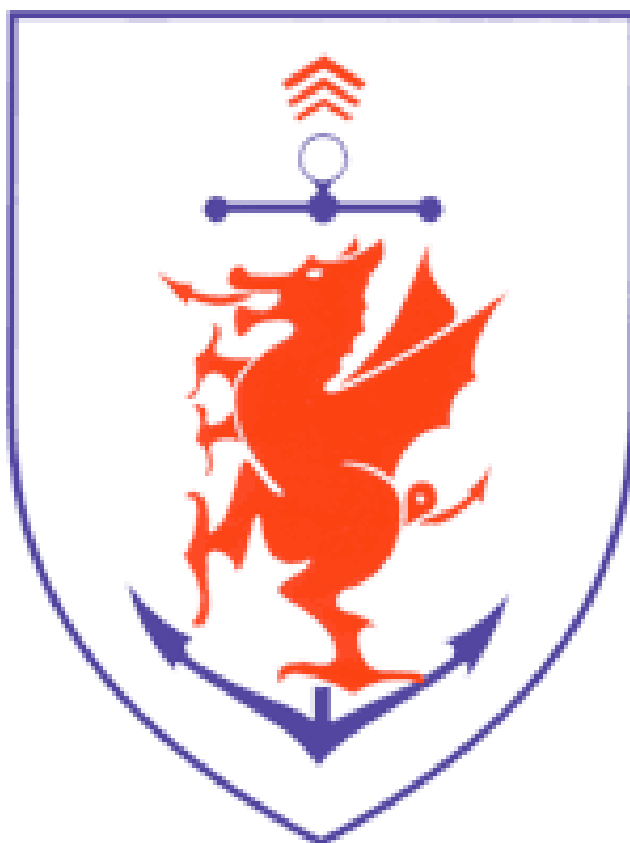


PORTHCAWL COMPREHENSIVE SCHOOL

SCHOOL IMPROVEMENT PLAN 2018-2021

(Year 1 2018-2019)



Introduction

This document 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.

SCHOOL AIMS

Below are the aims we have set out to achieve at Porthcawl Comprehensive School.

- 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.
- 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.
- Ensure that all are happy, healthy and free from bullying, abuse or exploitation in order to achieve their absolute best.
- Provide opportunities for young people to take part in, develop and enjoy a wide variety of learning, sporting and cultural activities.
- 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.
- Ensure that all pupils, regardless of their backgrounds and individual differences, will be valued, and will receive an equality of opportunity.
- Encourage all pupils to participate in decision making, where their opinions will be valued, considered and responded to.

The plan is organised under five main headings; the five main inspection areas in Estyn's Common Inspection Framework.

1. Standards

- Aspects:
- 1.1. Standards and progress overall
 - 1.2 Standards and progress of specific groups
 - 1.3 Standards and progress in skills

2. Wellbeing and Attitudes to learning

- Aspects:
- 2.1 Wellbeing
 - 2.2 Attitudes to learning

3. Teaching and Learning Experiences

- Aspects:
- 3.1 Quality of Teaching
 - 3.2 The Breadth, Balance and Appropriateness of the Curriculum
 - 3.3. The Provision for Skills

4. Care, Support and Guidance

- Aspects:
- 4.1 Tracking, monitoring and the Provision of Learning Support
 - 4.2 Personal Development
 - 4.3 Safeguarding

5. Leadership and Management

- Aspects:
- 5.1 Quality and Effectiveness of Leaders and Managers
 - 5.2 Self-Evaluation Processes and Improvement Planning
 - 5.3 Professional Learning
 - 5.4 Use of Resources

The plan is colour coded to highlight those priorities that are:

National, Welsh Government Priorities

Local, LA Priorities

School, Self Evaluation Areas for Development

The school planning cycle will operate from September to September. Draft versions of the plan are prepared in the Summer term and results from August will inform the final review of the plan. Further outcomes may well influence the refinement or editing of priorities in the faculty plan. This being the case, the plan is a fluid and not a static document. The school will respond to change and will monitor the implementation of the plan. This plan will be reported upon and thus monitored and revised at the termly Governing Body meeting.

The School in Context - Porthcawl Comprehensive School

Porthcawl is currently in the 'GREEN' support category and in 'A' improvement category. With regard to the budget, the school is currently in the black, however, we have had a budget (Post-16 & 11-16) shortfall over the past 3 years as follows:

16/17 - £119 829

17/18 - £149 357

18/19 - £166 716

In the January PLASC return (2018) there were 80 teaching staff, 4 LSAs, 9 Support Staff including technicians, 12 members of administration, 3 caretakers and 2 pastoral support officers and a Literacy Support Officer.

The number of pupils on roll were:

Year 7 – 180

Year 8 – 195

Year 9 – 191

Year 10 – 179

Year 11 – 232 + 3 x subsidiary pupils

Year 12 – 137

Year 13 – 100 + 5 Year 14 pupils

The number of eFSM pupils by year group were:

Year 7 – 18

Year 8 – 18

Year 9 – 17

Year 10 – 9

Year 11 – 16

Year 12 – 7

Year 13 – 0

Ethnicity. The school is predominantly White British, apart from around 66 pupils who include German, Chinese, Indian, Polish, Asian, African, Ukrainian, Sri Lankan, Thai and French. Arabian, Filipino, Traveller

SEN pupils on school action were 97, school action + was 31 and 2 pupils had an educational statement.

The number of LAC was 11

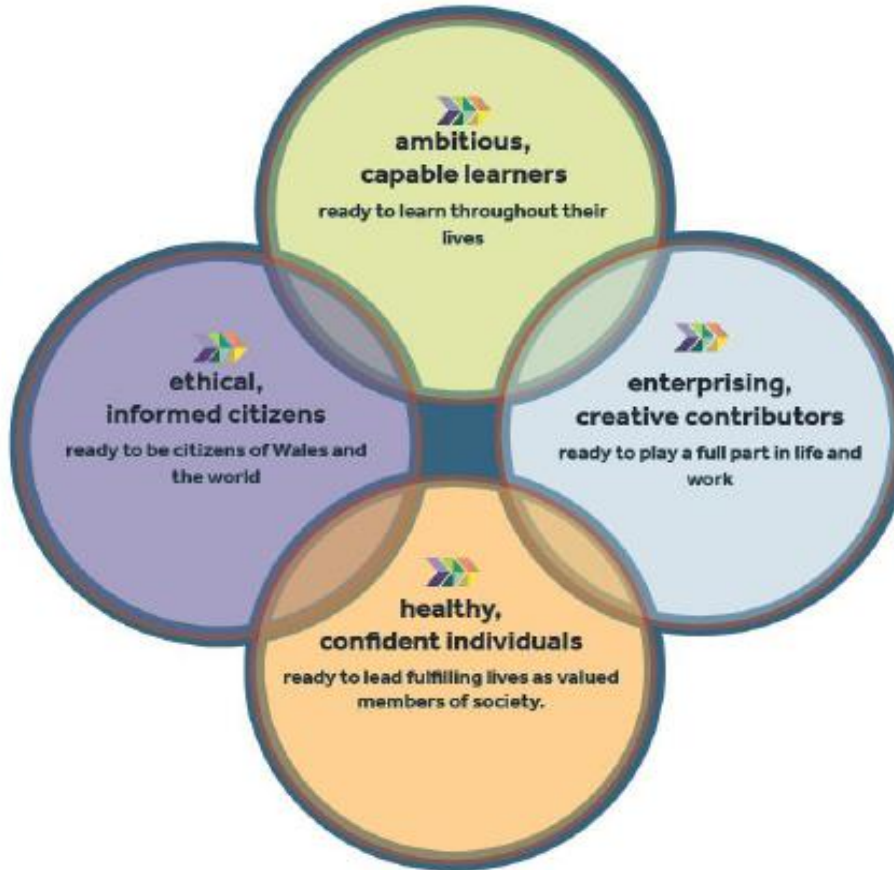
As we write this three year plan, we are mindful of the following:

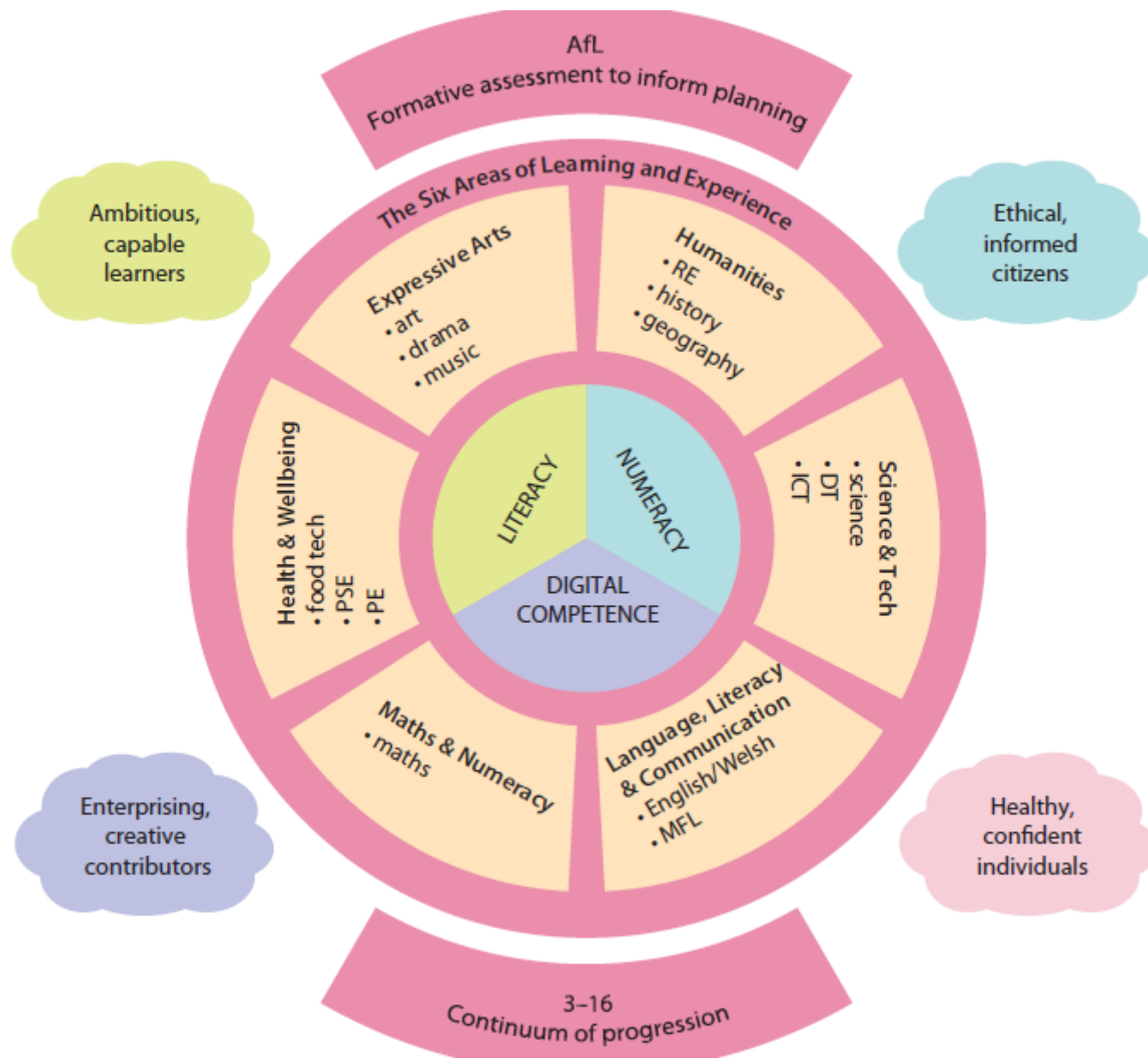
Foundation of the curriculum

How well are we addressing the 4 purposes of the new curriculum?

Purposes of the curriculum

The purposes of the curriculum in Wales should be that children and young people develop as:





12 Pedagogical Principles

OVERALL PURPOSE	BUILDING ON PRIOR LEARNING & ENGAGEMENT	CROSS CURRICULAR EXPECTATIONS
MIND SET & POWER OF EFFORT	MEANINGFUL & AUTHENTIC	LEARNING AUTONOMY (LEARNING TO LEARN)
BLENDED TEACHING	AfL	POSITIVE RELATIONSHIPS
DEEP THINKING: CRITICAL & CREATIVE	MAKING POWERFUL CONNECTIONS	COLLABORATION

A 'schools as learning organisations' model for Wales has been developed by a pilot group including representatives from pioneer schools, regional consortia, Estyn, the National Leadership Academy and Welsh Government with technical support provided by the OECD.

The SLO model is an integral part of Wales' education reforms. The model focuses on realising seven dimensions, highlighting both what a school aspires to and the processes it goes through to become a learning organisation. Each dimension is integral to the four purposes, with well-being at the heart.

We are pleased to be including the 7 dimensions in our SIP and believe that Porthcawl is a learning organisation:

- Developing a shared vision centred on the learning of all students
- Promoting and supporting continuous professional learning for all staff
- Promoting team learning and collaboration among all staff
- Establishing a culture of inquiry, exploration and innovation
- Learning with and from the external environment and large system
- Embedding systems for collecting and exchanging knowledge and learning
- Modelling and growing LEARNING leadership

1. Standards

1.1. Standards and progress overall - **Implement the changes in the KS4 measures in the first instance the 2019 interim KS4 measure and thereafter. Maintain & improve the new capped 9 points score for all pupils, best English Language or literature, best mathematics or numeracy and best science (all GCSEs). For the remaining 6 faculties to achieve their KS4 targets. Ensure all learners engage with the Welsh Baccalaureate, maintaining and improving the attainment in the Skills Challenge Certificate at Foundation and National level. Closely analyse and use in the self –evaluation process data provided by WG on the performance of schools in a very similar socio-economic setting. Closely analyse and use in the self-evaluation process, data from WG on participation and grades received for English language, Welsh Language (second lang) and Mathematics and Numeracy, together with single, double and triple sciences. Maintain & improve the AS, A2 & vocational performance points for all learners. Respond to the work being undertaken on the development of consistent performance measures for post-16. Use data available, including achievement data tables issued by WG, the Educational destinations KS4 & post-16 learners. Continue to maintain and improve the final achievement by all learners throughout the range of levels.**

1.2 Standards and progress of specific groups - **Ensure we value the progress of all learners, self-evaluate the capped 9 points score of eFSM & non-eFSM, boys & girls and LAC. Self-evaluate the Welsh Baccalaureate attainment in the Skills Challenge certificate at Foundation and National level for eFSM & non-eFSM, boys and girls and LAC. Closely analyse and use in the self-evaluation process, the average points score for the top third highest scorers in the cohort, the second third highest scorers of the cohort and the lowest third of the cohort. Ensure we value the progress of all learners, self-evaluate level 3 results, of eFSM & non-eFSM, boys & girls and LAC. Also self-evaluate results for learners on EMA. Ensure we value the progress of all learners, self-evaluate the KS3 levels of eFSM & non-eFSM, boys and girls and LAC.**

1.3 Standards and progress in skills - **Demonstrate improved progress in the National tests year on year. Demonstrate progress in literacy and numeracy against the National framework. At KS3 and for numeracy at KS4. Progress against the DCF.**

2. Wellbeing and Attitudes to learning

2.1 Wellbeing - **Continue to strive to achieve the attendance targets for all learners for CSC and PCS. Ensure we value the attendance of all learners, self-evaluate the attendance of eFSM & non-eFSM, boys and girls, LAC and EMA. Audit learner voice participation across the school & seek parent views. Working alongside pioneer schools in development of the wellbeing curriculum. Ensuring that the school canteen is fully compliant and we continue to work towards the Nutritional Standards whilst maintaining/ increasing usage. Continue to offer opportunities for the wellbeing of all staff.**

2.2 Attitudes to learning - **Manage persistent absence, aiming to reduce the number of pupils in this category.**

3. Teaching and Learning Experiences

3.1 Quality of Teaching - **Develop greater consistency in marking & written feedback from teachers to learners. Continue the school learning group with a focus on excellent teaching.**

3.2 The Breadth, Balance and Appropriateness of the Curriculum - **Further develop stimulating and challenging learning experiences for all learners. WG Pioneer groups. Setting up enquiry teams for each AoLE, inviting primary colleagues. Review all learning pathways in light of new guidance, including**

Successful Futures – Donaldson /changes in performance measures. Work with BCBC on a post-16 curriculum offer for Bridgend including a common day/timetable/ option structure

3.3. The Provision for Skills - **Further work on the introduction of the Digital Competence Framework DCF. Ensure a consistent approach in monitoring progress and reporting of Numeracy and Literacy at KS3. Review, evaluate & enhance the whole school literacy programme.**

4. Care, Support and Guidance

4.1 Tracking, monitoring and the Provision of Learning Support - **Tracking, monitoring & the provision of learning support. Phase in the Additional Learning Needs and Educational Tribunal Act.**

4.2 Personal Development - **Continue to develop the sixth form experience, pastoral work and Russell Group, work and apprenticeship preparation. Review, evaluate and enhance the provision of PSE across the school.**

4.3 Safeguarding - **Extend the introduction of GDPR. Further 'on-line safety' training.**

5. Leadership and Management

5.1 Quality and Effectiveness of Leaders and Managers - **Access to middle leader training.**

5.2 Self-Evaluation Processes and Improvement Planning - **Promote best practice from Estyn, OECD. Review, evaluate and enhance self- evaluation.**

5.3 Professional Learning - **Adoption of the Professional Standards for teaching and leadership for serving teachers and leaders. Developing partnerships with other educational establishments to share best practice. Opportunities offered to all staff to shadow/work in triads.**

5.4 Use of resources - **Maintain the careful planning of staffing (teaching and support staff), in the light of further budget cuts by continually reviewing curricular needs. Review the quality of the learning environment with due regard to GDPR. Develop a replacement for Hwb+ and further extend the use of ICT.**

Self-Evaluation Outcomes 2017-2018

OVERALL JUDGEMENT FOR INSPECTION AREA 2: GOOD

Areas for Development

1. Revisit Healthy Packed lunches.
2. Investigate pupil concerns in relation to verbal abuse.
3. Continue to develop Health and Wellbeing lessons.
4. Attendance
5. Strategies to reduce the number of pupils repeatedly excluded.
6. Behaviour records at KS5

OVERALL JUDGEMENT FOR INSPECTION AREA 3: GOOD

Areas for Development

1. Consistency in application of Marking Policy.
2. Consistency in application of Behaviour Policy.
3. Challenge for More Able.
4. Sharing of best practice.
5. Clearer focus on differentiation.
6. Whole school literacy training.
7. Pastoral pupil trails.
8. Develop learner voice on the curriculum and lesson delivery.
9. Continued work to implement "Successful Futures"
10. Improving reporting to parents for literacy.
11. Continue to develop the DCF.
12. Literacy training for non-specialist teachers.
13. Further development of Welsh outside of Welsh lessons.

OVERALL JUDGEMENT FOR INSPECTION AREA 4: GOOD

Areas for Development

1. Continue to monitor the impact of interventions
2. Improve attendance with a focus on persistent non-attenders.
3. Embed the role of Form Tutors as Learning Coaches.
4. Continue to develop effective pupil self-reflection.
5. Re-introduce PSE lessons at KS4
6. Closer collaboration between teachers and LSAs.
7. Strengthen role of School Council and Associate Governors.
8. Address concerns in relation to verbal abuse via peer mediation.
9. The school's response to GDPR.
10. Child Protection training for long term supply staff.

OVERALL JUDGEMENT FOR INSPECTION AREA 5: EXCELLENT

Areas for Development

1. Pupil Associate Governors.
2. Leadership programme for Middle and Aspiring Senior Leaders.
3. Pastoral Faculty Improvement Plan.
4. Involvement of support staff in self-evaluation.
5. Secure an effective and efficient means of gathering parental/carer feedback.
6. Improve evaluation of teaching and learning by some staff.
7. To retain effective provision with a shrinking budget.

PORTHCAWL COMPREHENSIVE SCHOOL WHOLE SCHOOL SUMMARY
DETAILS FOR 2017-18

The annual targets for Porthcawl Comprehensive are submitted to Central South. A full copy of these targets can be viewed on CSC (see AO'B). **School targets by subject are also available as part of the Standards Report to the Head Teacher.** Although attendance is included as part of the Central South target document, the table below provides a more detailed breakdown of the targets for pastoral staff.

Whole School attendance

(All values are expressed as %)

Previous Years Attendance	Whole School 2015-16	Whole School 2016-17	Whole School 2017- 18	eFSM 2015-16	eFSM 2016-17	eFSM 2017-18
Year 7	96.8	96.7	95.9	95.3	92.5	93.9
Year 8	96.1	95.3	94.7	94.6	93.7	88.5
Year 9	95.2	94.3	94.3	90.8	86.0	89.0
Year 10	94.0	94.2	93.8	91.1	88.6	90.4
Year 11	94.4	92.8	94.1	93.1	92.7	91.7
Year 12	90.1	90.5	89.7	88.8	84.6	89.7
Year 13	90.3	91.0	93.4	94.3	81.7	
Whole School Yrs 7-13	94.1	93.8	93.9	92.6	90.9	90.4
Stat School Age Yrs 7-11	95.3	94.6	94.5	92.6	91.2	91.1 (SIMS Reports) 90.4 (Discover)
Attendance Targets	Whole School 2016-17	Whole School 2017-18	Whole School 2018-19	eFSM 2016-17	eFSM 2017-18	
Year 7	96.8	96.8	96.8	95.0	95.0	95.0
Year 8	96.0	96.0	96.1	95.0	95.0	95.0
Year 9	95.8	95.8	95.2	95.0	95.0	90.0
Year 10	95.0	95.0	94.9	92.5	92.5	92.5
Year 11	94.0	94.0	94.5	93.0	93.0	93.0
Year 12	93.0	93.0	94.5	93.2	93.2	93.2
Year 13	93.2	93.2	94.5	95.0	95.0	95.0
Whole School Yrs 7-13	94.8	94.8	94.8	93.0	93.0	93.5
Stat School Age Yrs 7-11	95.5	95.5	95.5	93.5	93.5	93.5

1 Standards 1.1 Standards and progress overall 1.2 Standards and progress of specific groups 1.3 Standards and progress in skills National WG priorities Local, LA priorities School, SER derived priorities								
Development Priority	Action/Task	Lead Person (Team)	Resources and Professional Development	Cost	Funding Source	Timescale for completion (many will require extending)	Quantitative Impact Assessment Evaluation Evidence	RAG
1.1 Standards and progress overall KS4								
1.1.1 Implement the changes in the KS4 measures in the first instance the 2019 interim KS4 measure and thereafter.	- Update HOF/HOD regularly - Modify data collected & shared from SIMS - Interim targets for 2019 in place	AOB (CP/SLT/HOF/HOD/Data Manager/HOY KS4)	CPD for SLT on changes Heads of Core meetings CPD for Data Manager	Time P/Copy CPD	School Budget	Initial changes to be made for Sep 2018, to report new measures Summer 2019	SLT implement changes to KS4 measures Relevant CPD WG, CSC attended by SLT SLT shared changes with HOF Data manager updated on changes Data @ KS4 collected and analysed in line with requirements of new measures	

<p>1.1.2 Maintain & improve the new capped 9 points score for all pupils, best English Language or literature, best mathematics or numeracy and best science. (all GCSEs) For the remaining 6 faculties to achieve their KS4 targets.</p>	<p><u>English, Mathematics and Science Faculty</u> - Use SIMS to track learners against target grades and identify best grade in each. - Identify and support underachievers, with a variety of strategies. <u>All other faculties</u> - Track learners against target grades and support underachievers with a variety of strategies.</p>	<p>AOB (CP/SLT/HOF/HOD/ KS4subject teachers/ Data Manager/HOY KS4)</p>	<p>WJEC CPD for GCSE examinations</p> <p>High level of staffing in English and Mathematics</p> <p>Literacy Support Assistant</p> <p>Faculty and department resources</p> <p>All available data used – AM, WJEC</p> <p>Exam marking/exam board work formally shared</p>	<p>£5 000</p> <p>£69 242 £7 230 £11 411</p> <p>£7 815 £375 £1 665</p> <p>Faculty Capitation</p>	<p>School Budget CPD</p> <p>EIG</p> <p>EIG</p> <p>School Budget Capitation</p>	<p>For Summer 2019</p> <p>EIG funding until April 19</p> <p>EIG funding until April 19</p> <p>Summer 2019</p>	<p>New capped 9 points score improves English Language and Literature tracked & a variety of interventions used and evaluated.</p> <p>Final grades achieved in line with targets Mathematics and numeracy tracked & a variety of interventions used and evaluated.</p> <p>Final grades achieved in line with targets Science tracked & a variety of interventions used and evaluated.</p> <p>Final grades achieved in line with targets All other subjects at GCSE tracked & a variety of interventions used and evaluated.</p> <p>Final grades achieved in line with targets</p>	
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<p>1.1.3 Ensure all learners engage with the Welsh Bacallaureate, maintaining and improving the attainment in the Skills Challenge Certificate at Foundation and National level.</p>	<ul style="list-style-type: none"> - Evaluate the delivery of Welsh Bacc @ KS4 - Plan and implement the delivery 2018-19 	<p>AT (AOB/CP/SLT/KS4 WBQ Teachers/ HOY KS4)</p>	<p>Curricular materials for delivery of WBQ</p> <p>Moderation</p> <p>Pitches</p> <p>CPD as required for AT & WBQ teachers</p>	<p>Time £1 000</p> <p>£1 000</p>	<p>School Budget Capitation</p> <p>School Budget Cover</p> <p>School Budget Cover & CPD</p>	<p>Continuing September 2018</p> <p>Next Reporting Summer 2019</p>	<p>All learners access the WBQ</p> <p>Completion - Numbers of learners that complete the WBQ</p> <p>CPD accessed as required</p> <p>Attainment in skills challenge improves/is as predicted</p>	
<p>1.1.4 Closely analyse and use in the self –evaluation process data provided by WG on the performance of schools in a very similar socio-economic setting.</p>	<ul style="list-style-type: none"> - Analyse data as & when available - Include analysis in self-evaluation process - Share data with HOF, HOD, all teachers - Respond to any new sets of data released 	<p>AOB (CP/SLT/HOF/HOD/ All teachers/ HOY KS4)</p>	<p>Data packs from WG</p> <p>CPD on analysis & use of data</p>	<p>Photo-copy</p> <p>Time</p>	<p>School Budget</p> <p>School Budget Cover & CPD</p>	<p>During 2018-2019 as data available</p>	<p>The data provided by WG is shared</p> <p>Data is analysed</p> <p>The data is used at whole school level and in faculties & departments to inform self-evaluation</p>	

<p>1.1.5 Closely analyse and use in the self-evaluation process, data from WG on participation and grades received for English language, Welsh Language (second lang) and Mathematics and Numeracy, together with single, double and triple sciences.</p>	<ul style="list-style-type: none"> - Analyse data as & when provided by WG - Scrutinise grades including targets, current achievement at Assessment Markers and final grades - Record and evaluate numbers of pupils studying each subject and entries all at GCSE - Implement strategies to improve grades 	<p>AOB (CP/SLT/Heads of English, Mathematics, Science and Welsh/Data Manager/KS4 teachers in above faculties/departs/ HOY KS4)</p>	<p>Data pack from WG</p> <p>Time</p> <p>CPD SLT to attend WG meetings</p> <p>SLT share with relevant Heads of Faculty/Dept as in previous column</p> <p>Dept resources allocated</p>	<p>Time</p> <p>£0</p> <p>Time for Meetings</p> <p>e.g. Photo-copy</p>	<p>School Budget</p> <p>Faculty Capitation</p>	<p>As & when data released during 2018-19</p> <p>At AM deadlines throughout the year</p>	<p>Data from WG received and analysed</p> <p>Analysis used in self evaluations by SLT and Heads of English, Mathematics, Science and Welsh</p> <p>Participation figures are analysed</p> <p>Strategies to improve participation are implemented (if required)</p> <p>Strategies to improve grades implemented</p> <p>Single, double and triple science evaluated in light of grades achieved</p>	
<p>1.1 KS5</p>								
<p>1.1.6 Maintain & improve the AS, A2 & vocational performance points for all learners.</p>	<ul style="list-style-type: none"> - Analyse all data available - ALPS Connect/FTT - Implement a wide variety of support - Respond to BTEC feedback 	<p>AOB/CS (CP/SLT/HOF/HOD/ Head of Sixth Form/ Data Manager/KS5 teachers)</p>	<p>WJEC CPD for exam courses</p> <p>BTEC CPD</p> <p>Data Packs</p> <p>BTEC & coursework feedback</p> <p>Exam marking & meetings formally shared</p>	<p>Exam entry</p> <p>CPD</p> <p>£2500</p>	<p>School Budget Exams</p> <p>School Budget Cover & CPD</p>	<p>During 2018-19</p> <p>AM deadlines throughout the year</p>	<p>Data from all sources analysed</p> <p>Data used in self evaluation</p> <p>Strategies implemented to improve performance in all KS5 courses</p>	

<p>1.1.7 Respond to the work being undertaken on the development of consistent performance measures for post-16.</p>	<ul style="list-style-type: none"> - Update HOF/HOD regularly - Update the data collected from SIMS - collect and analyse uptake, retention, participation, achievement data - analyse and share destinations data 	<p>AOB (CP/SLT/HOF/HOD/ Data Manager/ Head of Sixth form)</p>	<p>CPD SLT – WG changes CPD HOF & CC</p>	<p>CPD £300 CPD Meetings</p>	<p>School Budget CPD Cover</p>	<p>2018-2019 as released</p>	<p>School response to new performance measures for Post-16 developed New performance measures shared with HOF Data analysed from SIMS in line with new measures</p>		
<p>1.1.8 Use data available, including achievement data tables issued by WG, the Educational destinations KS4 & post-16 learners.</p>	<ul style="list-style-type: none"> - Analyse data tables from WG - Analyse destinations data - Include findings in self evaluation - destinations data shares with HOF & HOY 	<p>AOB (CP/SLT/HOF/HOD/ Pastoral staff – Head of sixth form & KS4)</p>	<p>Data tables from WG Educational destinations data</p>	<p>Time</p>	<p>School Budget</p>	<p>Using 2017-18 data Autumn 2018 Summer 2018 data as released</p>	<p>Analysis of destinations data for KS4 and Post-16 Destinations data outcomes used in self evaluation Achievement data tables used by faculties</p>		
<p>1.1. KS3</p>									
<p>1.1.9 Continue to maintain and improve the final achievement by all learners throughout the range of levels.</p>	<ul style="list-style-type: none"> - Monitor KS3 levels throughout the key stage - Implement strategies to maintain and improve levels e.g. moving 5→6, more level 8s 	<p>AOB (SLT/HOF/HOD/ Data Manager/ all KS3 teachers)</p>	<p>Resources for delivery of KS3</p>	<p>Various</p>	<p>School Budget Capitation</p>	<p>AM deadlines during 2018-19 Final KS3 deadline May 2019</p>	<p>Final KS3 levels are in line with predicted levels. The range of levels reported at the end of the key stage maintain or improve previous results</p>		

1.2 Standards and progress of specific groups KS4							
<p>1.2.1 Ensure we value the progress of all learners, self-evaluate the capped 9 points score of eFSM & non-eFSM, boys & girls and LAC.</p>	<p>- See 1.1.2 - Analyse all learners data with specific attention to progress of eFSM & non-eFSM, boys and girls and LAC</p>	<p>AOB (CP/SLT/HOF/HOD/ Data Manager/ all KS4 teachers)</p>	<p>WJEC CPD examinations</p> <p>High level of staffing & learner support in Mathematics & English.</p>	<p>As 1.1.2</p> <p>£60 855 £6 073 £10 029</p>	<p>School Budget Cover & CPD</p> <p>PDG</p>	<p>For Summer 2019</p> <p>PDG funding until April 19</p>	<p>New capped 9 points score improves English Language and Literature tracked & a variety of interventions used and evaluated for eFSM pupils, boys and LAC. Final grades achieved in line with targets Mathematics and numeracy tracked & a variety of interventions used and evaluated for eFSM pupils, boys and LAC. Final grades achieved in line with targets for eFSM pupils, boys and LAC. Science tracked & a variety of interventions used and evaluated for eFSM pupils, boys and LAC. Final grades achieved in line with targets for eFSM pupils, boys and LAC. All other subjects at GCSE tracked & a variety of interventions used and evaluated for eFSM pupils, boys and LAC. Final grades achieved in line with targets, for eFSM pupils, boys and LAC.</p>
<p>1.2.2 Self-evaluate the Welsh Baccalaureate attainment in the Skills Challenge certificate at Foundation and National level for eFSM & non-eFSM, boys and girls and LAC.</p>	<p>As 1.1.3 - Evaluate the delivery of Welsh Bacc @ KS4 with specific attention to progress of eFSM & non-eFSM, boys and girls and LAC</p>	<p>AT (AOB/CP/SLT/KS4 WBQ Teachers)</p>	<p>Curricular materials for delivery of WBQ</p> <p>Moderation</p> <p>Pitches</p> <p>CPD as required for AT & WBQ teachers</p>	<p>Time</p> <p>£1 000</p> <p>£1 000</p>	<p>School Budget Capitation</p> <p>School Budget Cover</p> <p>School Budget Cover & CPD</p>	<p>Continuing September 2018</p> <p>Next Reporting Summer 2019</p>	<p>All learners access the WBQ with specific analysis of eFSM pupils, boys and LAC. CPD accessed as required Attainment in skills challenge improves/is as predicted for the minority groups, eFSM pupils, boys and LAC.</p>

<p>1.2.3 Closely analyse and use in the self-evaluation process, the average points score for the top third highest scorers in the cohort, the second third highest scorers of the cohort and the lowest third of the cohort.</p>	<p>Focus on the core subject areas - Analyse the data from AMs using the average point score for 'thirds' - Discuss suitable responses to findings and implement - focus on all learners, not mainly C/D borderline</p>	<p>AOB (CP/SLT/Head of Mathematics, English & Science/ Data Manager)</p>	<p>CPD WG on 'thirds'/new measures CPD Heads of Core CPD Data Manager</p>	<p>£1 000</p>	<p>School Budget Cover, CPD</p>	<p>From September 2018</p>	<p>Divide the year 11 cohort into those with an average points score in the top, second and lowest third. Discuss findings and use in self evaluation Respond to these findings e.g. changes in learning pathways for individual learners CPD given on 'thirds'</p>	
<p>1.2 KS5</p>								
<p>1.2.4 Ensure we value the progress of all learners, self-evaluate level 3 results, of eFSM & non-eFSM, boys & girls and LAC. Also self-evaluate results for learners on EMA</p>	<p>See 1.1.6 - Analyse all data available e.g.ALPS connect, FTT with reference to eFSM, gender, LAC - Implement a wide variety of support for eFSM, gender, LAC - Respond to BTEC feedback, again looking at eFSM, gender, LAC</p>	<p>AOB/CS (SLT/HOF/HOD/ Data Manager/KS5 teachers)</p>	<p>WJEC CPD for exam courses BTEC CPD Data Packs BTEC & coursework feedback</p>	<p>Exam entry CPD £2500</p>	<p>School Budget Exams School Budget Cover & CPD</p>	<p>During 2018-19 AM deadlines throughout the year</p>	<p>Data from all sources analysed for eFSM, boys and LAC Data used in self-evaluation with reference to eFSM, boys and LAC Strategies implemented to improve performance in all KS5 courses with specific reference to eFSM, gender and LAC Analyse and self-evaluate: take up retention achievement destinations</p>	

1.2 KS3								
1.2.5 Ensure we value the progress of all learners, self-evaluate the KS3 levels of eFSM & non-eFSM, boys and girls and LAC.	See 1.1.9 - Monitor KS3 levels throughout the key stage - Implement strategies to maintain and improve levels e.g. moving 5→6, more level 8s with specific reference to eFSM, gender & LAC	AOB <i>(CP/SLT/HOF/HOD/ Data Manager/all KS3 teachers)</i>	Resources for delivery of KS3 We are aware of significant gender imbalance in 7 & 8 Resources to deliver strategies to improve boys performance	Various	School Budget Capitation	AM deadlines during 2018-19 Final KS3 deadline May 2019	Final KS3 levels are in line with predicted levels for discrete groups of pupils including eFSM, boys and LAC The range of levels reported at the end of the key stage maintain or improve previous results with reference to eFSM, gender and LAC. Strategies to improve boys performance particularly in years 7 and 8 seen in lesson observation/in SOW.	
1.3 Standards and progress in skills								
1.3.1 Demonstrate improved progress in the National tests year on year.	- Analyse National Test results - Respond to new online testing, including being involved in National trials - Use of school tracking system	VH/AOB <i>(SLT/Heds of Mathematics and English/ Literacy & numeracy teachers/ Data Manager/ HOD in all subjects)</i>	National test data Trial test materials Training materials	Time Cover	School Budget Cover	Ongoing during 2018-19	School involved in trial tests Analysis of feedback from trials made On line National testing implemented Progress in National Test results in - Numerical reasoning Numeracy Reading improved.	

<p>1.3.2 Demonstrate progress in literacy and numeracy against the National framework. At KS3 and for numeracy at KS4. Progress against the DCF</p>	<p>- Mathematics department monitor and implement strategies as in 1.1 for KS4 Numeracy - Planning for & delivery of LIBF - All subjects contribute to literacy and/or numeracy at KS3</p>	<p>VH/AOB (SLT/HOF Mathematics and English/ Data Manager/ HOD in literacy/numeracy rich subjects/ Class teachers KS3)</p>	<p>KS3 cross curricular recording in SIMS for numeracy and literacy KS4 – Mathematics dept resources As 1.1</p>	<p>£5 000 £69 242 £7 230 £11 411 £7 815 £375 £1 665</p>	<p>School Budget CPD EIG EIG School Budget Capitation</p>	<p>For Summer 2019 EIG funding until April 19 EIG funding until April 19 Summer 2019</p>	<p>From 1.1.2 Final grades achieved in line with targets for numeracy tracked & a variety of interventions used and evaluated. Progress in Numeracy demonstrated against the National framework (Literacy & Numeracy Framework – LNF)3.3.2 Progress in Literacy demonstrated against the National framework (LNF) Progress in DCF as seen in lesson observations, work scrutiny and self-evaluation documents</p>	
<p>1.3.3 Analyse the attainment of all learners in Welsh, together with the proportion who complete the GCSE course.</p>	<p><u>Welsh department</u> (see 1.1) - Analyse data as & when provided by WG - Scrutinise grades including targets, current achievement at Assessment Markers and final grades - Implement strategies to improve grades <u>Whole school</u> Revisit Welsh language used across the curriculum</p>	<p>AOB (CP/SLT/Head of Welsh/ Data Manager//VH/Teachers of Welsh/ all staff)</p>	<p>Results from examination board Data from SIMS Classroom resources</p>	<p>Time for Meetings Photo-copy</p>	<p>School Budget Faculty Capitation</p>	<p>As & when data released during 2018-19 At AM deadlines throughout the year Updating Welsh Lang Displays by Summer 2019</p>	<p>Data from WG received and analysed Analysis used in self evaluations by SLT and Head of Welsh Strategies to improve participation are implemented Strategies to improve grades implemented Welsh language evident in lesson observations/work scrutiny/self-evaluation documents</p>	

2 Wellbeing and attitudes to learning 2.1 Wellbeing 2.2 Attitudes to learning								
Development Priority	Action/Task	Lead Person (Team)	Resources and Professional Development	Cost	Funding Source	Timescale for completion (many will require extending)	Quantitative Impact Assessment Evaluation Evidence	RAG
2.1 Wellbeing								
2.1.1 Continue to strive to achieve the attendance targets for all learners for CSC and PCS	- Set attendance targets(included at front of SIP) - Monitor attendance regularly - Implement all attendance strategies	VH (CS/SLTHOY/EWO/ Form teachers)	SIMS data Meetings CPD Attendance Prizes & certificates	Time Photo -copy	School Budget PTA	Ongoing during 2018-19	Attendance targets set Attendance monitored regularly, at least once a week at an attendance meeting A wide variety of strategies to maintain / improve attendance All figures increase Attendance for years 7 – 11 higher than 94.5%	
2.1.2 Ensure we value the attendance of all learners, self-evaluate the attendance of eFSM & non-eFSM, boys and girls, LAC and EMA.	- Analyse attendance for eFSM, girls and boys and LAC - Strategies in place to support all learners with their attendance - Involve all LAC with Helping Hands	VH/CS (SLT/HOY/EWO/ Form teachers/ student support)	SIMS data Meetings CPD Attendance Prizes & certificates	Time Photo -copy	School Budget PTA	Ongoing during 2018-19	eFSM attendance targets set Attendance monitored regularly, at least once a week at an attendance meeting Daily eFSM phone calls A wide variety of strategies to maintain / improve attendance All figures increase Attendance for eFSM years 7 – 11 reach targets set	

<p>2.1.3 Audit learner voice participation across the school & seek parent views</p>	<p>- Run audit looking at: Groups of pupils Methodology Use of the outcomes - Respond to learner voice with Peer mentor & mediation training Kidscape - Introduce PERMA to replace NBAR - Use Forms in Hwb for parental views</p>	<p>CS/VH (SLT/HOF/HOD/HOY/ All teachers)</p>	<p>P/copying Peer training for pupils Survey tool e.g. Forms in Hwb PERMA CPD to use PERMA – celebrating pupils’ strengths Annual CSC Survey for staff & pupils</p>	<p>Time P/copy</p>	<p>School Budget PDG/LAC – cluster plan bid</p>	<p>Audit early Autumn 2018 Peer mediation training Sep 2018 Introduction of PERMA during 2018-19 Introduce parental surveys during 2018-19</p>	<p>Audit completed of all mentoring across the school Peer mentoring and mediation training completed Peer mentoring and mediation taking place PERMA training has taken place PERMA in use for pupils Results from PERMA used by pastoral teams Surveys of parents/carers have taken place and been analysed.</p>
<p>2.1.4 Working alongside pioneer schools in development of the wellbeing curriculum</p>	<p>- Develop a tool to measure impact of the wellbeing curriculum - Write a Porthcawl Cluster Strategic Wellbeing Plan - Analyse SHRN survey and respond</p>	<p>CS (JB/H&W teachers/primary Head teachers/ Student support/)</p>	<p>P/copying Time CPD Meetings e.g. with primary schools Sessions for Carers THRIVE assessments for LAC Guardian Angels/Trusted Adult for LAC Level 1 and 2 training as required Attachment training for all staff</p>	<p>Time P/copy Various priorities from the cluster plan</p>	<p>PDG LAC bid School Budget</p>	<p>Tool developed and in use 2018-19 Plan written Sep 2018 Plan implemented 2018-19</p>	<p>Work undertaken with pioneer schools A tool to measure impact of the wellbeing curriculum developed Porthcawl cluster plan written Money from PDG LAC accessed and used to implement strategies from the plan (see evaluation of plan for more details)</p>

<p>2.1.5 Ensuring that the school canteen is fully compliant and we continue to work towards the Nutritional Standards whilst maintaining/increasing usage</p>	<ul style="list-style-type: none"> - Meetings with WLGA - changes to food served to become compliant - Use of SAFFRON to meet nutritional standards (WG review 2018-19) - increase awareness of food served via H&W Committee and as part of year 7 H&W course 	<p>VH (AOB/Catering Manager/ JB/CS/ Health and Wellbeing Pupil Committee)</p>	<p>Meetings with WLGA Sourcing food items SAFFRON CPD – use of SAFFRON P/copying to advertise</p>	<p>WLGA time £0 £100</p>	<p>School budget Grants from Healthy Schools</p>	<p>2018 Compliance All other 2018-19</p>	<p>Meeting taken place to plan for compliance School canteen compliant Introduction of ‘special dishes’ SAFFRON training All ingredients on SAFFRON and Nutritional content analysed Analysis used to work towards the nutritional standards (new standards 2019 from WG) Greater advertising of food by H&W committee Year 7 H&W course includes the school canteen & healthy options</p>	
<p>2.1.6 Continue to offer opportunities for the wellbeing of all staff</p>	<ul style="list-style-type: none"> - Investigate a variety of new sessions e.g. on pensions, health & wellbeing - Offer departmental time where possible during INSET time 	<p>VH (SLT/All staff)</p>	<p>Wellbeing providers Time All staff input/ ideas</p>	<p>Possibly £0</p>	<p>School Budget Grants</p>	<p>2018-2019</p>	<p>Health and wellbeing opportunities for all staff investigated and offered Departmental time during INSET where possible</p>	
<p>2.2 Attitudes to learning</p>								
<p>2.2.1 Manage persistent absence, aiming to reduce the number of pupils in this category.</p>	<p>Monitor pupils with an attendance of 80% or less Use AS dept & Student Support Link with all outside services</p>	<p>CS/VH (SLT/HOY/EWO/Student support staff/ Youth Workers/ALNCo)</p>	<p>SIMS data on attendance Links with all relevant agencies Visits to homes CS on Access to Education Panel</p>	<p>Transport Time</p>	<p>School Budget PDG LAC</p>	<p>2018-19</p>	<p>All persistent absence addressed and actions recorded A reduction in numbers of persistent absentees</p>	

3 Teaching and Learning Experiences								
3.1 Quality of teaching								
3.2 The breadth, balance and appropriateness of the curriculum								
3.3 Provision for skills								
Development Priority	Action/Task	Lead Person (Team)	Resources and Professional Development	Cost	Funding Source	Timescale for completion (many will require extending)	Quantitative Impact Assessment Evaluation Evidence	RAG
3.1								
3.1.1 Develop greater consistency in marking & written feedback from teachers to learners	<u>Faculties</u> work on Consistency (i) marking (ii) written feedback Ensure the policy is consistently acted upon	HOF (HOD/SLT/All teachers)	Meeting to discuss Work scrutiny to monitor	Time	School Budget	Autumn 2018 meeting 2018-19	Marking within faculties is consistent Written feedback within faculties is consistent	

<p>3.1.2 Continue the school learning group with a focus on excellent teaching</p>	<p><u>Focus on 12 Pedagogical Principles.</u> - Improving teaching from good --> excellent e.g. further development of questioning techniques. - Sharing best practice e.g. peer observations - Discuss changes to person doing lesson observations - Continue work on gender & eFSM to engage and challenge all pupils. - Investigate use of IRIS connect</p>	<p>AT (Learning group members/All teachers/SLT)</p>	<p>Photocopying Meetings CPD as & when available INSET time to share ideas Peer observation</p> <p>New curriculum guidance – see front of SIP</p>	<p>Time P/copy Cover & CPD £1500</p>	<p>School Budget</p>	<p>2018-19</p>	<p>Learning Group continues to meet, plan and share good practice Lesson observations show a greater number of Good and Excellent Teaching comments Topics addressed by the group include: Gender eFSM engagement and challenge Questioning techniques</p>	
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3.2 The breadth, balance and appropriateness of the curriculum							
<p>3.2.1 Further develop stimulating and challenging learning experiences for all learners. WG Pioneer groups. Setting up enquiry teams for each AoLE, inviting primary colleagues.</p>	<p>All faculties - increasingly use the 'What Matters Statements' & Progression Steps' produced by the AoLE WG Pioneer groups. - Setting up enquiry teams for each AoLE, inviting primary colleagues e.g. HC & the DCF, RM & vocab</p>	<p>AOB (HOF/HOD/JB/SLT/ All teachers/Primary colleagues)</p>	<p>CPD Enquiry teams Meetings Various teaching resources</p>	<p>Time P/copy Cover CPD</p>	<p>School Budget Capitation X 6 AoLEs</p>	<p>2018-19</p>	<p>All planning mindful of the 4 core purposes and other guidance for the New Curriculum All faculties have increased awareness of the relevant work from the Pioneer groups including 'What Matters statements' and 'Progression Steps' Links made with relevant Pioneer schools if applicable Enquiry teams set up for each AoLE Primary colleagues included in enquiry teams</p>
<p>3.2.2 Review all learning pathways in light of new guidance, including Successful Futures – Donaldson /changes in performance measures</p>	<p>- Discussions on the provision of the Welsh Baccalaureate to include @ KS5 - Evaluate the Junior Apprenticeships - Understand new Performance Measure updates - Discuss how best to meet them. - Review options and timings, including school day timings and the core curriculum offered.</p>	<p>AOB (SLT/HOF/HOD/All staff)</p>	<p>CPD – successful futures, performance measures Time to carry out the reviews and consultations</p>	<p>CPD Cover P/copy Time</p>	<p>School Budget</p>	<p>2018-19</p>	<p>All learning pathways reviewed with due regards to Successful Futures All learning pathways reviewed with due regards to the New Performance Measures Options for year 9 reviewed, including timings and the core curriculum Options for year 11 reviewed, including timings and the core curriculum</p>

3.2.3 Work with BCBC on a post-16 curriculum offer for Bridgend including a common day/timetable/option structure	<ul style="list-style-type: none"> - Reviewing the vocational options on offer - School representation at discussions on Post-16 	DS (AOB/SLT/Head of Sixth Form)	Meetings	Time	School Budget	Autumn 2018 (decision?)	DS/AOB worked with BCBC on Post-16 curriculum offers including the common day Changes made if required at Porthcawl		
3.3 Provision for Skills									
3.3.1 Further work on the introduction of the Digital Competence Framework DCF	<ul style="list-style-type: none"> - Work on DCF fbuiding up from years 7 & 8 - Work alongside other primary & secondary schools in BCBC - Introduction of Rich Tasks 	AOB (HC/HOF/HOD/ AoLE link Teachers/ OW/ All teachers)	Meetings CPD INSET	Time Cover CPD	School Budget	2018-19	DCF work continues in all faculties for years 7 and 8 DCF work has taken place alongside primary & secondary schools in		
3.3.2 Ensure a consistent approach in monitoring progress and reporting of Numeracy and Literacy at KS3	<ul style="list-style-type: none"> - Set up a similar model to numeracy on SIMS for literacy - Review numeracy across the school - Use SIMS assesments to record, monitor and report numeracy & literacy @ KS3 	VH (Head of Mathematics/Head of English/Data manager/HOF/HOD/ All teachers)	Meetings SIMS – assessments and reports INSET on literacy recording	Time	School Budget	Dec 2018	A consistent approach can be seen on SIMS for recording, monitoring progress and reporting in Numeracy and Literacy at KS3 All departments deliver Numeracy and/or literacy as appropriate		

3.3.3 Review, evaluate & enhance the whole school literacy programme	<ul style="list-style-type: none"> - Support all teachers with new literacy guides - Update planner content for KS3 & 4 - Consider the use of CSC materials linked to PISA 	CS <i>(Head of English/SLT/HOF/HOD/Literacy teachers/All teachers)</i>	New planner content CSC materials and other resources CPD for literacy teachers INSET – whole school inset on literacy	Planner £0 Time p/copy CPD & Cover	School Budget	Sep 2018 – INSET literacy teachers & planner 2018-19	The whole school literacy programme has been reviewed. The programme has been enhanced Relevant literacy support materials have been shared and are in use cross curricular	
4 Care, support and guidance 4.1 Tracking, monitoring and the provision of learning support 4.2 Personal Development 4.3 Safeguarding								
Development Priority	Action/Task	Lead Person (Team)	Resources and Professional Development	Cost	Funding Source	Timescale for completion (many will require extending)	Quantitative Impact Assessment Evaluation Evidence	RAG
4.1 Tracking, monitoring and the provision of learning support								

<p>4.1.1 Tracking, monitoring & the provision of learning support</p>	<ul style="list-style-type: none"> - Further refinement of mentoring Including reporting mentoring outcomes to parents - Impact of interventions - Provision mapping - Plan for transition from KS2 → 3 - Enhance transition from KS4 → 5 - Enhance pastoral planning with a Pastoral Improvement Plan (PIP) - Updated Strategic Equality Plan and new Disability Access Plan 	<p>CS <i>(HOY/ALNCo/ Student support/AOB/Head of Sixth Form/ Higher Education Access Tutor/All teachers/Data Officer)</i></p>	<p>SIMS mentoring using interventions Provision mapping Transition plan for cluster Transition activities for KS4</p>	<p>Time SIMS Visitors</p>	<p>School Budget</p>	<p>2018-19</p> <p>Disability Access Plan to renew Autumn 2018 (following work)</p>	<p>Mentoring using SIMS Interventions revisited to include reporting to parents/carers Mentoring reviewed A provision map produced Provision map used to support an impact study of all interventions Transition plan completed as a cluster and implemented Further transition activities for KS4 pupils have taken place PIP written and being used/evaluated</p>	
<p>4.1.2 Phase in the Additional Learning Needs and Educational Tribunal Act</p>	<ul style="list-style-type: none"> - Respond to the WG training - Update all staff regularly - Update relevant policies 	<p>CS <i>(ALNCo/ All teachers)</i></p>	<p>INSET CPD Meetings P/Copy</p>	<p>Time CPD Cover P/copy</p>	<p>School Budget</p>	<p>2018-19</p>	<p>ALNCo has taken part in WG training for phased implementation of the Act All teaching staff updated as and when required during the year Relevant changes to policies made in response to WG advice References to changes in school documents e.g. Information Booklet, new prospectus</p>	
<p>4.2 Personal Development</p>								

<p>4.2.1 Continue to develop the sixth form experience, pastoral work and Russell Group, work and apprenticeship preparation.</p>	<ul style="list-style-type: none"> - Introduction of 'unifrog' as a complete destinations platform for Post-16 learners - Provision for Gifted and Talented learners - Extend transition (see above) 	<p>AOB (<i>Head of Sixth Form/Higher Education Access Tutor/Sixth form tutors</i>)</p>	<p>unifrog ICT facilities GDPR checks G&T focus resources TBC</p>	<p>Unifrog £0 Time Visitors</p>	<p>School Budget</p>	<p>2018-19</p>	<p>unifrog introduced and being used in the sixth form with year 12/13 unifrog reviewed 2019 Further work completed for G&T learners @KS5, including continued involvement with SEREN Activities for KS4 pupils have taken place to improve transition between year 11 and Sixth form G&T activities for KS4 have taken place</p>	
<p>4.2.2 Review, evaluate and enhance the provision of PSE across the school</p>	<ul style="list-style-type: none"> - Focus on KS4 PSE - Extend tutor talk time into year 8 	<p>CS (<i>JB/HOY/Form tutors</i>)</p>	<p>CPD INSET Meetings</p>	<p>CPD Cover Time</p>	<p>School Budget</p>	<p>2018-19</p>	<p>PSE at KS4 reviewed, evaluated and enhanced Tutor talk time has been extended into year 8</p>	
<p>4.3 Safeguarding</p>								
<p>4.3.1 Extend the introduction of GDPR</p>	<ul style="list-style-type: none"> - Appointment of a DPO - DPO training - Use of BCBC documentation - All staff have complete GDPR training - Modifications to working practices e.g. storage of paper based data - Continue the introduction of SIMS Parent App 	<p>DS (<i>CS/AOB/DPO/ Data Manager/All staff</i>)</p>	<p>DPO BCBC documents CPD for DPO Online BCBC training GDPR INSET</p>	<p>P/copy Time CPD</p>	<p>School Budget</p>	<p>2018-19</p>	<p>All staff have completed GDPR BCBC training DPO appointed DPO received training BCBC documents being used GDPR INSET to all staff has taken place Clear out of unwanted data has taken place safely Safe storage of data discussed and implemented</p>	
<p>4.3.2 Further 'on-line safety' training</p>	<ul style="list-style-type: none"> - Use of the on-line safety resources from Hwb for all in line with the DCF Citizenship strand 	<p>CS (<i>HC/All staff and Governors/Online safety Pupil Committee</i>)</p>	<p>INSET Access to Hwb Update training CPD</p>	<p>Time</p>	<p>School Budget</p>	<p>2018-19</p>	<p>WG 'Online safety' resources on Hwb used with pupils, staff and Governors. Parents made aware of the Hwb resources</p>	

5 Leadership and Management 5.1 Quality and Effectiveness of Leaders and Managers 5.2 Self-evaluation Processes and Improvement Planning 5.3 Professional Learning 5.4 Use of Resources								
Development Priority	Action/Task	Lead Person (Team)	Resources and Professional Development	Cost	Funding Source	Timescale for completion (many will require extending)	Quantitative Impact Assessment Evaluation Evidence	RAG
5.1 Quality and Effectiveness of Leaders and Managers								
5.1.1 Access to middle leader training	- Middle leader training planned, offered and delivered	VH (SLT/various interested teachers)	Training materials Meetings	Time P/copy Cover	School Budget	2018-19	Middle leader training course in place Teachers have accessed the training	
5.2 Self-evaluation Processes and Improvement Planning								
5.2.1 Promote best practice from Estyn, OECD	- Information shared from peer inspector training - SLT to review some of the whole school policies	CS/AOB (VH/SLT/All teachers)	Meetings INSET CPD Policies	Time Cover CPD P/copy	School Budget	2018-19	Information from a wide variety of training events shared by SLT to promote good practice Whole school policies reviewed, updated as required	
5.2.2 Review, evaluate and enhance self-evaluation	- Greater evaluation. - External school to school support - Possible pastoral review. - Learner voice review here too - All staff, investigate support staff involvement	CS (SLT/HOF/HOD/HOY/ All staff)	School to school support INSET Meetings	Time Cover	School Budget	2018-19	Introduction of a pastoral review discussed and decision made Self-evaluation process reviewed and evaluated Documents contain more evaluative statements School to school support introduced	

5.3 Professional Learning							
<p>5.3.1 Adoption of the Professional Standards for teaching and leadership for serving teachers and leaders</p>	<ul style="list-style-type: none"> - Inclusion of Professional Standards info in the Handbook - staff are familiar with the standards and the professional learning passport - links to websites/downloaded materials available 	<p>VH <i>(AT/SLT/ CH/ES/All teachers)</i></p>	<p>Professional standards information CPD INSET Meetings</p>	<p>P/copy Time Cover CPD</p>	<p>School Budget</p>	<p>2018-19</p>	<p>The professional standards for teachers and leaders are adopted from September 2018 Inclusion in school handbook Updates given to staff Materials easily available to staff</p>
<p>5.3.2 Developing partnerships with other educational establishments to share best practice.</p>	<ul style="list-style-type: none"> - Leadership for sixth form - Lead practitioner Computer Science CSC HOD meetings CSC secondments CSC – Hwb & DCF - School to school working 	<p>AOB <i>(CC/HC/HOF/HOD)</i></p>	<p>Secondments Teach meets CSC Visits/links with other schools</p>	<p>Time Cover</p>	<p>School Budget</p>	<p>2018-19</p>	<p>A wide variety of partnerships are in place and recorded with AOB (see appendix to this document)</p>
<p>5.3.3 Opportunities offered to all staff to shadow/work in triads</p>	<ul style="list-style-type: none"> - All staff have opportunities to shadow a work colleague - Set up work shadowing/triads links with learning group - Triads and shadowing linked to self-evaluation 	<p>AT <i>(SLT/Office Manager/All staff)</i></p>	<p>Meetings Sharing information to enable triads to be set up e.g. cross faculty Time to shadow</p>	<p>Time Cover</p>	<p>School Budget</p>	<p>2018-19</p>	<p>Work shadowing has taken place Triads set up</p>

5.4 Use of resources							
<p>5.4.1 Maintain the careful planning of staffing (teaching and support staff), in the light of further budget cuts by continually reviewing curricular needs.</p>	<ul style="list-style-type: none"> - Review budget regularly throughout the year - Update staff - Report to Governors 	<p>DS/AOB (HOF)</p>	<p>School budget</p> <p>Any grants EIG, PDG, PDG/LAC etc</p> <p>Staffing</p> <p>Pupil numbers</p>	Time	School Budget	2018-19	<p>Deployment of teaching and support staff have been carefully planned in light of budget cuts</p> <p>Curriculum reviews undertaken regularly</p> <p>Balance of school budget at end of the year</p>
<p>5.4.2 Review the quality of the learning environment with due regard to GDPR</p>	<p><u>Faculties</u></p> <p>Refresh displays in classrooms and around the school</p> <ul style="list-style-type: none"> - Removal of data from walls 	<p>DS/AOB/CS HOF/HOD/Support Staff</p>	<p>School environment</p> <p>Notice boards</p> <p>Displays</p> <p>Confidential waste bags</p>	Time Display materials	School Budget Capitation	<p>2018-19</p> <p>Removal of data by Sep 2018</p>	<p>The school environment has been reviewed and updated with due regard to GDPR</p>
<p>5.4.3 Develop a replacement for Hwb+ and further extend the use of ICT</p>	<ul style="list-style-type: none"> - Introduce google classroom - Investigate ICT structure required for ICT, including for the DCF - Whole staff awareness of Hwb and the tools available 	<p>VH/CS (HC/IT technician/HOF/HOD/All teachers)</p>	<p>Google classroom</p> <p>ICT structure</p> <p>DCF resources</p> <p>INSET</p> <p>CPD</p>	Cover CPD	School Budget	2018-19	<p>A replacement for Hwb+ for learning outside the classroom has been found</p> <p>Hwb+ replacement in use</p> <p>Staff training and awareness of Hwb and tools given</p>

PORTHCAWL COMPREHENSIVE SCHOOL

Whole School Targets 2017 – 2018

1. To improve performance in Level 2 English Language with an emphasis on the performance of boys. Target to reduce the performance difference in the gender gap from 20% (current 2018 prediction) to 15% for summer 2018.
2. To further refine the strategies that ensure improved performance for discrete groups of learners e.g. eFSM, LAC, thus meeting the current WG 3 year average target for eFSM.
3. To continue with the curriculum innovation, focusing upon the re-organisation of the KS3 curriculum in respect of WG new curriculum developments (Donaldson – Successful Futures).