

The following document is a published summary for Yr3 of Porthcawl Comprehensive School's three-year School Improvement Plan (SIP) 2023-2026 for stakeholders. This summary document is provided over five pages and outlines the school's 2025-2026 main priorities which are the areas for development within Yr3 of the 2023-2026 improvement cycle. **Please note this is not the full School Improvement Plan.** This document includes a summary of the school's overarching three-year improvement priorities, and the development priorities for Year 3. It also includes a summary of some of the school's planned actions to achieve the identified priorities. For each main priority, this published summary also includes a breakdown/summary of the termly Year 3 'Milestones'. E.g. what the school aims to achieve and complete during each term of Year 3 of the plan.

Our School Improvement Plan (SIP) reflects the needs of all stakeholders, pupils, parents/carers and staff. The core purpose of our School Improvement Plan (SIP) is to receive the best educational outcomes for every learner. The plan is also the vehicle by which we deliver the core aims of our school.

For 2023-2026 there are three school overarching priorities. IA refers to Inspection Areas. Our three overarching priorities 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)

Document Index

Page 1: This is a summary of our 2024-2025 Self-Evaluation.

Page 2: This is a summary of our Yr3 plans and actions for Priority 1.

Page 3: This is a summary of our Yr3 plans and actions Priority 2.

Page 4: This is a summary of our Yr3 plans and actions Priority 3.

Page 5: This is a high-level summary of the success criteria for each of the three main priorities.

Understanding our School Improvement Plan (SIP) Published Summary

Please use the following as a guide when viewing our published summary:

- **Priority 1, 2 and 3** – these are the main, overarching whole school priorities that we are working towards over three years and are the focus for our improvement. They underpin everything that we do.
- **Development Priorities** – these are the smaller priorities that we are working towards within Priority 1, 2 and 3. These are smaller priorities that have been designed to help us achieve the main priorities.
- **Key Actions** – these are some of the things that we plan to do to achieve our development priorities. These are time specific and could be a one year, two year or three-year action.
- **Supported by** – this is a list of some of the things we will do or use to achieve our priorities.
- **2025-2026 Milestones** – a 'milestone' is what we want to achieve, complete or see at certain points during the academic year. We check our progress (milestones) each term. The 'milestones' included in this document have been summarised and are for Year 3 of the school's three-year plan.



PORTHCRAWL COMPREHENSIVE SCHOOL SELF-EVALUATION SUMMARY POINTS 2024-2025

These are some of the findings/key points from the school's self-evaluation processes and progress reviews completed during the 2024-2025 academic year.

Strengths

Leadership (IA3)

- Headteacher has a clear and well-understood vision for the school based on openness, collaboration, and high aspirations. There are clearly defined roles.
- The substantial amount of improvement work completed over the last two years.
- Clear sense of direction and purpose to the curriculum. The Headteacher is supported effectively by the senior leadership team who carry out their roles diligently.
- 'Curriculum for Porthcawl' refinement and development.
- Professional Learning, including Professional Enquiry.
- Tracking and monitoring of pupil progress across the curriculum – 'Standards & Progress' reporting.
- Highly effective use of school finances, budget planning and monitoring, and grant funding.
- Communication within and across the school community.
- An annual self-evaluation cycle for 'Teaching & Learning'. (launched from September 2024)
- Line management structure / meetings (ADL Log) – increased accountability and collaboration.
- School Governance and strategic / operational decision making.

Curriculum, Learning & Teaching (IA1)

- High expectations, positive working relationships and well-established routines.
- Strong outcomes/attainment at GCSE and A Level – excellent contextual, local and national performance.
- Pedagogical Principles to improve consistency and support high quality teaching & learning.
- The work of the schools Learning & Teaching Champions and their work developing the useful Teaching & Learning Toolkit and supporting the professional learning offer to staff.
- The 'Curriculum for Porthcawl', 'Curriculum Overviews' and 'Curriculum on a Page' models.
- A stronger focus on learning & teaching within our self-evaluation processes. The Porthcawl Pedagogical Principles provide a beneficial framework for evaluation. Sharing Best Practice (SBP) is helpful.
- Middle leaders are clearer about how their work in their areas of responsibility support whole school improvement. Leadership at all levels is strengthening.
- The "Expectations, Empowerment, Engagement" evaluation of learning cycle.
- Cross-Curricular Skills audits / mapping and skills progress to date. (Reading for Pleasure)
- An extensive programme of creative, sporting and cultural extra-curricular opportunities.

Wellbeing, Equity and Inclusion (IA2)

- Excellent pupil support offered via Ty Enfys, Student Support and Pastoral Teams.
- Strong links with external partners and provision to support healthy lifestyles.
- The school's graduated response to learning / provision. Our Provision Mapping.
- Highly effective safeguarding culture and year-on-year improved attendance.
- The work of pupil and staff wellbeing groups. Pupil groups, e.g. Wellbeing Ambassadors.
- Transition programme / plans at all stages. (Yr6 to Yr, Yr9 to Yr10 and Yr11 to Post 16).
- An overall very good pupil behaviour, attitude and effort demonstrated by nearly all pupils.
- Whole School "Ready to learn" approaches, school culture and whole 'School Standards Drive'.
- The school's provision for Mental health & Wellbeing (Carnegie Mental Health in Schools Gold Status achieved September 2024).

Areas for Development

Leadership (IA3)

- Improve outcomes for vulnerable learners.
- Develop systems for whole school and departmental work scrutiny / sharing best practice.
- Continue to improve professional learning opportunities and systems across the school.
- Increase Welsh language use outside of the classroom. Establish 'Fortnightly Ffocws'.
- Continue to carry out an on-going review of our self-evaluation and improvement processes to ensure:
 - self-evaluation identifies accurately the impact of teaching on learning;
 - there are sufficient planned opportunities to review and refine strategies to improve teaching and learning;
 - middle leaders have the skills and capacity to evaluate teaching and learning effectively; and
 - all leaders consider a full range of robust information to support evaluation.

Curriculum, Learning & Teaching (IA1)

- Continued work with the 'Curriculum for Porthcawl' (a specific focus on cluster work)
- Development of 'Curriculum Overviews' to ensure the most effective development of cross-curricular skills and strong provision for experiences and cross-cutting themes.
- Embed a common approach to the assessment of literacy and a refined T&L and ALN Policy.
- Teachers have a thorough understanding of the impact of their 'teaching' on 'learning'.
- Refine and embed subject specific Feedforward approaches (teacher feedback approaches).
- Within teaching, ensure consistency in the following areas:
 - Teacher to focus (on learning), pace and challenge;
 - Reduce scaffolding to ensure pupils are always stretched;
 - Learning objectives are always explicit and form links between previous and new learning;
 - Consolidation of learning is thorough and timely;
 - There is a regular use of incidental Welsh and a focus on Welsh culture;
 - Literacy and numeracy foci to be more explicit; and
 - Teacher's skilfully use open ended questioning to 'deepen' understanding.

Wellbeing, Equity and Inclusion (IA2)

- Increase pupil voice / feedback across the curriculum.
- Continued focus on "School Standards" and our graduated responses to behaviour and expectations.
- Thorough evaluation of the use of PASS survey to monitor pupil wellbeing
- Continue to improve whole school attendance and reduce persistent absenteeism.
- Reduce the number of Fixed Term Exclusions (FTEs) during the academic year.
- Increase the voice, design and structure of the School Council to include overall student leadership.
- Refinement and develop a pupil and staff 'Wellbeing Charter'.
- Continue to Embed further use of Class Charts to share and communicate with pupils, parents and carers.
- Embed 'Powerful Routines' (launched Summer 2025).
- Refine and implement a new Positive Behaviour & Positive Relationships Policy.
- Develop our in-house 'alternative curriculum offer' to continue to best meet pupil need.



SCHOOL IMPROVEMENT PLAN PRIORITIES for 2023 – 2026 (Published Summary) **Year 3**

PRIORITY 1: Highly Effective Leadership at all Levels (IA3)

Supported by:

These are our (smaller) development priorities for Priority 1 in 2025-2026:

1.1 Refined systems & structure for self-evaluation.

1.2 Cross-curricular skills across the curriculum.

1.3 Widen opportunities for pupils to develop their Welsh language skills.

School Budget
Grant Funding
Meeting Time
INSET
Local Authority / CSC
Staff, Pupils, Parents
Self-Evaluation Cycle

Key actions to achieve the priority:

These are some of the actions we plan to implement to achieve our Yr3 development priorities:

Continue to strengthen accountability structures via Actions & Decisions Logs (ADL meetings).
Facilitate self-evaluation and improvement planning training for leaders at all levels.
Embed the annual cycle of learning titled “Expectations, Empowerment, Engagement” – implement refinements to improve organisational development and strategy.
Continue to develop an on-going focus and framework based on ‘Learning’.
Ensure self-evaluation processes have a clear and strategic focus on the quality of learning.
Refine cross-curricular skills mapping across subject areas within subject disciplines.

These are some of the actions we plan to implement to achieve our Yr3 development priorities:

Provide impactful professional learning to upskill staff to accurately deliver cross-curricular skills-rich learning opportunities.
Implement (Phase 2) School Improvement Projects linked to the cross-curricular skills of Literacy, Numeracy and DCF.
Train and coach all staff to ensure the consistent delivery of skills across the curriculum.
Increase Welsh language use via an agreed approach using a range of expertise.

2025-2026 Milestones: (What we want to achieve during Year 3 of our 3 Year Plan)

December Milestones

Thorough evaluation of “Expectations” Cycle completed.
Expectations self-evaluation cycle demonstrates that the quality of teaching, and the overall progress and standards in books and lessons is ‘strong’.
INSET day programmes - strong focus on learning & teaching.
Department and/or Faculty on a Page resources support and inform future development and improvement.
Skills development features ‘organically’ across the curriculum.
Increased use of Welsh outside of the classroom.

March Milestones

Thorough evaluation of “Empowerment” Cycle completed.
In-house professional development offer for staff is adding value, increasing capacity and ensuring improvement.
Middle Leaders have a very good understanding of the strengths and areas for improvement – “Empowerment” cycle.
Standards and progress in cross-curricular skills is strong and relative to age, stage and ability.
Continued increase of Welsh language development outside classroom and during pastoral/registration periods.

July Milestones

Thorough evaluation of “Engagement” Cycle completed.
Precise areas for improvement continue to be identified.
Sharing Best Practice (SBP) work supports teacher development, collaboration and focus on ‘learning’.
In-year monitoring (whole school and faculty level) demonstrates that teaching and learning is overall strong.
Improvement Plans reviewed, following monitoring and evaluation. Clear plans in place for next three-year cycle 2026-2029 developed and ready for launch.



SCHOOL IMPROVEMENT PLAN PRIORITIES for 2023 – 2026 (Published Summary) Year 3

PRIORITY 2: Outstanding Curriculum, Learning & Teaching (IA1)

Supported by:

These are our (smaller) development priorities for Priority 2 in 2025-2026:
2.1 Highly effective, design, development, and delivery of the 'Curriculum for Porthcawl'.
2.2 Consistently high standards of teaching & learning.

School Budget
Grant Funding
Meeting Time
INSET
Local Authority / CSC
PCS T&L Hub and Toolkit
Pupil & Staff Voice
Self-Evaluation Processes

Key actions to achieve the priority:

These are some of the actions we plan to implement to achieve our Yr3 development priorities:

Embed the 'Principles of Progression' across the Curriculum for Porthcawl.
Strengthen cluster work within the Porthcawl school cluster.
Refine whole-school assessment maps and the use of 'Feedforward' (teacher feedback) approaches for skills. Develop teacher's knowledge and strength in diagnostic feedback.
Teachers to use Individual Teaching & Learning Reviews to inform their professional learning needs and address whole school teaching and learning priorities. E.g. precise areas.
Provide whole staff and optional (targeted) professional development for teachers.
Implement (phase 2) teaching and learning improvement projects across the school.

These are some of the actions we plan to implement to achieve our Yr3 development priorities:

Continue to provide professional learning on the Porthcawl Pedagogical Principles and the school's ABCDE planning approach to underpin excellence and consistency.
Provide opportunities for staff to share excellent practice by continuing with, and developing approaches to, Sharing Best Practice and peer-to-peer collaborative work.
Provide training to focus on the impact of 'teaching' on 'learning'.
Senior leaders and middle leaders to work collaboratively to target and refine subject specific pedagogy. A continued and precise focus on 'learning'.
Refine learning and teaching self-evaluation – "Expectation, Empowerment, Engagement".

2025-2026 Milestones: (What we want to achieve during Year 3 of our 3 Year Plan)

December Milestones

Refined Curriculum for Porthcawl 'Curriculum Maps, Overviews and Plans' that are in place for progression and assessment.
Professional Enquiry projects in place for all teachers.
"Expectations" cycle demonstrates that teaching and progress in learning is 'strong' across the curriculum.
Clear and demonstrable evidence that teachers have a greater understanding of the impact of their 'teaching' on 'learning'.
Evidence that ABCD planning features 'strongly' within teacher's planning and schemes of learning.

March Milestones

Increased number of 'authentic' learning experiences evident.
The 'Porthcawl Pedagogical Principles' are clearly embedded, and these are evident in lessons, planning, and learning.
"Empowerment" cycle demonstrates that teaching and progress in learning is 'very strong' across the curriculum.
'Porthcawl Teaching and Learning Toolkit' used precisely by Middle Leaders to develop subject specific pedagogy.
Excellent progress and standards evident in books and lessons.
Effective FeedForward underpins strong pupil progress.

July Milestones

Sharing Best Practice (SBP) activity, provide increased autonomy for teaching staff to focus on personalised 'professional development' – lessons, books, standards.
Professional Enquiry Projects completed and shared.
"Engagement" cycle completed by all staff.
End of year review of first-hand evidence demonstrates that the overall quality of teaching and the standards and progress in learning is at least good (60%) and excellent (40%).
Individual Teaching & Learning Review used effectively.



PRIORITY 3: Exceptional Wellbeing, Equity, and Inclusion (IA2)

Supported by:

These are our (smaller) development priorities for Priority 3 in 2025-2026:
3.1 Improved attendance
3.2 Consistently strong behaviour, values and expectations
3.3 Wellbeing is not 'Invisible'

School Budget / Grants
 Meeting Time
 INSET
 Local Authority / CSC
 Cluster ALN Work
 BCBC
 Judicium
 EWO
 Self-Evaluation

Key actions to achieve the priority:

These are some of the actions we plan to implement to achieve our Yr3 development priorities:

Revise and strengthen systems to monitor attendance.
 Work closely with the EWO to ensure effective support and challenge for pupils and families.
 Hold regular attendance meetings with parents/carers and pupils.
 Continue to strengthen systems for behaviour, values and expectations – 'Ready to Learn, 'Powerful Routines' and 'School Standards'.
 Refine the school's Graduated Response and create a new Positive Behaviour & Positive Relationships Policy.

These are some of the actions we plan to implement to achieve our Yr3 development priorities:

Continue a focus on respect for self and peers via the 'Porthcawl Pupil' and 'Ready to Learn'.
 Increase Pupil Voice / Listening to Learner Activities.
 Redesign & Refresh the School Council to enhance pupil leadership and pupil voice.
 Establish a pupil and staff Wellbeing Charter.
 Use the School Health Research Network (SHRN) survey to shape Health & Wellbeing provision.
 Continue to provide a wide range of wellbeing support for pupils and staff with regular wellbeing group meetings to review and/or achieve outcomes.

2025-2026 Milestones: (What we want to achieve during Year 3 of our 3 Year Plan)

December Milestones

Attendance tracking on-going and frequent during the term.
 Autumn Term whole school attendance is +92%.
 Girls' attendance increases (specifically Yr9-Yr11).
 On-going review of the school's graduated response completed.
 'Ready to Learn' and 'Powerful Routines' refined and improved.
 Reduced number of Fixed Term Exclusion (FTE).
 Initial 'Student Council' meeting held.
 Wellbeing Charter designed and launched.
 New Positive Relationships & Positive Behaviour Policy in place.

March Milestones

Attendance tracking is on-going and frequent throughout term. Spring Term whole school attendance figure between 91%-93% and an increase on 2024-2025 academic year.
 Attendance meetings demonstrate impact / improvement.
 Reduced number of Fixed Term Exclusion (FTE).
 A range of external providers are supporting the school with wellbeing across the school with identified pupil/year groups.
 Staff and Pupil 'Wellbeing Charter' established.
 Helping Hands transition events completed (Yr6 pupils).

July Milestones

Whole school attendance figure is at least 92%.
 Fixed Term Exclusions (FTE) reduced, and the number of days lost for FTE is lower than the 2024-2025 academic year.
 Ty Enfy's provision, to include resources, intervention, staffing and impact evaluated and subsequently improved.
 Pupil and staff wellbeing feedback received and actioned.
 Annual monitoring cycle evidences an increase Pupil Voice.
 Listening to Learners activity evidences all pupils feel safe and have a positive experience in school.



Success Criteria for 2025-2026 (High-Level Summary)

What will success look like? How will we know if we have achieved our development priorities?

PRIORITY 1: Highly Effective Leadership at all Levels (IA3)

- Leaders bring about demonstrable improvements in standards and the quality of provision.
- Leaders at all levels have a secure understanding of the school strengths and areas for improvement, and the strengths and areas for improvement in the area that they lead.
- Leaders use robust self-evaluation to plan for improvement, and they can accurately evaluate the impact of their plans.
- There is a culture of professional challenge and support at every level.
- Cross curricular skills are effectively embedded in the 'Curriculum for Porthcawl' showing progressive development over time.
- Increased evidence of Welsh speaking outside of the classroom.

PRIORITY 2: Outstanding Curriculum, Learning & Teaching (IA1)

- The quality of teaching and standards and progress in learning across the school is strong.
- Feedforward (diagnostic marking) continues to be developed by faculty areas at a subject specific level and is strengthened across the school.
- There are refined 'Curriculum Maps, Overviews and Plans' in place for progression and assessment across the Curriculum for Porthcawl.
- Professional Enquiry, Professional Development Review and the school's professional learning offer provides increased autonomy while also developing and improving subject specific pedagogy.
- Teachers have a greater understanding of the impact of their 'teaching' on 'learning'.

PRIORITY 3: Exceptional Wellbeing, Equity, and Inclusion (IA2)

- The school's attendance is at least 92% and persistent absenteeism is reduced.
- 'Ready to Learn', 'Powerful Routines' and 'Standards Drive' are embedded and understood by all stakeholders.
- Fixed term Exclusions (FTEs) reduce.
- New School Council designed and launched, with evidence of an ever improving 'Pupil Voice'.
- Wellbeing Charter in place for pupils and staff.

