122**

Percentage of girls in Year 11 who:

achieved an A\*-C Grade in :

	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numerac	Best of Maths	Core subject indicator (3)
School 2017/18	93	93	0	82	73	70	75	72
LA Area 2017/18	77	76	86	68	63	61	66	60
Wales 2017/18	74	72	83	66	62	58	65	58
School 15/16/17	86	86	0	92	..	..	..	73
School 14/15/16	83	83	0	98	..	..	..	73

- (1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QIW) at <https://www.qiw.wales/>
- (2) Note that the denominator for this indicator is the number pupils in Year 11 who entered Welsh First Language, rather than the total number of pupils in Year 11
- .. Data not available.



### Achievement of the Skills Challenge Certificate by pupils in Year 11

	Percentage of pupils in Year 11 who:		Percentage of boys in Year 11 who:		Percentage of girls in Year 11 who:	
	Achieved the Foundation or National Skills Challenge Certificate at KS4	Achieved the National Skills Challenge Certificate at KS4	Achieved the Foundation or National Skills Challenge Certificate at KS4	Achieved the National Skills Challenge Certificate at KS4	Achieved the Foundation or National Skills Challenge Certificate at KS4	Achieved the National Skills Challenge Certificate at KS4
School 2017/18	97	94	97	94	97	95
LA Area 2017/18	88	78	85	70	92	86
Wales 2017/18	87	73	84	66	90	81
School 16/17/18	..	..	..	..	..	..
School 15/16/17	..	..	..	..	..	..

### Achievement of the Welsh Baccalaureate By Pupils in Year 11

	Percentage of pupils in Year 11 who:		Percentage of boys in Year 11 who:		Percentage of girls in Year 11 who:	
	Achieved the Foundation or National Welsh Baccalaureate at KS4	Achieved the National Welsh Baccalaureate at KS4	Achieved the Foundation or National Welsh Baccalaureate at KS4	Achieved the National Welsh Baccalaureate at KS4	Achieved the Foundation or National Welsh Baccalaureate at KS4	Achieved the National Welsh Baccalaureate at KS4
School 2017/18	97	72	97	72	97	71
LA Area 2017/18	86	53	82	46	90	60
Wales 2017/18	85	51	82	45	89	58
School 16/17/18	..	..	..	..	..	..
School 15/16/17	..	..	..	..	..	..

(1) For details on approved qualifications, point scores and contribution to thresholds, please see Qualifications Wales website (QIW) at <https://www.qiw.wales/>

.. Data not available

## Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2018: 97		Number of boys aged 17 who were on roll in January 2018: 33		Number of girls aged 17 who were on roll in January 2018: 64	
	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score
School 2017/18	100	725	100	713	100	731
LA Area 2017/18	98	688	97	636	99	727
Wales 2017/18	98	740	97	692	98	781
School 16/17/18	99	748	97	699	100	777
School 15/16/17	98	756	96	695	100	797
	Achieved 3 or more A level Grades A*- A or equivalent	Achieved 3 or more A level Grades A*-C or equivalent	Achieved 3 or more A level Grades A*- A or equivalent	Achieved 3 or more A level Grades A*-C or equivalent	Achieved 3 or more A level Grades A*- A or equivalent	Achieved 3 or more A level Grades A*-C or equivalent
School 2017/18	16	68	19	77	14	63
LA Area 2017/18	9	57	9	52	9	60
Wales 2017/18	13	58	13	50	14	64
School 16/17/18	12	62	11	55	12	66
School 15/16/17	10	60	9	48	11	67

## Achievement of the Advanced Skills Challenge Certificate and Welsh Baccalaureate by pupils aged 17:

	Percentage of pupils aged 17 Who :		Percentage of boys aged 17 Who :		Percentage of girls aged 17 Who :	
	Achieved the Advanced Skills Challenge Certificate	Achieved the Advanced Welsh Baccalaureate	Achieved the Advanced Skills Challenge Certificate	Achieved the Advanced Welsh Baccalaureate	Achieved the Advanced Skills Challenge Certificate	Achieved the Advanced Welsh Baccalaureate
School 2017/18	8	8	6	6	9	9
LA Area 2017/18	51	43	46	38	54	48
Wales 2017/18	69	60	65	55	72	64
School 16/17/18	..	..	..	..	..	..
School 15/16/17	..	..	..	..	..	..

(1) For details on approved qualifications, point scores and contribution to thresholds, please see Qualifications Wales website (QiW) at <https://www.qualifications.wales/>

Porthcawl Comprehensive School

School Type: Comprehensive 11-18

Linguistic Delivery: English medium

**SSSP 2018**

LA/School No. 672 / 4080

Number of SEN Unit/Special Classes 2018: 0

Number of Pupils on Roll in NCY 11 2018: 232

Percentage of compulsory school age pupils eligible for FSM 16/17/18 <sup>(1)</sup>: 8.1

Percentage of pupils in year 11 on SEN register 2018: 5.6

(1) Used for all Free School Meal benchmarking tables. This indicator is only shown for mainstream secondary schools.

.. Data not available.



## Full Report (to include the summary report and the following)

### 1. Members of the Governing Body

Ms Anna Morgan –	Vice Chair	LEA
Mrs M Carlson		LEA
Mr H Dafydd		LEA
Mr Julian Harrington		LEA
Cllr S Aspey		LEA
Mr M.T. Keohane		Community
Mrs Yvonne Evans		Community
Rev. Prof. Teddy Kalongo		Community
Mrs Catherine Brown		Community
Mrs Allison Thomas C/O Porthcawl Comprehensive School 52 Park Avenue, Porthcawl CF36 3ES	Chair	Community
Mr N Ashton		Parent
Mr C Abraham		Parent
Dr Shelley-Ann Evans		Parent
Mr A Hughes		Parent
Ms C Stradling		Parent
Dr Liz Wren-Owens		Parent
Mrs Nicola Evans		Staff
Mrs H Strong		Teacher
Mrs M Callister		Teacher
Mr A Slade		Headteacher
Mrs S Delaney schoolgovernancesolutions@gmail.com		Clerk to the Governing Body

### 2. Financial Statement for the year 2018-19

See Appendix B

### 3. Destinations of School Leavers 2018

See Appendix C

#### 4. School Links with the Community

The following is a selection of links we actively develop with the community:

- Police liaison officer
- U3A
- Annual School Show for 4 days at the Pavilion, Carol Service at All Saint's church
- Foodbank Donations
- Porthcawl Lions Club - Leos
- Rotary Club of Porthcawl; Christmas Tree Festival, Interact Club
- School Nurse and Health Service
- Welsh Blood Service
- Restart a Heart involving local paramedics and Ambulance Service
- Charities Week – donating to local causes such as Porthcawl RNLI, The Sandville & Pencoed based Rhys Rubery 81
- Welsh Baccalaureate Community Project

The School facilities are used by the community outside normal school hours eg. Football on the AstroTurf and Swimming in the pool.

#### 5. Targets Set by the Governing Body for School Improvement, including reducing levels of unauthorised absence

**Reducing unauthorised absence continues to be a high priority for the pastoral team. 2017/18 target was 0.5% (Actual was 0.9% in 2016/17).**

Other targets:

Achieving the Level 1 threshold	100%
Achieving the Level 2 threshold	97.5%
Achieving the Level 2 threshold including both English and Mathematics	92.9%
Achieving the Core Subject Indicator	92.9%
Achieving 5 A* - A	36.5%
Achieving a GCSE A* - C pass in English	94.2%
Achieving a GCSE A* - C pass in Mathematics	93.4%
Achieving a Level 2 pass in Science	99.6%
Leaving without a qualification	0%

#### 6. Policies/Strategies reviewed and any action (School year 2017-2018)

##### Autumn 2017

BCBC training on Health and Safety and the Governing Body responsibility

BCBC Message from the Corporate Director – Education and Family Support – message noted

BCBC Health and Safety Information – noted

BCBC Child Protection Training – acknowledged invite

CSC (Central South Consortium) Blog to support Governing Body – noted

CSC Capability Procedure for Support staff – adopted

CSC Performance Management Policy for Support Staff – adopted

BCBC Agency Workers – noted

BCBC Corporate Learning and Development - noted

BCBC Education Outturn Statement 2016/2017 – noted

PCS Safeguarding Policy – agreed

PCS Self Evaluation – noted

New Inspection Framework - noted

### Spring 2018

BCBC Message from the Corporate Director – Education and Family Support – message noted  
BCBC Violence against Women, Domestic Abuse and Sexual Violence Act 2015 – noted  
BCBC Corporate Landlord Operating Model – noted  
BCBC CSC Model Whole School Pay Policy 2017/18 – adopted  
BCBC Reasonable Adjustment Guidance – adopted  
BCBC Corporate Learning Development – noted  
BCBC New and Expectant Mothers Guidance – adopted  
BCBC Agency Workers Guidance – adopted  
BCBC Support into Work (Rehabilitation Guidance) – adopted  
BCBC Part Time Teacher Guidance – adopted  
PCS Health and Safety Policy – adopted  
PCS Transition Plan – for information  
PCS Behaviour Policy – adopted  
PCS Safeguarding, Guidance on Code of Conduct for Staff and Child Protection for Governors – noted

### Summer 2018

BCBC Message from the Corporate Director – Education and Family Support – message noted  
BCBC Self-Employed Protocol – adopted  
BCBC Effective Management of Workforce Attendance – agreed to adhere to these guidelines  
BCBC Corporate learning development – Governors noted the information  
PCS Finance Report – noted  
PCS Self Evaluation Policy – agreed  
PCS DDA Complaints and Health and Safety – noted  
PCS Looked After Children Policy – agreed  
PCS ICT Policy – agreed  
PCS Staff Wellbeing and Work Life Balance Policy – agreed  
PCS Primary/Secondary Transition Policy – agreed  
PCS Wellbeing Policy - agreed

## **7. Term Dates 2019-2020**

<b>Term dates for the year 2019/20</b>			
<b>This table contains term dates for year 2019/20</b>	<b>Autumn Term 2019</b>	<b>Spring Term 2020</b>	<b>Summer Term 2020</b>
<b>Begins</b>	Monday 2 September 2019	Monday 6 January 2020	Monday 20 April 2020
<b>Half term</b>	Monday 28 October - Friday 1 November	Monday 17 February 2020 - Friday 21 February 2020	Monday 25 May 2020 - Friday 29 May 2020
<b>Ends</b>	Friday 20 December 2019	Friday 3 April 2020	Monday 20 July 2020

**Calendar of events and INSET days will be published on the school website and the Parent App.**

## 8. Changes to the School Prospectus

None

## 9. Statement on the curriculum and organisation of education and teaching methods at Porthcawl, including details of any special arrangements in the curriculum or otherwise for particular categories of pupils, including those with a statement of special educational needs.

Appendix D Curriculum Policy

Appendix E ALN Policy

## 10. Language of the school

Porthcawl is an English speaking school.

## 11. Use of Welsh Language

Welsh Second Language is taught to all pupils at KS3 and 4. At KS5, Welsh Second Language is offered as an option at AS and A2.

At PCS we ensure that pupils have opportunities of extending their personal interests together with the knowledge of the language, culture and heritage of Wales and their understanding of them. Our aim is to stimulate a healthy interest and attitude towards the Welsh language.

The following is a small selection of the Welsh Dimension at PCS:

Bi-lingual signs around the school

Welsh assemblies.

Whole School Eisteddfod.

Residential Welsh courses both in county and those organised by the Urdd will be supported whenever possible.

Welsh in the pupils' planners.

## 12. Toilet Facilities

All toilets are cleaned each day, with supplies of toilet paper and soap/hand wash replenished.

Pupils have access to boys and girls toilets in A Block, x2 in P block, Jubilee theatre, Gymnasium, Sports Hall, D block, Swimming Pool and Sixth form Hall. There are 3 separate DDA toilets.

Staff have access to male and female toilets in A block, P block, D block and the Staff Room. There is a separate DDA toilet for Staff.

## 13. Healthy Eating and drinking at School

We continue to work closely with the Food in Schools Coordinator at the Welsh Local Government Association, to ensure that all our food and drink has undergone nutrition analysis using SAFFRON software. Porthcawl understands that all the food and drink provided must meet The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013 ('Regulations'). These Regulations are based on the previous Appetite for Life guidelines and form part of the wider Healthy Eating in Schools (Wales) Measure 2009 ('Measure'). At Porthcawl we have a number of pupil groups, including a Healthy Schools Committee.

## 14. Summary of the School Development Plan 2017-18

The school will continue to develop strategies to ensure each learner reaches their potential, expressed as a target. *Completed and continues.*

The school will continue to strive to improve attendance. *Completed & continues, see attendance data.*

The school learning group will continue to lead a number of in-service training opportunities for teaching staff and there will be further opportunities for staff to develop leadership roles. The school will introduce the new Professional Standards for Teaching and Leadership. *Completed.*

The school will widen the use of Hwb (the Welsh Government's Learning Platform), including its regular use in some lessons including ICT and Welsh Baccalaureate. *Completed, Hwb trials for National Tests were carried out.*

The school will further develop strategies to remove impediments to learning for discrete groups of learners, with a clear focus on family engagement and greater community participation. *Completed and continues.*

The school continues to embed the Digital Framework across all subjects. *Completed and continues.*

The school will embed the re-modelled Self Evaluation process. *Completed.*



The school will continue to listen to our learners, further developing their role in whole school Self Evaluation for example. *Completed.*

The school will continue to embed and enrich the LNF via discrete curricular areas, monitoring progression and reporting outcomes. We will respond to new opportunities for alternative learning pathways at Key Stage 4. *Completed.*

The school continues to evaluate, refine and improve the use of SIMS with a specific focus on monitoring of pupil performance. *Completed.*

The school will continue to develop formal school to school learning with a focus on curricular development. *Completed.*

The school will manage the budget in an attempt to achieve stability, as all schools are subject to financial cuts. *Completed.*

The school will continue to prepare for the final SEN Reforms Wales. *Completed & next stage continues.*

The school continues to prepare for a broad and balanced Donaldson Curriculum, including our Pioneer Schools status for Expressive Arts and the introduction of Health & Wellbeing in Year 7. *Completed & continues.*

See Appendix F 'New 3 Year Plan 2018 – 2021'



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## PORHCRAWL COMPREHENSIVE SCHOOL

### CURRICULUM POLICY

The Curriculum Policy at Porthcawl Comprehensive School meets the statutory requirements of the 1988 Education Reform Act and its subsequent amendments. This states that pupils will follow the National Curriculum unless there are elements to which they are, for any reason disapplied. More recent changes such as 14-19 Learning Pathways aim to offer greater flexibility and extended opportunities through a curriculum with increasing breadth and choice, and which is more relevant and appropriate to the needs of today's young people.

With the introduction of Successful Futures the school is planning to develop a curriculum in line with the Four Core Purposes in readiness for its implementation in September 2022. It is planned that this will form the basis of the curriculum in Years 7 and 8, with pupils starting GCSE learning from Year 9 onwards. This will support students to make educated option choices when starting Key Stage 4, in Year 10. This plan of development will be kept under review as we move towards the formal introduction of the new curriculum for Wales.

#### **Rationale**

All learners at Porthcawl Comprehensive School, irrespective of race, gender or ability have the right to access a relevant curriculum which is broad, balanced and differentiated, and which meets statutory requirements. The curriculum includes timetabled activities and extracurricular experiences and activities which promotes the spiritual, moral, cultural, mental and physical development of all its learners and prepares them for the opportunities, responsibilities and experiences of adult life.

#### **Our aims for the curriculum are to:**

- provide a broad, balanced, coherent, differentiated and relevant curriculum that meets all statutory requirements, enriched by a wide range of additional opportunities for learning and personal development;
- provide full-time supervised education for pupils of compulsory school age, which gives pupils experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their age and aptitude;
- provide a curriculum that supports all pupils' enjoyment of learning to encourage pupils to perceive education as a lifelong process;
- design a meaningful curriculum that engages and challenges all learners;
- provide equal access to the curriculum for all pupils whilst ensuring that all pupils have the opportunity to learn and make progress;
- create learning and teaching experiences where pupils will expect to acquire skills in speaking and listening, literacy and numeracy;
- promote high standards in all learning and teaching;
- design a curriculum that equips pupils as 21<sup>st</sup> century learners with the skills and abilities to function and succeed in a variety of situations;

- create exciting and stimulating learning experiences that have at its core the Successful Futures - Four Purposes for education in Wales;
- ensure the Key Stage 4 and Sixth Form curricula meet the requirements of Learning Pathways 14-19 and the Learning and Skills (Wales) Measure (2009);
- provide a curriculum that draws appropriately upon Welsh Language and Culture;
- ensure continuity and progression as learners move from Primary to Secondary school, and between key stages;
- provide learning pathways that reflect the needs of our changing cohorts in line with key performance indicators;
- provide personal, social and health education reflecting the school's aims and ethos;
- provide pupils with access to careers guidance and personal support;
- promote a healthy lifestyle;
- ensure pupils attain qualifications most valued by employers and post-16 and higher education providers as well as by parents, pupils and school.

The **Headteacher** will ensure that:

- all statutory elements of the curriculum are met;
- all subjects the school offers have appropriate schemes of work indicating how the individual needs of pupils will be met;
- the amount of time provided for teaching and the curriculum is adequate and is reviewed regularly;
- the procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve;
- the Governing Body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.

The **Deputy Headteacher** and **other Staff** will ensure that:

- the school curriculum and timetable is implemented in accordance with this policy.

The **Governing Body** will ensure that:

- it considers the advice of the Headteacher when approving curriculum changes and when setting statutory and non-statutory targets;
- progress towards annual statutory targets is monitored;
- it participates in decision making about the breadth and balance of the curriculum.

### **Curriculum Structure**

The timetable cycle consists of 54 lessons across a fortnight.

### Key Stage 3

The Key Stage 3 curriculum complies with the requirements of the National Curriculum (2008) and the Literacy and Numeracy Framework (2013). As a Pioneer school we are also starting to introduce new curriculum innovations such as specific Health & Wellbeing lessons and more project based work across Areas of Learning Experiences. This approach and development is currently ongoing.

At Key Stage 3 the school curriculum consists of:

- Core subjects – English, Literacy, Mathematics, Numeracy, Biology, Chemistry, Physics
- Foundation subjects – Art, Design and Technology, French, Geography, German, History, ICT (Computing), Music, Physical Education and Welsh Second Language
- Religious Education
- Drama
- Health and Wellbeing which includes sex and relationships education and Careers and the World of Work
- Expressive Arts

On entry to the school, pupils are placed in mixed ability groups across two bands (X and Y) with the exception of mathematics/numeracy, which sets pupils according to ability.

The following table shows the Key Stage 3 lesson model based on a fortnightly timetable:

	SUBJECTS	2019/20 Year 7	2019/20 Year 8	2019/20 Year 9
CORE	English/Literacy	9	8	9
	Maths/Numeracy	6	7	7
	Science (B/C/P)	6	6	6
FOUNDATION	Welsh	3	3	3
	Humanities (G/H/RS)	9	9	9
	IT/Computing	3	3	3
	Technology	2	2	2
	Expressive Arts (A/D/Mu)	5	5	5
	Languages (F/Ge)	6	6	5 in one language 3F+3Ge for top sets in each band – 1 fewer literacy lesson
	Physical Education	3	3	3
OTHER	Health & Wellbeing/PSE	2	2	2
TOTAL		54	54	54

## **Key Stage 4**

### **14 – 19**

The school's Curriculum Policy takes into account recommendations from 14-19 developments.

### **Learner Entitlement**

At 14-19 the local curriculum consists of general and vocational courses. The local curriculum of Porthcawl Comprehensive School ensures that the domain, choice, volume and score targets are met so there is a broad and balanced curriculum for learners. All pupils continue to follow the National Curriculum but a range of optional subjects is offered in addition to the core curriculum.

All pupils study the following subjects, and will usually sit a GCSE (or equivalent Level 2 qualification) examination in them by the end of Year 11 – a variety of mixed ability, banding and setting according to ability is used depending on the make-up of each KS4 cohort:  
English, Mathematics, Science, Welsh 2<sup>nd</sup> Lang, Religious Studies, Skills Challenge Certificate

In addition to these core subjects, and in line with statutory requirements, pupils study the following subjects which are not examined:

PSE, Games

Pupils are invited to select three additional subjects from the options menu. Advice and guidance is provided to help pupils choose a broad and balanced and varied learning experience, which is relevant and appropriate to their chosen Pathway and career aspirations.

### **Subjects at KS4**

The following subjects are available;

Acoredd Cymru	German
Art & Design	History
Business Studies	ICT
Computer Science	Music
Drama	PE
Engineering	Product Design
Finance	Textiles
Food & Nutrition	Triple Science
French	
Geography	

The school has a collaborative arrangement with a local business 'Classic Look' to provide City & Guilds Beauty and Hairdressing.

*PSE is delivered through discrete lessons known as Tutor Period and other additional arrangement.*

The following table shows the Key Stage 4 lesson model based on a fortnightly timetable:

	CORE CURRICULUM							OPTIONS			TOTAL
	English	Maths/ Numeracy	Science	Welsh	RS	Games	SCC/Tutor	1	2	3	
2019/20 Y11	7	7	13	4	3	2	3	5	5	5	54
2019/20 Y10	8	8	9	4	4	2	4	5	5	5	54

### Post 16

The option system at KS5 enables pupils to choose from a range of subjects both at the home school and through other learning providers.

### Subjects at KS5

The school offers a variety of courses which include AS, A2, BTEC, NVQ. These are offered in a variety of ways:

- School based courses
- School based collaborative courses – subjects also offered to other providers through X / Y column arrangements - Drama, Electronics, German, Textiles, French, Music, PE, Welsh
- Collaborative courses
  - i ) Bridgend College X / Y column subjects
  - ii) Other schools X / Y column subjects
  - iii) Bridgend College Twilight Provision – Criminology, Film Studies, Law

The following AS and A2 option subjects are based at Porthcawl Comprehensive School:

Art & Design	Health & Social Care
Biology	History
Business Studies	ICT
Chemistry	Mathematics
Computer Science	Further Mathematics
<b>Drama *</b>	Media Studies
DT	<b>Music *</b>
<b>Electronics *</b>	<b>PE *</b>
English Lit	Philosophy & Ethics
English Lang/Lit	Physics
<b>French *</b>	Sociology
Geography	<b>Textiles *</b>
<b>German *</b>	<b>Welsh 2<sup>nd</sup> Lang*</b>

\* are offered to other schools for 14-19 collaboration



There is also an offer of vocational subjects:

BTEC Business;

Diploma in Financial Studies;

BTEC Performing Arts;

BTEC Sport;

Diploma in Tourism,

and students can mix formal AS and A2 with vocational subjects if they so wish.

Most students follow four subject choices in Year 12, dropping to three in Year 13 and provision is also made for all students to study and complete the Advanced Skills Challenge Certificate. Subjects are allocated 9 hours of delivery time per fortnight in Year 12 and 10 hours in Year 13, although this is reviewed on the basis of pupil numbers.

Each year there are a number of options provided through the 14-19 partnership which increase pupil choice and these are reviewed on an annual basis.

*PSE is delivered through discrete lessons known as Tutor Period and other additional arrangements.*

### **Disapplication**

In accordance with the law the school has the right to respond to individual needs by modifying the National Curriculum programmes, or by disapplying the National Curriculum for the duration of a Key Stage in order to:

- allow a pupil to participate in extended work related learning or the Junior Apprenticeship College Scheme
- allow a pupil with individual strengths to emphasise a particular curriculum area
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after full consultation with pupil and parents/carers/guardian.

### **Equal Opportunities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable.

### **Differentiation**

A variety of teaching and learning methods and materials are used in all courses to suit pupils' different needs:

### **Religious Education**

Religious education is provided for all pupils at Key Stages 3 and 4. Parents/carers have a right to withdraw their children from religious education if they so wish.

### Collective Worship

All pupils are expected to take part in daily collective worship. The school has a programme of collective worship involving year assemblies, house assemblies and tutor group assemblies (*Thought for the Day/Week*). Parents/carers have a right to withdraw their children from collective worship if they so wish.

PSE is delivered through discrete lessons known as Tutor Period and other additional arrangements e.g. Self Awareness Days

### Sex and Relationships Education

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex and relationship education policy is available to parents/carer. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents/carers may withdraw their children from any other part of the sex and relationship education provision without giving reasons.

### Careers and the World of Work

All pupils receive a structured programme of Careers and the World of Work delivered in Key Stages 3 and 4 via the PSE programme. Pupils have the opportunity to undertake a period of work experience in Year 12. Careers information and guidance, along with support for Higher Education application is also provided in Year 13. A careers advisor is located in school.

### Physical Education and Games

All pupils are expected to take part in the school's PE and Games programme. Pupils can only be excused from PE/Games lessons for medical reasons, for which a note from a parent/carer should be produced. Medical support should be provided in the event of a long-term excusal.

### Extra-Curricular Activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are encouraged to take part in the programme.

### Additional Learning Needs

The school has an ALN policy for all pupils who are placed on the ALN register. The school will determine appropriate courses of action for each pupil in line with their IEP and in consultation with parents/carers.

### Homework

The school expects homework to be set as appropriate (see Homework Policy). As guidance the school expects pupils to spend the following approximate time on homework.

Years 7, 8 and 9	30 mins per subject	2-3 subjects per night
Year 10 and 11	45 mins per subject	2-3 subjects per night
Year 12 and 13	According to subject need	

It is understood that these times are a guide.

### **Y Cwricwlwm Cymreig**

All pupils will be helped to understand and celebrate the distinctive quality of living and learning in Wales and to develop and apply knowledge and understanding of the cultural, economic, environmental, historical, and linguistic characteristics of Wales. This will be delivered as a cross-curricular theme where relevant in individual subjects and school events and assemblies.

### **Political Education**

The law forbids the promotion of partisan political views in the teaching of any subject in the school. Political issues are introduced in a number of courses and are presented in a balanced manner.

### **Review**

The curriculum offer at Porthcawl Comprehensive School is reviewed and revised regularly taking account of pupil voice and national or local priorities.

### **Concerns and Complaints**

Parents/carers with concerns on any aspect of the curriculum should discuss these in the first instance with the pupil's Head of Year. If the issue is not resolved parents/carers should make an official complaint, in writing, following the Complaints Policy and Procedure, which can be obtained from the school.

Anne O'Brien May 2019

## ADDITIONAL NEEDS POLICY AND PRACTICE

### POLICY

#### SECTION ONE – BASIC INFORMATION

##### 1a Objectives of the Additional Needs Policy

Every pupil irrespective of race, gender, religion or ability, is entitled to a broad, balanced and relevant education which encompasses differentiation in order to meet individual educational needs enabling every pupil to:-

- i Gain access to relevant educational experiences and learning opportunities.
- ii Acquire relevant knowledge.
- iii Develop relevant understanding of educational concepts
- iv Develop relevant abilities, skills and competences
- v Reflect on educational experience in order to develop attitudes and values consistent with being a valued member of society.

##### 1b ANCO (Additional Needs Co-ordinating Officer)

At Porthcawl Comprehensive School the ANCO is Ms A Dilley who is responsible for the policy and practice relating to pupils with additional needs.

##### 1c Co-ordinating Additional Needs

At Porthcawl Comprehensive School a strategy is in place to share information relevant to the special educational provision that certain pupils require. The special educational provision is co-ordinated by the ANCO whose duties include:-

- ❖ The day to day operation of the school's Additional Needs Policy
- ❖ Liaising with and advising fellow teachers
- ❖ Co-ordinating provision for children with Additional Needs
- ❖ Overseeing records on all pupils with Additional Needs
- ❖ Liaising with parents of children with Additional Needs
- ❖ Contributing to the in-service training of staff
- ❖ Liaising with external agencies including Education Psychological Services, medical and Social Services and voluntary bodies
- ❖ Managing AN team of teachers and LSAs.

Further, at this school there is an Additional Needs support teacher who provides individual support outside the main timetable.

The various curriculum areas have designated link teachers who organise the educational provision that pupils receive within their curriculum. They liaise with the ANCO and support staff and cascade information regarding AN pupils to their departments.

##### 1d Admissions

The policy at this school is clear; the school will accept pupils who live in the catchment area. Pupils who live out of catchment and pupils wishing to make a casual entry to the school may request a place and may be offered a place only after a parental interview and the receipt of a full record from a previous school.

### **1e Additional Needs**

The school has a suite of rooms on the ground floor of 'G' block where support lessons are provided. These rooms are equipped with specialist equipment and specially trained teachers.

Across the curriculum staff have access to differentiated materials and equipment in order to provide for pupils with special educational needs.

### **Special Education Needs Staff Specialisms**

S Price-	Support for pupils with difficulties in mainstream and those with speech and language difficulties
A Dilley	- Specific learning difficulties, Emotional and Behaviour Difficulties and support for mainstream pupils with difficulties

Various other support staff visit the department, as and when required. We also have a team of support assistants who offer in-class support and small group support to work on specific programmes. They are:

Miss K Evans	Mrs E Dancer	Miss N Luhr
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### **1f Facilities**

The Additional Needs suite is situated on the ground floor and most of the curriculum can be delivered on the ground floor and access to each block is level and of double door width. A disabled toilet is located outside the Jubilee Theatre and at the entrance to the sixth form hall.

## **SECTION TWO - IDENTIFICATION, ASSESSMENT AND PROVISION FOR ADDITIONAL NEEDS PUPILS**

### **2a Resources**

Pupils with additional needs are taught in mainstream classes and thus the Head of Department via departmental capitation is responsible for the direct resourcing of such pupils. The small groups in subjects ensure greater pupil teacher contact time and specialist support staff provide support on an individual basis. The school receives no designated special needs funding from the LEA and the monies received as part of the age weighted pupil formula are in fact added to by central funds to allow the current delivery of service.

As far as statemented pupils are concerned it is the responsibility of the LEA to meet the requirements outlined in a statement. As a consequence the school is looking towards the LEA to meet its obligation.

### **2b Identification and Assessment**

Upon transition from the partner primary school all pupils are assessed using standardised tests to obtain reading ages, spelling ages and numeracy scores. The ANCO visits the partner primary schools to discuss pupils who may have a difficulty.

At Porthcawl Comprehensive School a combination of teacher assessments, standardised test scores along with teacher recommendations are used to place children in mainstream or the small classes. The same procedure is employed for casual entrants to the school.

There is also an internal referral system whereby staff can bring to the attention of the ANCO a pupil who may be experiencing difficulties.

## **2c Access to the Curriculum**

All the Additional Needs pupils (without exception) follow the National Curriculum and although some may be at lower levels than their peer groups, there is no disapplication from the National Curriculum. Work is adapted by each department; all departments have a policy on differentiation and strategies to achieve this. The planning of work, the recording of progress and assessment are all handled differently and individually by departments. At times there may be the need to withdraw pupils from lessons to receive additional support. Pupils are withdrawn on a rotational basis for additional support. This is targeted mainly at the Key Stage 3 pupil who has a significant delay in his/her attainment. Progress is reviewed on a regular basis in line with the Code of Practice.

## **2d Integration**

All Additional Needs pupils are placed in registration forms with their peers and, where possible, are taught in mainstream mixed ability classes. Departmental small groups are formed and these are taught by the designated teacher from that department. The policy is to keep movements fluid and pupils may move into or out of the small group as is necessary.

## **2e Success Criteria**

1. Progress as outlined in the pupil's movement off the Additional Needs Database.
2. Progress as outlined by the achievement of targets established in the Individual Action Plan.
3. Success of pupils in Teacher Assessments or GCSEs.
4. Success is demonstrated by improved scores in standardised tests.

## **2f Complaints Procedure**

In the unfortunate event of a complaint being made by a parent/guardian the procedure is to complain in writing to the Additional Needs Co-ordinator. If this does not resolve the issue the next stage is a letter to the Headteacher. Failure to gain satisfaction at this level will result in a letter to the named Governor with Additional Needs responsibility.

**NB** In all cases and at each level, all correspondence needs to be in writing, dated and signed.

## **IDENTIFICATION OF PUPILS WITH AN**

All pupils are assessed for literacy and numeracy skills on entry to PCS. Those who are in need of additional support are identified and Additional Study sessions are arranged.

Pupils who are experiencing difficulty following a mainstream syllabus would be identified by the class teacher who should provide differentiated work available within that department. The class teacher is responsible for ensuring that every pupil receives work tailored to his/her needs and the Code of Practice for Wales states that "all teachers are teachers of pupils with special educational needs". The class teacher is also responsible for informing the Head of Department and/or the department's link teacher that the pupil is receiving differentiated work. This information should be passed to the ANCO who will take appropriate action and assess the pupil's difficulties in consultation with staff, parents and other professionals where necessary.

The pupil's name is added to the AN Database at the 'School Action' stage. A programme of support is established and targets are set. This will be in the form of an IAP – Individual Action Plan. Pupil progress will be reviewed twice a year; parents will be invited to attend these reviews. Although the reviews are the responsibility of the ANCO, this does not preclude departments from also involving parents in their own subject reviews along with the pupil. Should progress not be made after two terms then the school may consider calling for external agency support e.g. The Educational Psychologist. This moves the pupil to the 'School Action Plus' stage. The IAP will remain in force but may include specific advice from other professionals.

If on-going difficulties prevail, then the school may request formal assessment. If the assessment shows that the pupil's needs necessitate provision additional to that which the school would normally provide then s/he would, in all probability, be issued with a statement of special educational need. The nature of the review would then alter and become a much more formal, legal procedure with defined rights for pupils and parents.

The Welsh Government is making some significant changes to Additional Learning Needs and an Act of Parliament was passed in 2018 (The Additional Learning Needs and Educational Tribunal Act). This Act will be phased in slowly and should be implemented fully by September 2020.

As a result, we now ask each pupil with ALN to complete a 'One Page Profile' which gives teachers and other staff information about their needs and how best to support them. We have also adopted a 'Person Centred Planning' approach putting the young person at the heart of any decision making around their needs and support.

Until September 2020, the following will apply:

The Code of Practice for Wales 2002 states:

#### **Definition of Additional Needs**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Additional Needs provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the education provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area;
- (b) for children under two, education provision of any kind.

See Section 312, Education Act 1996.





# Mission Statement

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

## The School's Aims

Porthcawl Comprehensive School will.....

- Aim 1**  
Provide a healthy, safe and secure environment that will secure the wellbeing of all, enabling all to engage fully in the school and its community.
- Aim 2**  
Ensure that every pupil is encouraged through a variety of learning opportunities to confidently achieve and develop the knowledge and skills necessary to succeed in adult life.
- Aim 3**  
Ensure that all are happy, healthy, and free from bullying, abuse or exploitation in order to achieve their absolute best.
- Aim 4**  
Provide opportunities for young people to take part in, develop and enjoy a wide variety of learning, sporting and cultural activities.
- Aim 5**  
Provide an inclusive education that develops all pupils' personalities, abilities and moral values, encouraging them to respect other people, cultures and the environment whilst celebrating their own cultural identity.
- Aim 6**  
Ensure that all pupils, regardless of their backgrounds and individual differences, will be valued, and will receive an equality of opportunity.
- Aim 7**  
Encourage all pupils to participate in decision making, where their opinions will be valued, considered and responded to.



# New 3 Year Plan 2018-2021 2018-2019

## Porthcawl Comprehensive School *Perseverance Creates Success*

FOR USE BY PARENTS/CARERS, LEARNERS, GOVERNORS, AND  
MEMBERS OF OUR COMMUNITY

[www.porthcawlschool.co.uk](http://www.porthcawlschool.co.uk)  
Follow us on Twitter @comporthcawl

Tel: 01656 774100





# School Improvement Plan

We are now in the first year of the School Improvement Plan (2018-2021), it is the vision of where our school will be in the next few years. The school reflects the needs of all stakeholders, pupils, parents and staff. The core purpose of the plan and the school is to receive the best educational outcomes for each and every learner. The plan is also the vehicle by which we deliver the core aims of our school. The plan will be reviewed regularly during the year and will be edited and reissued. The plan reflects local and national priorities, as well as the outcomes from our school self evaluation.


During the school year 2018-2019 the school will focus upon the following areas for improvement. There is further information on our school website: [www.porthcaw.school.co.uk](http://www.porthcaw.school.co.uk) and a full version of the School Improvement Plan may be requested from the school.

## 1. Standards

- The school will implement the changes in the Key Stage 4 National measures, as we continue to support all our learners to reach their target grades in all subjects. As part of our extensive self-evaluation process, we will closely analyse and use the new data provided by the Welsh Government (WG). We will maintain and improve the AS, A2 & vocational performance points for all our sixth form learners, responding to the expected changes at post-16. We will continue to maintain and improve the final achievement by all our learners at Key Stage 3, throughout the range of levels.
- The school will value the progress of all learners and self-evaluate the performance measures described above for our pupils eligible for Free School Meals (FSM) and those that are not (non-FSM), boys & girls and Looked After Children (LAC).
- The school will strive to demonstrate improved progress in the National tests year on year and demonstrate progress in literacy and numeracy against the National Framework. We will further develop strategies to maintain progress against the Digital Competence Framework.

## 2. Wellbeing and Attitudes to learning

- The school will continue to strive to achieve the attendance targets for all learners and self-evaluate the figures for eFSM & non-eFSM learners, boys and girls, LAC and those pupils on the Education Maintenance Allowance (EMA). There will be a focus on persistent absence, aiming to reduce the number of pupils in this category to zero.
- The school will audit learner voice participation across the school & seek parent/carer views where ever possible.

- 
- The school will continue to work alongside pioneer schools in the development of wellbeing opportunities for our pupils and staff. Further developments are planned for our school canteen.

## 3. Teaching and Learning Experiences

- The school will continue running the school learning group with a focus on excellent teaching.
- The school will continue to evaluate the Breadth, Balance and Appropriateness of the Curriculum. We will contribute to WG Pioneer groups, further plan for 'Successful Futures' and collaborate with Bridgend Council to provide the best sixth form options possible.
- The school will review, evaluate and enhance our provision for Skills including the DCF, the Numeracy and Literacy framework at KS3 and the whole school literacy programme.
- The school will introduce new platforms to allow pupils to continue learning outside the classroom. Hwb+ is no longer supported by the WG.

## 4. Care, Support and Guidance

- The school will track and monitor the Provision of Learning Support and phase in the new Additional Learning Needs and Educational Tribunal Act.
- The school will continue to develop the sixth form experience, pastoral work and Russell Group work and apprenticeship preparation.
- The school will review, evaluate and enhance the provision of Personal and Social Education (PSE) across the school.
- The school will extend the introduction of General Data Protection Regulation (GDPR) and provide further 'on-line safety' training for all.

## 5. Leadership and Management

- The school will devise training to ensure the quality and effectiveness of Leaders and Managers.
- The school will continue to enhance our Self-Evaluation Processes and Improvement Planning.
- The school will adopt the Professional Standards for teaching and leadership for serving teachers and leaders. We will develop partnerships with other educational establishments to share best practice.
- The school will maintain the careful planning of staffing (teaching and support staff), in the light of further budget cuts, by continually reviewing curricular needs.