

SELF-EVALUATION SUMMARY 2024-25

Section 1 – Leadership (IA3)

Section 2 – Curriculum, Learning and Teaching (IA1)

Section 3 – Wellbeing, Equity and Inclusion (IA2)



Introduction

At Porthcawl Comprehensive School we are continually working to improve what we do through reflection and evaluation. In this document, we provide a short summary evaluation of the 2024-2025 academic year against the school's three overarching improvement priorities. These are:

- **Priority 1:** *Highly Effective Leadership at all Levels (IA3)*
- **Priority 2:** *Outstanding, Curriculum, Learning & Teaching (IA1)*
- **Priority 3:** *Exceptional Wellbeing, Equity and Inclusion (IA2)*

During the 2024-2025 academic year, a wide range of evidence was collected and evaluated. This evidence has been used to create our development priorities within each of the three areas above for the 2025-2026 academic year.

To make informed judgements we follow an annual cycle of self-evaluation. Here is some of the approaches we used to gather first hand evidence and important information in 2024-2025.

- We worked with the **Local Authority** and the school's **Central South Consortium School Improvement Partner** who reviewed and challenged the school's progress – as a 'Critical Friend'.
- An **Estyn Interim Visit** was completed - a team of Estyn Inspectors visited the school in October 2024 to carry out an Interim Inspection Visit.
- We have carried out a thorough review of the school's **systems, processes and practices**. This was completed each term by senior leaders.
- School Governance – the **Governing Body** met regularly to review the school's progress.
- We analysed our school's **examination results/performance**, drawing comparisons between similar schools, the local authority and Wales.
- We regularly reviewed the **standards of pupil achievement**.
- We completed a series of **lesson observations** to evaluate the quality of teaching and the progress and standards made by pupils. Lesson observations were completed throughout the academic year at different times.
- Work Scrutiny – we **looked at pupil's books** to evaluate the quality of work, the standard of presentation and the progress made. In addition, this enabled leaders to review the quality of teacher feedback.
- **Listening to Learners** – we carried out a series of 'Pupil Voice' activities linked to important areas of the school's work.
- We worked with **other schools** on identified areas of improvement.
- **Professional Development** – we reviewed and evaluated the impact of the professional development opportunities provided for staff.
- Regular staff meetings were completed, which included **fortnightly meetings between senior and middle leaders** to review progress and practices.
- We completed **Staff Voice** via both informal and formal methods, and we received **Parent/Carer feedback**.



Section 1 - Leadership (IA3)

How effective is leadership?

Summary Statement - Leadership

- The headteacher has a clear and well-understood vision for the school based on openness, collaboration, and high aspirations. He has high expectations of himself and his staff. He provides, calm, and measured leadership placing the wellbeing of staff and pupils at the centre of his thoughtful and sensitive approaches. The headteacher's clear sense of direction and purpose permeate the school's approach to the curriculum and he is supported effectively by the senior leadership team who carry out their roles diligently.
- The headteacher has a clear strategic vision for the school. He communicates this well to staff, pupils and parents/carers in the school's mission statement, 'to provide a caring and disciplined learning environment based on mutual respect in which all pupils develop their talents to the full' and via the curriculum vision 'a curriculum that provides all pupils with the knowledge, skills, experiences and desire to thrive in the adult world'.
- The headteacher's strong and decisive leadership since his appointment has ensured continued high standards of pupil achievement, improved systems for self-evaluation and teaching & learning, positive pupil behaviour and beneficial wellbeing approaches. The headteacher is ably supported by the senior leadership team. They work together well to provide a clear direction for the school and a healthy, safe, and secure environment that ensures the wellbeing of pupils and staff. The leadership team set high expectations for themselves, staff and pupils.
- Systems demonstrate that senior leaders' responsibilities are delegated sensibly, defined clearly and that the senior leadership team have a good understanding of their role in leading improvement and managing change. Through openness, collaboration and professionalism the senior leadership team consider the well-being of staff carefully in all decisions. As a result, we believe that staff feel that they are appreciated and empowered to carry out their roles.
- Over time, line management arrangements have improved. These are clear, and middle leaders benefit from helpful support and challenge on different aspects of their work. Leaders at all levels are held to account effectively, via worthwhile systems and practices. Regular meetings and systems that focus closely on school priorities secure improvements in a range of areas. In 2024-2025, our systems were strengthened by the introduction of ADL (Actions & Decisions) meetings. These meetings have proven to be a valuable addition to the school's monitoring, evaluation and review processes which support both accountability and collaboration. These will continue to be built upon in the 2025-2026 academic year.
- Our Professional Development Review (PDR) structures are linked closely to school priorities, and the development needs of individual staff. Professional enquiry features strongly within our practice and a culture of "openness" has developed. Professional development review and professional development for staff is clear, aligned to whole school priorities, comprehensive and helpful. However, we acknowledge the need for on-going and annual refinements and improvements.



- The SLT have high expectations for all aspects of the school's work and promote a culture of continuous improvement. We believe there is a comprehensive programme of activity to evaluate our performance. We use lesson observations, the scrutiny of pupils' work and the Sharing of Best Practice (SBP), and we seek the views of pupils regarding their progress in lessons at both a whole school and faculty level.
- We believe our Standards Reports, Heads of Core Meetings, and our SLT/ML meetings allow leaders review pupil assessment data closely and robustly. Through professional dialogue, our systems demonstrate that middle leaders value the support that they receive from their line manager. Through our SLT link structure, and fortnightly ADL meetings we believe that, overall, most middle leaders understand the strengths and areas for improvement within their areas of responsibility well. Many create well-considered and coherent plans for improvement and alongside the School Improvement Plan (SIP) their efforts have contributed to improvements in the quality of teaching and pupils' wellbeing. Meetings will be strengthened further in 2025-2026 by the introduction and/ or refinement of Curriculum Leaders and Pastoral Leaders forums.
- We have a worthwhile range of calendared self-evaluation and improvement activities; these have strengthened over time and provide useful information to shape improvement. Following the introduction of an annual cycle of self-evaluation titled "Expectations, Empowerment, Engagement" our processes were strengthened in 2024-2025. Launched in September 2024, this system has an overarching focus on learning, a 'sharpness' to improvement alongside effective accountability systems, whilst also involving staff at all levels. There is a stronger focus in this work on learning and teaching. Through this cycle teachers are supported to improve their practice with a helpful professional learning offer. However, we acknowledge that a few areas within our self-evaluation processes need to be refined further to ensure that they continue to focus on all aspects of 'learning' thoroughly.
- Through a range of accountability and support systems, senior leaders provide middle leaders with helpful support and guidance. From September 2024, middle leaders' involvement in self-evaluation and improvement increased significantly; middle leaders value the school's collegiate approach to improvement across the school. Teacher's involvement also increased.
- Our plans and systems evidence that there is a strong focus on improving attendance and that staff have and continue to have access to worthwhile opportunities to strengthen their teaching approaches in the development of Curriculum for Wales (Curriculum for Porthcawl). Our professional learning offer has grown, we believe this is a significant strength of our school. Our systems are collegiate and collaborative. We run several teaching and learning centred PLCs. For example, "Impact Learning" and "Daily Drop-Ins".
- Leaders have carefully considered a wide range of research on how to improve teaching, and in 2024-2025, the work of the school's Learning & Teaching Champions has improved "teacher's understanding of the impact of their teaching on learning" and strengthened professional dialogue. The impact of 'teaching' on 'learning' has been an on-going focus of the school's work and alongside increased 'teacher autonomy' and 'subject-specific pedagogy' forms part of our priorities in 2025-2026.



- Professional enquiry groups, deliberate practice and the sharing of best practice (Sharing Best Practice Observations in 2024-2025) provide staff with the opportunity to focus closely on the 'Porthcawl Principles' helping staff to understand how particular strategies could be applied, made explicit and clear via the useful resources within the 'Porthcawl Teaching and Learning Toolkit'.
- Over recent years, a substantial amount of work has been undertaken by senior leaders to revise our professional learning processes. There is now a stronger focus on 'high-quality teaching and learning'. In 2024-2025, the school's Learning & Teaching Champions started to work more strategically alongside middle leaders to develop the quality of teaching, facilitating quality assurance and coaching. The development of subject specific pedagogy is a priority.
- Professional enquiry provides staff with time to pursue their own professional interests through action research within identified whole school priorities with alignment from a biannual 'Teaching & Learning Review'. This work, via Sharing Best Practice encourages beneficial collaboration and innovation. In addition, our enquiry groups have been strengthened via our Learning & Teaching Champions and our Cross-Curricular Skills Champions who, over the last few years, have provided support and guidance to teachers to improve specific aspects of their practice.
- For the last two years, the continuous focus on improving curriculum, learning and teaching is having a notable impact. In 2024-2025, this is evident via the first-hand evidence collected from the school's self-evaluation cycle titled "Expectations, Empowerment, Engagement". There is a stronger focus on 'Learning'. However, as we move into 2025-2026, we acknowledge the need to become more autonomous, bespoke and subject-specific now that the school's systems and structures are built.
- Through daily practice, the headteacher and other leaders communicate effectively and build productive relationships with parents/carers. The headteacher sends regular letters and communicates school developments frequently, in addition to writing termly newsletters. Each include updates on guidance and procedures. There is a strong sense of 'leadership' and 'partnership within all communication.
- Our governors are committed and proud of our school. They undertake their roles enthusiastically and have a good understanding of our main strengths and areas for development. They are involved appropriately in the life of our school and offer leaders robust challenge that helps guide decision making. There is strong professional dialogue, and we feel our governors act as 'critical friends' which is evident in FGB meetings and feedback from the headteachers termly reports.
- At a time of significant financial strain within the sector, leaders manage the school's finances effectively. The headteacher, deputy headteacher, governing body and school business manager monitor the budget carefully and ensure spending decisions are aligned closely to development priorities. We believe our grant spending plans are used purposefully to support the needs of our school effectively.



Section 2 - Curriculum, Learning and Teaching (IA1)

How effective is learning & teaching?

How effective is the school's curriculum?

Summary – Curriculum, Learning & Teaching

- Nearly all teachers at Porthcawl Comprehensive School foster positive working relationships with pupils and most have well-established classroom routines. Teachers have very good subject knowledge and make effective use of subject specific terminology whilst providing strong language models to our pupils. Overall, teacher explanation is very clear.
- Our evidence shows that many teachers plan their lessons carefully to build successfully on our pupils' knowledge, understanding and skills. They prepare a range of worthwhile activities that stimulate pupils' interest, and these have been strengthened and built upon via a compendium of worthwhile strategies from the 'Porthcawl Teaching & Learning Toolkit'. These teachers provide clear instructions, encourage independence, and circulate the classroom purposefully to challenge and support pupils' progress and deal with misconceptions.
- Most teachers have high expectations of what our pupils can achieve and ensure that work is well matched to pupils' abilities, particularly at KS4 and KS5. Nearly all teachers frequently use questioning well to check pupils' recall and assess key conceptual understanding. Many adapt their questioning in a worthwhile way and help pupils to develop their verbal responses. In around half of lessons observed throughout the academic year, questioning is either 'strong' or 'very strong' in deepening pupils' understanding about a range of topics.
- Where learning is most effective, a minority of teachers across several subject areas, provide truly inspirational learning. These teachers deliver with infectious enthusiasm and have very high expectations of our pupils' participation and their progress; driving standards and challenge. They successfully motivate pupils and are confident to trial and innovate within their practice. The overarching focus is knowledge, skills and experience. In the few lessons where self-evaluation has identified that such standards are not replicated, the school has a worthwhile professional learning program that is designed to 'proactively' and 'reactively' raise standards in learning and teaching across the school curriculum to aid greater levels of 'consistently good to excellent' levels of progress.
- Following the introduction of 'Feedforward' approaches, feedback has and continues to improve. We have strengthened our processes with respect to work scrutiny and many teachers provide useful and constructive feedback on pupils' work. The feedback our teachers provide, generally helps pupils to understand what they have done well and what they need to do to improve. WWW.... EBW.... approaches are common. In many subject areas, subsequent feedforward tasks provide learners with purposeful opportunities to address identified areas for development and make immediate and long-term progress. In a few cases, highly effective and creative approaches to Feed Forward tasks challenge the highest attaining pupils to make further progress. As assessment and feedforward approaches embed, the school continues to provide suitable



professional learning to address the few instances, in the few subject areas, where feedback can lack clarity or be too superficial and feedforward activities lack sufficient depth to truly explore whether pupils have closed the learning loop, address areas for development sufficiently and ensure that errors are not repeated or not addressed. Whilst provision for assessment and feedforward has strengthened, the school continues to develop assessment for, and assessment of learning and build the 4Es model of assessing progress.

- During this academic year, the following points identify some of the 'Strengths' observed with respect to teaching, learning and assessment:
 - *Pupils consistently understand the 'why' of what they are learning. As a result, overall levels of progress across many lessons are strong. In a few lessons, pupil progress is exceptional.*
 - *Responsive teaching and high-quality, varied feedforward (teacher diagnostic feedback) are provided by teachers regularly.*
 - *Pupil's attitudes to learning in nearly all lessons is exceptional.*
 - *The impact of powerful routines and positive affirmation is evident across the school curriculum.*
 - *Most pupils' books show very high standards of presentation.*
 - *Many pupils are provided with an appropriate 'variety' in the curriculum to acquire (core and wider/hinterland) knowledge and skills, be engaged and stimulated in learning, and to apply and demonstrate learning.*
 - *The majority of pupils are appropriately challenged by differentiation of task.*
 - *Evidence of layers of learning and 'must, should, could' feature strongly within the majority of subject areas; enabling the majority of learners to make excellent progress in subject-specific knowledge and skills.*
 - *Nearly all subject areas provide feedforward tasks in response to teacher assessed work. Most work is assessed in line with whole-school policy (WWW/EBW/FF) and many teachers provide helpful feedback with comments that are relevant, precise and utilise subject-specific terminology. As a result, most pupils understand their strengths and areas for development.*
 - *In most subject areas, pupils are provided with purposeful opportunities to develop their reading skills. Whilst the provision for reading skill development is weighted heavily towards reading comprehension skills, strong – highly-effective approaches to summarising, synthesising, reading analysis and comparison were witnessed across the curriculum.*
 - *In most subject areas, pupils are provided with purposeful opportunities to develop their writing skills. Where practice is most effective and enabling pupil progress strongly, skilful approaches to the development and utilisation of success criteria, modelling using WAGOLL and "I do, We do, You do" and highly specific work on sentence construction, syntax and writing in an academic manner for each subject discipline occur.*
 - *Numeracy-rich subject areas provide provision worthwhile skill development opportunities, particularly within Maths and Science. Additionally, innovative use of infographics and data analysis skills were witnessed in English, History and Welsh.*
- However, during this academic year, the following points identify some of the 'Areas for Improvement' with respect to teaching and learning:
 - *In a few lessons, there can be a lack of challenge and expectation placed upon pupils. In these lessons, pupils' complete tasks that are too 'safe', constrictive and inhibit learning.*
 - *In a minority of lessons, within a few areas of the curriculum, the pace in learning can be too slow. An identified trend that causes this is too much time being attributed to retrieval practice and teacher explanation during the 'begin' section of the lesson.*
 - *In a few areas, questioning can focus too heavily on surface information, recall and short responses. Probing or open questions to deepen learning are significantly*



outweighed by closed, often retrieval, questions.

- In a few subject areas, tasks can be too rigid and/or lack variety to engage learners. Subsequently, where this occurs, learning is restricted.*
- Where provision for feedback is less strong, teacher comments do not provide the specificity or supporting annotation for pupils to accurately understand the specifics of their on-going performance or to be able to utilise this effectively to inform future learning.*
- In a few subject areas, feedforward tasks can lack sufficient depth to truly explore whether pupils have closed the learning loop. Consequently, in these examples, these learners do not address areas for development sufficiently and errors are repeated or not addressed.*

- We have a clear and well-understood vision for Curriculum for Wales, “A curriculum that provides all pupils with the knowledge, skills, experiences and desire to thrive in the adult world”. Leaders at all levels have approached curriculum development with excitement and enthusiasm, placing a strong emphasis on promoting high-quality teaching, underpinned by knowledge, skills and experiences. Our ‘Curriculum Overviews’ provide clarity with respect to concepts and experiences whilst also outlining our ‘knowledge-rich approach’.
- Since introducing the Curriculum for Porthcawl to Key Stage 3, staff continue to trial, evaluate and adapt their approaches and make refinements to provide the best learning experiences for pupils. Whilst nearly all teachers have a confident conceptual understanding of the ‘Curriculum as a Progress Model’ design the implementation of the Curriculum for Porthcawl moves from the design, trial and development phase to a more fixed but responsive curriculum. There is a continued focus in nearly all subject areas to the mapping, delivery and evaluation of progressive knowledge, skills and experiences that are spaced and spiralled within and across subject disciplines to enable short and long-term progress. Our curriculum work has been supported by a closer alignment with our feeder primary schools to ensure that the curriculum in Year 7 builds on pupils’ learning experiences and concepts successfully. Progress has been made with numeracy, however, this remains a priority for improvement.
- We have recently re-designed our curriculum plan and believe it is a model of strength. The curriculum plan is suitably broad and balanced which generally caters for individual needs. It offers a range of academic and vocational qualifications. We offer three option choices for Key Stage 4, and these provide general ‘equity’ and ‘range’. Our GCSE and Post 16 options are designed and managed effectively by the Deputy Headteacher. Our curriculum offer was strengthened in 2024-2025 with new subjects (both general and vocational) in readiness for September 2025.
- We offer a range of academic and vocational courses in both Key Stage 4 and the sixth form. The Deputy Headteacher considers pupils’ views carefully to ensure that as many pupils as possible study their chosen courses and maps provision effectively. Our staff provide pupils with beneficial and impartial information and guidance to make informed choices at each transition point. This is supported helpfully by a range of additional enrichment opportunities for all pupils. These include the ‘induction week’ in Year 12 and regular careers advice and interviews for pupils from Year 10. Our curriculum is cost effective and sustainable.
- We have a comprehensive, tailored programme of personal and social education. This is well coordinated and supports the development of pupils’ social and emotional skills very well across all key stages. We make effective use of well-being data and pupil surveys to plan a programme of activities, aligned to real-life scenarios and topic themes which develop pupil’s empathy, self-confidence and resilience well. Learning is tailored to pupils’ needs and supports the development of pupils’ spiritual, moral and emotional skills.



- The school's curriculum provision has been strengthened and broadened further via the introduction of 'Enrichment'. There are valuable opportunities for pupils to experience skills-based learning linked to the outdoors, sport, dance and community.
- Leaders have taken a sensible approach to improving the provision for the progressive development of pupils' skills. In 2024-2025, the school's cross-curricular skills champions comprehensively audited skills provision. The findings from our 'Curriculum Overviews' demonstrate that there is a wide range of beneficial opportunities for pupils to develop their reading, writing and speaking skills across the curriculum. However, the progressive development of pupils' skills continues to be a strategic priority to ensure that our provision enables nearly all pupils to advance and not repeat a greater variety of cross-curricular skills.
- Consequently, the cross-curricular skills champions have fostered very strong links with the 'English' and 'Mathematics and Computing' faculty areas where the development of literacy, numeracy and digital skills has been identified as highly effective across many of the evaluative methods that have been employed to understand when and how fundamental skills are delivered and developed to provide professional learning and resources to teachers across the curriculum. Moreover, each skills champion has supported, quality assured resources and provided recommendations for development to around half of our faculty areas to aid on going improvement. Resultantly, provision for a consistent and coherent approach to cross-curricular skill development is emerging. Alongside of this, our literacy and numeracy interventions target pupils with weaker literacy and numeracy skills successfully and we also provide a worthwhile programme of interventions. The formal feedback from most pupils said how this support helps them in the wider curriculum.
- The use of Welsh outside of the classroom continues to be a focus. The Welsh department provide strong opportunities for pupils to develop their appreciation of Welsh heritage and culture suitably. These include whole-school events such as a Welsh Artist, School Eisteddfod and Welsh Music. Additionally, the introduction of 'Welsh Wednesday' and the launch of the Criw Cymraeg has strengthened provision for the development of pupils' use of the Welsh language outside of the classroom. However, the use of Welsh language outside of the classroom continues to be an on-going focus.
- Our staff provide a worthwhile programme of creative, sporting and cultural extra-curricular opportunities for pupils during and after school hours. These include very well-attended clubs such as drama, choir, and orchestra. In addition, teachers plan a wide variety of beneficial educational visits and enrichment activities, which complement the curriculum. These include visits to galleries and museums and visits to local areas of culture and/or change.



Section 3 - Wellbeing, Equity and Inclusion (IA2)

How effective is the school's provision for supporting wellbeing, equity and inclusion?

Summary – Wellbeing, Equity and Inclusion

- Through our daily practice we provide a nurturing environment that promotes our values of 'Perseverance and Success' effectively, whilst also promoting the character we aim to promote via the 'Porthcawl Pupil'. Staff at all levels work sensitively and reflectively to help most pupils feel safe and secure.
- There is a strong ethos of mutual respect, belonging and community at Porthcawl Comprehensive School. Leaders have established a nurturing environment for pupils to learn and thrive, and for staff to develop and grow. As a result, we believe the school is a safe and supportive place where pupils flourish and where staff feel valued both personally and professionally.
- Overall, we have strong links with a range of external partners, including the police liaison officer, and these are successful in supporting pupils' spiritual, moral, social and cultural development. We regularly use a range of partners to help and support with assemblies.
- Our provision to support pupils in making healthy lifestyle choices is carefully monitored and adapted to pupils' needs. This includes raising awareness of the dangers of vaping and how to keep safe. The Schools Health Research Network is used as a platform to shape and address need. Our form tutors foster strong relationships with pupils, taking an active role in supporting pupils' progress, well-being and promoting regular attendance.
- We value the voice of our pupils and facilitate the development of pupil leadership skills well. Pupil-led groups have successfully influenced aspects of school life, such as the Curriculum for Porthcawl, Wellbeing and Ready to Learn.
- There are beneficial opportunities for pupils to take on leadership roles and help to make improvements to the school. The school's Wellbeing Ambassadors, lead community wide wellbeing activities across the school annually; events which are appreciated and celebrated by the whole school community. For example, the annual Community Christmas Event and Yr7 transition. We have an emerging Criw Cymraeg who are enthusiastically supporting and promoting the use of Welsh language through the coordination of activities such as assemblies, annual Eisteddfod and leading on the school's work towards achieving the Siarter Iaith Award.
- Our approaches to build wellbeing and enrichment are diverse and wide ranging. In 2024-2025, we were awarded the Carnegie School Mental Health Gold Award for our excellent whole school approaches to mental health and wellbeing. At the same time, we also achieved the CyberFirst Gold Award for recognition in delivering excellence in Cyber Education.
- We have effective arrangements for supporting pupils during the transition from primary to secondary school and to support pupils at other transition points, we provide individual options and advice meetings for pupils and their parents with senior leaders in addition to a whole school Post 16 evening. In addition, the ALNCo and Careers Adviser provide valuable support and guidance for targeted pupils.



- We believe ALN and Student Support is a strength of our school. The ALN team takes a pupil-centred approach to supporting pupils and their families. Our school has made good progress towards the implementation of the Additional Learning Needs and Educational Tribunal (Wales) Act. We have a comprehensive graduated response, and a highly effective 'Provision Map'.
- Pupils' Individual Development Plans (IDPs) identify key information about how staff can best support them, and staff use these well. In 2024-2025, we made valuable changes to our Graduated Response "5 stages of Provision". Over time, we have made changes to the ALN team, such as the introduction of learning support officers, increased specialist teaching capacity and a curriculum support officer. These introductions have improved our provision and have enabled a sensible re-distribution of support which focuses on enhancing pupils' social, emotional, and mental well-being.
- The ALN team are appropriately trained and provide emotional support for pupils via a range of beneficial programmes. Our Ty Enfys provision, student support facility, curriculum support room and wider provisions ensure nurturing environments and tailored support to help pupils overcome their barriers to learning and access the curriculum.
- The needs of specific groups of learners are monitored and catered for well. For example, a Young Carers group provides sensitive emotional and well-being support, this has been effectively overseen by an identified member of staff. Our student support officers and learning support officers provide beneficial mentoring and support for targeted pupils, and these staff are valuable daily points of contact for pupils and parents/carers.
- Specific interventions for the development of pupils' literacy and numeracy skills are provided via teacher-led interventions, with a bespoke provision facilitated by the English and Maths Faculties and via learning support officers in Ty Enfys. Our pupils follow a suitable learning package according to their needs. The impact of literacy interventions is tracked and monitored suitably. Our ALN team meet frequently to review information, ensuring that individuals receive appropriate support. However, the tracking of ALN learners is limited mainly to academic progress. An increased 'focus' on this group of learners is an area for development.
- Our leaders and staff ensure, and contribute to, a strong safeguarding culture where all members of the community are aware of their responsibility to keep pupils safe. We have a large safeguarding team which ensures that all concerns are dealt with swiftly and effectively, making referrals to outside agencies where necessary. Our staff are well trained and arrangements to keep pupils safe are clear and robust.
- There is a strong "culture of safeguarding" and an ethos of mutual support in the school. Arrangements to keep pupils safe, including suitability of staff, are effective. We respond to safeguarding concerns promptly and we are diligent in making necessary referrals to outside agencies. Staff and governors receive regular training on child protection and are clear about their responsibilities for safeguarding. The Headteacher and the Chair of Governors are also Level 3 Safeguarding trained. These arrangements create a firm foundation for pupils to feel safe and supported within our school community.
- Our attendance is improving, and this is positive. For the last three years, our whole school attendance has been above the 'Family of Schools' average (similar schools), above the Local Authority average and above the Wales average. Our systems promote high standards of behaviour and attendance;



these are actively encouraged throughout the school. Senior leaders and Heads of Year along with form tutors monitor the attendance and punctuality of individuals and groups closely.

- We have introduced several effective strategies to improve pupils' attendance, including daily contact home where attendance causes any concern. When compared to local and national data, we believe our rates of pupils' attendance have improved well over the past two years. In 2024, whole school attendance placed the school in Quartile 2 (top 50% of similar schools), demonstrating a 1 percentage point (pp) increase when compared to the previous academic year. Last year, attendance improved at a faster rate than nationally, and unverified data for this academic year (2024-2025) shows that attendance continues to improve well. In 2024-2025, our whole school attendance improved when compared to the previous academic year. However, despite these improvements, attendance and reducing persistent absenteeism continues to be an area of focus.

For the **2025-2026 academic year** the school will continue with three overarching improvement priorities and eight smaller development priorities.

Therefore, we are aiming to develop and strengthen 8 areas in 2025-2026.

2024-2025 Academic Year		
<u>Priority 1: Highly Effective Leadership at all Levels (IA3)</u> 1.1 Refined systems & structure for self-evaluation 1.2 Cross-curricular skills across the curriculum 1.3 Widen the opportunities for pupils to develop their Welsh language skills	<u>Priority 2: Outstanding, Curriculum, Learning & Teaching (IA1)</u> 2.1 Highly effective design, development, and delivery of the 'Curriculum for Porthcawl' 2.2 Consistently high standards of teaching and learning (Reduce variation with and improve quality of teaching)	<u>Priority 3: Exceptional Wellbeing, Equity and Inclusion (IA2)</u> 3.1 Improved attendance 3.2 Consistently strong behaviour, values, and expectations 3.3 Wellbeing is not 'Invisible'

