

# **Porthcawl Comprehensive School**

## **Governing Body Annual Report to Parents / Carers 2024 - 2025**



**November 2025**



Please note that some of the information in this report refers to the current school year 2025-2026, the financial year April 2024-March 2025, the previous school year 2024-2025 and the summer term 2024.

### The Curriculum at Porthcawl Comprehensive School

In September 2023, Porthcawl Comprehensive School formally adopted the full curriculum and assessment requirements of the Curriculum for Wales (CfW) Framework.

The Curriculum for Wales framework has six 'Areas of Learning and Experience' (AoLE) and contain 'Statements of What Matters', which shape the learning:

- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science & Technology
- Health & Wellbeing
- Expressive Arts
- Humanities

The 'Cross-Curricular Responsibilities' are progressive throughout the curriculum:

- Literacy
- Numeracy
- Digital Competence

'Cross Cutting Themes' are also incorporated throughout the curriculum:

- Children's Rights (UNCRC)
- Relationships and Sexuality Education
- Diversity
- Local, National and International Context
- Careers and Work-Related Experience

There is provision for the mandatory elements of CfW:

- Welsh
- English
- Relationships and Sexuality Education (RSE)
- Religion, Values and Ethics (RVE)

**Note:** The 'Curriculum for Wales' framework is referred to as '**The Curriculum for Porthcawl**' at Porthcawl Comprehensive School.



## Porthcawl Comprehensive School Curriculum Vision

Our whole school curriculum vision is:

***“A curriculum that provides all pupils with the knowledge, skills, experiences and desire to thrive in the adult world”.***

HEALTHY  
ETHICAL  
CAPABLE  
CREATIVE  
CONFIDENT  
AMBITIOUS  
INFORMED  
ENTERPRISING

Porthcawl Comprehensive School developed its Curriculum Vision following engagement with a variety of stakeholders. Our curriculum vision centres around all the pupils in our care, it demonstrates our commitment and drive to every learner within the Porthcawl community.

### **Therefore:**

It brings together what we want our pupils to achieve and become – **“Thrive, Ambitious, Confident, Informed”**.

- It reflects our aims, ethos and values – **“Knowledge, Skills & Experiences”**.
- It recognises several skills – **“Creative, Enterprising”**.
- It has wellbeing and equity at its core – **“Healthy, Ethical, Informed, All Pupils”**.
- It has relevance for our pupils both for now and for their future – **“desire to thrive in the adult world”**.
- Learning is central to its core.

Detailed information about the ‘Curriculum for Porthcawl’ can be accessed via the school’s website at:  
<https://www.porthcawlschool.co.uk/curriculum-for-porthcawl/>

Our approach to curriculum design supports the statutory ‘Principles of Progression’. Professional discussions are facilitated to develop a shared understanding of progression in knowledge, skills, and experience. We use various assessment strategies to identify, capture and reflect on learner progress over time and use various assessment for learning strategies to support individual students on a day-to-day basis.

### **Relationships and Sexuality Education (RSE)**

Relationships and Sexuality Education (RSE) within our curriculum is planned using the RSE Code and is designed in a way that is developmentally appropriate, inclusive and pluralistic.



## **Religion, Values and Ethics (RVE)**

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area, and the Locally Agreed Syllabus drawn up by the Standing Advisory Council for Religious Education (SACRE).

## **Human Rights**

We believe that learning about human rights empowers learners as rightsholders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

## **Careers and work-related experiences (CWRE)**

We believe that learning about CWRE is fundamental to developing skills for work and life. Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole;
- become increasingly aware of the range of opportunities available to them, broadening their horizons;
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning;
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important;
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship; and
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life.

## **Cross-Curricular Skills**

At Porthcawl Comprehensive School, we believe that the mandatory cross-curricular skills of Literacy, Numeracy and Digital Competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world. Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the four purposes. We have carefully mapped cross-curricular skills provision across each subject area within the Curriculum for Porthcawl.

## **Porthcawl Comprehensive School's Motto**

*Perseverance Creates Success (PCS)*



## Porthcawl Comprehensive School 3 Year Strategy 'On A Page' (2023 - 2026)

From September 2025, Porthcawl Comprehensive School has three overarching school improvement priorities. These form the strategic focus for Year 3 of the School Improvement Plan (SIP). IA in the title refers to 'Inspection Areas'.

**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)*

Within each of our overarching school improvement priorities there are smaller 'development priorities'. These support the achievement of our main priorities. Porthcawl Comprehensive School's main priorities and developmental priorities for 2025-2026 can be seen below.

The three areas of recommendation following our Estyn Inspection are included and are colour coded for ease of reference.

### Priority 1: Highly Effective Leadership at all Levels

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

### Priority 2: Outstanding, Curriculum, Learning & Teaching

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)

### Priority 3: Exceptional Wellbeing, Equity and Inclusion

3.1 Improved attendance

3.2 Consistently strong behaviour, values, and expectations

3.3 Wellbeing is not 'Invisible'

**Therefore, during the 2025-2026 academic year there will be eight areas for improvement. Three linked to Leadership, two linked to Teaching and three linked to Wellbeing.**

During this three-year improvement cycle which started in September 2023 several of our development priorities have been achieved and subsequently removed at the end of each academic year within our three-year plan. In 2025-2026, we focus on those areas most in need of improvement and/or development. The school will begin another three-year cycle in 2026-2029.

The table below demonstrates the completion of our improvement priorities:



| 2023-2026 SIP<br>2023-2024 Academic Year<br>(Year 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2023-2026 SIP<br>2024-2025 Academic Year<br>(Year 2)                                                                                                                                                                                                                                                                                                                                               | 2023-2026 SIP<br>2025-2026 Academic Year<br>(Year 3)                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Priority 1: Highly Effective Leadership at all Levels (IA3)</b><br>1.1 The 'Curriculum for Porthcawl'<br>1.2 Refined systems & structure for self-evaluation<br>1.3 High quality professional learning growth<br>1.4 Shared understanding of improvement and priorities<br>1.5 Effective and sustainable school finances<br>1.6 'Achieve' and 'Maximise'<br>1.7 Cross-curricular skills across the curriculum<br>1.8 Widen the opportunities for pupils to develop their Welsh language skills<br>1.9 A broad & balanced curriculum (2025) | <b>Priority 1: Highly Effective Leadership at all Levels (IA3)</b><br>1.1 The 'Curriculum for Porthcawl'<br>1.2 Refined systems & structure for self-evaluation<br>1.3 High quality professional learning growth<br>1.4 Cross-curricular skills across the curriculum<br>1.5 Widen the opportunities for pupils to develop their Welsh language skills<br>1.6 A broad & balanced curriculum (2025) | <b>Priority 1: Highly Effective Leadership at all Levels (IA3)</b><br>1.1 Refined systems & structure for self-evaluation<br>1.2 Cross-curricular skills across the curriculum<br>1.3 Widen the opportunities for pupils to develop their Welsh language skills                           |
| <b>Priority 2: Outstanding, Curriculum, Learning &amp; Teaching (IA1)</b><br>2.1 Highly effective design, development, and delivery of the 'Curriculum for Porthcawl'<br>2.2 Consistently high standards of teaching and learning (Reduce variation with and improve quality of teaching)<br>2.3 Consistently high standards of assessment across the curriculum<br>2.4 Commitment to professional learning to positively impact on learning<br>2.5 Closing gaps in learner's progress                                                        | <b>Priority 2: Outstanding, Curriculum, Learning &amp; Teaching (IA1)</b><br>2.1 Highly effective design, development, and delivery of the 'Curriculum for Porthcawl'<br>2.2 Consistently high standards of teaching and learning (Reduce variation with and improve quality of teaching)<br>2.3 Consistently high standards of assessment across the curriculum                                   | <b>Priority 2: Outstanding, Curriculum, Learning &amp; Teaching (IA1)</b><br>2.1 Highly effective design, development, and delivery of the 'Curriculum for Porthcawl'<br>2.2 Consistently high standards of teaching and learning (Reduce variation with and improve quality of teaching) |
| <b>Priority 3: Exceptional Wellbeing, Equity and Inclusion (IA2)</b><br>3.1 Implementation of the ALNET Act<br>3.2 Sustained highly effective safeguarding<br>3.3 Information exchange with parents/carers and pupils<br>3.4 Improved attendance<br>3.5 A continued culture and ethos which embodies a holistic understanding of our pupils, and their wellbeing needs<br>3.6 Consistently strong behaviour, values, and expectations<br>3.7 Wellbeing is not 'Invisible'                                                                     | <b>Priority 3: Exceptional Wellbeing, Equity and Inclusion (IA2)</b><br>3.1 Improved attendance<br>3.2 A continued culture and ethos which embodies a holistic understanding of our pupils, and their wellbeing needs<br>3.3 Consistently strong behaviour, values, and expectations<br>3.4 Wellbeing is not 'Invisible'                                                                           | <b>Priority 3: Exceptional Wellbeing, Equity and Inclusion (IA2)</b><br>3.1 Improved attendance<br>3.2 Consistently strong behaviour, values, and expectations<br>3.3 Wellbeing is not 'Invisible'                                                                                        |

## School Improvement Plan (SIP)

The School Improvement Plan (SIP) identifies the direction the school will take, over a three-year period. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements. Progress towards our school improvement priorities is evaluated three times annually (at the end of each term). This is captured in termly 'milestones' and using the following criteria:

| Progress Evaluation                                                                                                                                                                                                              |                                                                                                                                                                                                                              |                                                                                                                                                                                                             |                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Limited Progress</b><br>Only a few priority actions and success criteria achieved<br>Each aspect or many important aspects continue(s) to require attention<br>Limited effect on standards and/or the quality of provision | <b>2. Adequate Progress</b><br>Majority of the priority actions and success criteria achieved<br>Requires only some attention to selected important aspects<br>Some positive effect on standards and/or quality of provision | <b>3. Strong Progress</b><br>Most/many of the priority actions and success criteria achieved<br>Requires only minor attention to any aspect<br>Positive effect on standards and/or the quality of provision | <b>4. Very Strong Progress</b><br>All/ nearly all of the priority actions and success criteria achieved<br>Requires very limited attention to any aspect<br>Very good effect on the quality of provision |

Each academic year, within a three-year improvement cycle we create a new version of our School Improvement Plan to demonstrate the strategic progress we are making. In addition, we capture and evaluate our first-hand evidence via a Self-Evaluation Report where we identify our Excellent Practice, Good Practice and Areas for Development. This shapes our future priorities.

A summary of our self-evaluation findings from 2024-2025 academic year can be accessed here: [PCS-SER-2024-2025-Self-Evaluation-Summary.pdf](#)

A summary of Year 3 (2025-2026) of our three-year School Improvement Plan can be accessed here. This includes a 'Strengths' and 'Areas for Improvement' section from 2024-2025. The following is the school's 2025-2026 School Improvement Plan Published Summary: [Yr3-SIP-Published-Summary-2025-2026.pdf](#)



## **The role and work of the Governing Body (2024-2025)**

Governors are volunteers; people who care about teaching, learning and children. They represent people in the local community, parents / carers of children in the school and the staff of the school. They are part of a team which accepts responsibility for everything a school does and are committed to attending termly meetings and other occasions, when needed.

Governors are willing to learn and attend governor training sessions held by the Local Authority and occasionally training provided in school. They are able to act as a friend who supports the school, but are still able to cast a critical eye upon how the school works, the standards it achieves and the progress it is making towards its priorities. The Governing Body plays an important role in the life of the school.

Governors act as a link between parents / carers, the local community and the school. During the 2024-2025 academic year, our Governing Body met every term. The Headteacher's detailed written report about the school has been presented and considered at each meeting.

To discharge its responsibilities efficiently, a number of sub committees have also met throughout the academic year to look at wider issues. Minutes of all these meetings are available at the school for anyone who wishes to read them.

Governors have visited the school to enjoy concerts, school productions, Annual Awards Evenings, and many other cultural, social and academic activities. Governors have attended training courses at local and national level and are often asked to represent Local Authority panel meetings.

In addition to the normal pattern of meetings, special meetings are convened for particular purposes, e.g. teaching appointments, major policy decisions, curriculum, staff re-organisation, finance and health & safety, premises etc.

The Governing Body has taken a full role in continuing our development as a school and in supporting our endeavours in raising standards for all pupils in our care. All statutory and recommended school policies and procedures are reviewed and ratified by the Governing Body annually. Policies are available on our website or from the school.

Governors' expenses claimed this year = Nil

### **Clerk to & Chair of the Governing Body**

Mrs. Simone Delaney, Governance Solutions, c/o Porthcawl Comprehensive School, 52 Park Avenue, Porthcawl, CF36 3ES is the clerk of the Governors.

Mrs. Allison Thomas was our Chair for 2023/2024 and was elected as Chair for 2024/2025. They can both be contacted at the above address.

Meetings held / not held, with parents/carers under section 94 of the School Standard Organisation (Wales) Act 2013. The Governing Body will hold a meeting with parents/carers if required under the above-mentioned Act.



## Members of the Governing Body: 2024-2025

| Name                                 | Status          | End of Office |
|--------------------------------------|-----------------|---------------|
| Ms A Morgan, Vice Chair of Governors | Local Authority | 25/11/2028    |
| Mrs A Dabernig                       | Local Authority | 25/11/2028    |
| Ms N Farr                            | Local Authority | 13/06/2026    |
| Mrs A Atkinson                       | Local Authority | 18/09/2027    |
| Miss D Gibbon                        | Local Authority | 11/06/2028    |
| Mrs M Mitchell                       | Community       | 06/12/2026    |
| Mrs Y Evans                          | Community       | 18/10/2027    |
| Dr L Wren Owens                      | Community       | 22/05/2027    |
| Mrs C Brown                          | Community       | 06/12/2026    |
| Mrs A Thomas, Chair of Governors     | Community       | 15/07/2026    |
| Mrs R Mahoney                        | Parent          | 09/12/2025    |
| Mrs C Stephens                       | Parent          | 09/12/2025    |
| Mrs R Jackson                        | Parent          | 12/02/2027    |
| Mrs K Cubbage                        | Parent          | 18/12/2028    |
| Mr R Leonard-Davies                  | Parent          | 07/12/2027    |
| Mrs S-D Tucker                       | Parent          | 07/12/2027    |
| Mr L Rowberry                        | Staff           | 21/06/2027    |
| Miss H Redmond                       | Teacher         | 21/06/2027    |
| Mrs R Smith                          | Teacher         | 27/02/2028    |
| Mr M Stephens                        | Headteacher     | -             |

Members of the school's Senior Leadership Team (SLT) also attend Governing Body meetings to provide updates linked to their strategic areas of responsibility. These staff are:

Mr D Beard – Deputy Headteacher

Miss C A Painter – Deputy Headteacher

Mrs S James – Assistant Headteacher: Director of Progress

Miss K Owens – Assistant Headteacher: Director of Planning & Communication

Mr R Aldridge – Assistant Headteacher: Director of Studies

SLT Seconded/s – (SLT seconded/s can change annually)

## Election of Governors

When parent governor positions become available, parents are informed, and a ballot is held to elect if more than one parent applies. This is coordinated by representatives at Bridgend CBC.

Community Governor Vacancies are advertised via the school communication system and social media accounts.



## Policies / strategies reviewed and any action (School Year 2024-2025)

### Autumn Term 2024

- BCBC Autumn Term Report from the Corporate Director (summer and Interim), Education and Family Support – message and report details noted.
- BCBC Education Outturn Statement – content noted.
- CSC Disciplinary Policy / The different between the CSC Disciplinary Policy and Procedure 2021 to the revised policy 2024) – adopted.
- BCBC Flexible Working Policy – adopted.
- BCBC Governor Training – noted.
- Safeguarding Policy 2024-2025 – adopted.
- School Budget – approved by the FGB.
- Private Fund Management Committee Meetings – reviewed and noted.
- PCS Professional Development Review (PDR) Guidance/Policy – adopted.
- PCS Swimming Pool Handbook and Guidance Policy – adopted.
- PCS Homework Policy – adopted.
- PCS Food Allergen Policy – adopted.
- PCS Strategic Equality Plan 2024-2025 – noted and adopted.
- School Mental Health Award Reverification Report – noted.
- PCS Self Evaluation Summary (24-25) and School Improvement Plan Summary (24-25) – noted.
- Headteachers Autumn Term Report to the Governing Body – report details noted.
- PTA Update – noted.
- Finance Report to include overall finance Update, including delegated budget & private fund – noted.
- Trading Standards Visit – received and noted.

### Spring Term 2025

- BCBC DBS Policy - adopted
- PCS Lockdown Policy (revised) – adopted.
- PCS CCTV Policy – adopted.
- PCS Cyber Security Policy – adopted.
- PCS Minibus Policy – adopted.
- PCS Data Breach Policy – adopted.
- PCS Information Security Policy – adopted.
- PCS Privacy Notice Policy – adopted.
- Finance Report to include overall finance Update, including delegated budget & private fund – noted.
- Building Report – noted.
- Private Fund Management Committee Meetings – reviewed and noted.
- Hires of school premises / community use / charges – updated, approved and noted.
- PTA Update – noted.
- PCS Self Evaluation (24-25) and School Improvement Plan Spring Term Progress (24-25) – noted.
- Headteachers Spring Term Report to the Governing Body – report details noted.



## Summer Term 2025

- PCS Finance Report – noted and agreed.
- School Budget 25/26 – adopted.
- PCS Grant Spending Plans – approved and noted.
- Health & Safety Compliance Report – reviewed and noted.
- PCS Self Evaluation and School Improvement Plan summer term progress – noted.
- Private Fund Management Committee Meetings – reviewed and noted.
- PCS Headteachers Summer Term Report to the Governing Body – report details noted.
- PCS Homework Policy – adopted.
- BCBC School & Substance Misuse Protocol 2024-2027 – adopted.
- PCS Freedom of Information and Publication Scheme Policy – adopted.

## School Attainment

The academic year 2024-2025 gave Porthcawl Comprehensive School much to celebrate and resulted in the school achieving some very strong results for GCSE and A Level. The school's A Level performance in summer 2025 was particularly strong.

The school will always strive to ensure that every pupil achieves their academic potential.

Further details about Porthcawl Comprehensive School attainment and a Summary of School Performance over time can be viewed via the Welsh Government My Local School website: [Porthcawl Comprehensive School \(gov.wales\)](https://porthcawl-comprehensive-school.gov.wales). This website will be updated by Welsh Government with 'current' data from the January following the GCSE results. E.g. results from summer 2025, will be presented on the My Local School website from January 2026.

## School Prospectus

The School Prospectus is updated every three years to include any changes required by the Welsh Assembly Government or other related bodies. The school prospectus was updated for Autumn 2024. A copy of the prospectus is issued to parents / carers whose children are starting school for the first time or transferring from Primary to Comprehensive School. Parents/carers are informed if any amendments are made to the existing prospectus.

The school also creates a Sixth Form Prospectus, this is updated annually. This is issued to students and parents / carers who attend the annual Sixth Form Open Evening and who are planning to move into Year 12 to study A Levels and/or Level 3 equivalent courses at Porthcawl Comprehensive School.

The School Prospectus and the Sixth Form Prospectus are available as a digital version on the school website and can be accessed via: [Sixth-Form-Prospectus-2025.pdf](#) and [Layout 1](#).

## School Policies

The school has many policy documents covering both curriculum and non-subject areas. These documents are reviewed, if needed revised and ratified by Governors annually - they incorporate changing trends and legislation. All new Local Authority policies and protocols are noted and agreed as required at termly Governing Body meetings.



Further information is available by contacting the Headteacher during school time. Important Policy documents are available from the school website.

### Language of the School

Porthcawl Comprehensive School is an English-speaking school.

### Use of Welsh Language

Welsh Second Language is taught to all pupils at Key Stage 3 and Key Stage 4. At Key Stage 5, Welsh Second Language is offered as an option at AS Level and A Level.

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

Our Welsh Department's Curriculum Vision Statement is:

***"To empower learners with a passion and enthusiasm for yr iaith Gymraeg and nurture a sense of pride and respect for our culture, heritage and identity".***

The following is a small selection of the Welsh Dimension at Porthcawl Comprehensive School:

- Bi-lingual signs around the school
- Welsh assemblies
- Whole School Junior and Senior Eisteddfod
- Residential Welsh courses and activities both in the LA and those organised by the Urdd will be supported whenever possible.
- Cynefin themes feature within our Curriculum planning through the Curriculum for Porthcawl (The Curriculum for Wales from September 2023).

### School Roll

The County Borough Council is the Admissions Authority for all within the authority's boundary. The school's admission arrangements are, therefore, operated in line with the authority's policy on school admissions which is available via BCBC website.

Porthcawl remains a popular choice for parents/carers and the pupil numbers continue to be relatively strong. The admission number (PAN) for each year group is 246.

The school roll for the 2025-2026 academic year is around 1200 pupils with approximately 250 students in the Sixth Form.

### Extra-Curricular Activities / Sporting Aims and Achievements

Provision for Sport:

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

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



In 2024-2025, the school operated a full programme of extra-curricular activities with large numbers of pupils accessing various clubs and teams. There were high levels of weekly attendance at these activities. This included sporting, cultural, and academic clubs. Many pupils represented the school in local and national competitions.

The Extra-Curricular offer varies with the seasons and per term.

In addition to a wide range of clubs/activities, our students participated in a wide variety of fixtures. At all Key Stages we participate with local schools as well as National Organisations e.g. Urdd.

We hold an Annual Sports Day at Swansea University Sports Ground and/or the school grounds as required.

The school has the following sports facilities – Athletics Track, Sports Hall, Gymnasium, Multi Gym, Dance Studio, Astroturf, Tennis Courts, Rugby and Football Pitches, Netball Courts, and a Swimming Pool.

### **Additional Learning Need (ALN)**

The school is a fully inclusive environment. The School's policy for the identification, assessment, and provision for pupils with Additional Learning Needs is consistent with the requirements of the Special Educational Needs Code of Practice for Wales issued by the Welsh Assembly Government in January 2002 and ALNET Act 2018.

The School's Additional Learning Needs Co-ordinator (ALNCo) works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of pupils, appropriate to those who require them. This process will develop to include the creation of Individual Development Plans (IDPs) under the guidance of the new ALNET Act (2018) from 2022. The School complies with the requirements and timeline of the ALNET Act (2018).

The school's policy and procedures for identification, assessment and provision for students with Additional Learning Needs is consistent with the requirements of the Additional Learning Needs Code for Wales (approved by the Senedd on 23<sup>rd</sup> March 2021) under section 4 of the Additional Learning needs and Education Tribunal (Wales) Act 2018.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches their potential. This is completed during allocated meeting time and training days.

During the 2024-2025 financial year, £138,386 was allocated from the Local Authority in the school's final delegated budget to meet the requirements of pupils with Additional Learning Needs.

### **Access for Disabled Pupils**

The Governing Body is mindful of the requirements set down by the relevant statutory legislation and guidance in drawing up school documents and in the day-to-day operation of the whole site. The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure / sporting events and educational visits.



All aspects of accessibility, including access to written information are included in the planning process. The school has in place an Accessibility Plan and a Strategic Equality Plan (SEP).

### Strategic Equality Plan (SEP)

The school has a Strategic Equality Plan (SEP) for 2024-2027. The Strategic Equality Plan has five objectives, these are:

- **Objective 1:** To continue to raise awareness of equality and diversity among pupils, staff and governors.
- **Objective 2:** To continue to act on reports of incidents linked to protected characteristics.
- **Objective 3:** To provide alternative provision for pupils when needed.
- **Objective 4:** To make learning accessible for all pupils.
- **Objective 5:** To monitor attainment data for specific groups of pupils.

The school's Strategic Equality Plan (SEP) has been developed to primarily demonstrate the school's commitment to meeting the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011. The SEP summary can be accessed via: [Strategic-Equality-Plan-2024-2027-Summary-Version.pdf](#)

### Target Setting

The school sets annual performance targets for GCSE and A Level. These quantitative targets are presented as 'Success Criteria' within the School Improvement Plan (SIP). Throughout the academic year the school reviews progress towards its performance targets.

### Whole School Awards / Achievements

During the 2024-2025 academic year, the school received the following nationally recognised awards for its excellent whole school approaches.

#### **The Carnegie Centre of Excellence for Mental Health in Schools - Gold**

**Award** was awarded in recognition of our excellent 'whole school' approach to mental health and wellbeing provision. Mental health and wellbeing are at the heart of our school community; we value emotional wellbeing and caring for one another as much as academic success. At PCS, we are committed to creating an ethos which puts mental health and wellbeing at the forefront of what we do and the achievement of this award in 2024-2025 is not just recognition of our excellent whole-school approach to mental health, it is a recognition of our commitment to improving the life chances of our pupils whilst also highlighting the excellent work we are doing to promote mental health for the children and adults in our community. More details can be found here: [Carnegie-Mental-Health-Gold-Award.pdf](#).



During the 2024-2025, the school also achieved the **Cyber First Gold Award** for recognition to delivering excellence in cyber security education. In 2024-2025, the school was one of a few schools and colleges in Wales to receive this award which is led by the National Cyber Security Centre (NCSC) – part of GCHQ. This award recognised our



whole school commitment and dedication to delivering excellence in cyber education. More details can be found here: [HT-September-Letter.pdf](#).

### Estyn Interim Visit

During 2024-2025, the school received an Interim Visit by Estyn. This took place in October 2024. This interim inspection visit focussed on two of the recommendations from the school's previous Core Inspection and centred around teaching & learning and self-evaluation. The inspection team noted:

- The substantial amount of work undertaken by senior leaders to revise processes for self-evaluation and planning for improvement;
- How senior leaders have collaborated with staff to develop a set of pedagogical principles to improve consistency and create a culture of high-quality teaching and learning;
- How the school's team of teaching and learning champions have developed useful resources, such as the teaching and learning toolkit, to support teachers in developing their practice;
- How leaders support departments helpfully to provide pupils with opportunities to develop their literacy skills across the curriculum;
- How our self-evaluation and planning for improvement work has a stronger focus on learning and teaching;
- That teachers are supported to improve their practice with a helpful professional learning offer, which includes useful support material for developing teaching; and
- How the 'Porthcawl Pedagogical Principles' provides a beneficial framework for evaluation and is helping teachers to develop a shared understanding of the school's strategic approach to teaching and learning.

A link to the Estyn Interim Visit Letter issued to the Headteacher can be accessed here: [Interim visit letter Porthcawl Comprehensive School 2024](#).

### Attendance Information - 2024-2025 Academic Year

At the end of the 2024-2025 academic year, the school reported the following attendance figures to Welsh Government.

Please note, attendance for Sixth Form pupils is not reported to the Welsh Government.

| Year Group | Males (%) | Females (%) | Total (%)    |
|------------|-----------|-------------|--------------|
| 7          | 92.0      | 94.2        | 93.1         |
| 8          | 90.8      | 92.4        | 91.6         |
| 9          | 90.4      | 87.7        | 89.0         |
| 10         | 91.9      | 90.5        | 91.3         |
| 11         | 88.9      | 85.6        | 87.4         |
| Years 7-11 | 90.8%     | 90.0%       | <b>90.4%</b> |



## School Links with the Community

A community-focussed school is one that: 'provides a range of services and activities', often beyond the school day, to help meet the needs of its pupils, their families, and the wider community. The development of community-focussed schools is not just a short-term project or initiative, but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people, and adults.

Porthcawl Comprehensive School works very closely with the local community including the Police and other essential services who regularly visit the school. Strong links have been developed with several organisations.

Porthcawl Comprehensive School strives to be an important part of the community. The school recognises that the continued success of the school is dependent on this. Regular newsletters and letters from the Headteacher, the termly 'Porthcawl Post' (found on our school website via: [Newsletters - Porthcawl School](#)) and other social media updates highlight the importance of this work.

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

- Neighbourhood Policing Team
- U3A
- Annual School Show for four days at the Pavilion, Carol Service at All Saint's Church
- Foodbank Donations
- School Uniform Donations
- Rotary Club of Porthcawl: Christmas Tree Festival, Interact Club
- School Nurse and Health Service
- SHINE Project
- Valleys Steps
- Prevention and Wellbeing Team in Bridgend
- The Charlie Waller Trust
- Welsh Blood Service
- Restart a Heart involving local paramedics and Ambulance Service
- Charities Week – donating to local causes such as Porthcawl RNLI and The Sandville.
- Welsh Baccalaureate Community Project
- First Give
- Ospreys in the Community Programme

The school facilities are used by the community outside normal school hours e.g. Activities in the Sports Hall and Swimming in the pool.

Our annual school production takes place on the school site and/or the Grand Pavilion Porthcawl (as available) and is an excellent showcase of the talent and commitment of our pupils and staff.

Our annual carol service again reflects our commitment to developing our role within the community and also our strong relationship with All Saints Church.



The school hosts a number of performances throughout the year such as the Young Playwrights Evening and The Summer Concert all of which are well supported by our local community.

### School Leavers / Destination Data

The following table presents school leavers / destination data for Year 11, Year 12 and Year 13 students from the academic year ending Summer 2024.

This data was received during the school year 2024-2025.

|                                                                                                   | Year 11<br>Blwyddyn 11 |        |               |        |                      |        | Year 12<br>Blwyddyn 12 |        |               |        |                      |        | Year 13<br>Blwyddyn 13 |        |               |        |                      |        | Total       |        |
|---------------------------------------------------------------------------------------------------|------------------------|--------|---------------|--------|----------------------|--------|------------------------|--------|---------------|--------|----------------------|--------|------------------------|--------|---------------|--------|----------------------|--------|-------------|--------|
|                                                                                                   | Female<br>Benyw        |        | Male<br>Gwryw |        | Total<br>Cyfansymiau |        | Female<br>Benyw        |        | Male<br>Gwryw |        | Total<br>Cyfansymiau |        | Female<br>Benyw        |        | Male<br>Gwryw |        | Total<br>Cyfansymiau |        | Cyfansymiau |        |
|                                                                                                   |                        | %      |               | %      |                      | %      |                        | %      |               | %      |                      | %      |                        | %      |               | %      |                      | %      |             |        |
| Continuing in full-time education - Same School<br>Parhau mewn addysg amser llawn - Yr un ysgol   | 69                     | 71.13% | 74            | 64.91% | 143                  | 67.77% | 59                     | 78.67% | 52            | 78.79% | 111                  | 78.72% | 0                      | 0.00%  | 0             | 0.00%  | 0                    | 0.00%  | 254         | 57.08% |
| Continuing in full-time education - School<br>Parhau mewn addysg amser llawn - Ysgol              | 3                      | 3.09%  | 2             | 1.75%  | 5                    | 2.37%  | 0                      | 0.00%  | 1             | 1.52%  | 1                    | 0.71%  | 0                      | 0.00%  | 0             | 0.00%  | 0                    | 0.00%  | 6           | 1.35%  |
| Continuing in full-time education - College<br>Parhau mewn addysg amser llawn - Coleg             | 20                     | 20.62% | 29            | 25.44% | 49                   | 23.22% | 7                      | 9.33%  | 8             | 12.12% | 15                   | 10.64% | 1                      | 2.00%  | 2             | 4.65%  | 3                    | 3.23%  | 67          | 15.06% |
| Continuing in full-time education - HE<br>Parhau mewn addysg amser llawn - AU                     | 0                      | 0.00%  | 0             | 0.00%  | 0                    | 0.00%  | 0                      | 0.00%  | 0             | 0.00%  | 0                    | 0.00%  | 46                     | 92.00% | 29            | 67.44% | 75                   | 80.65% | 75          | 16.85% |
| Entering employment outside WBTP<br>Dechrau cyflogaeth tu allan i Hyfforddiant Seiliedig          | 2                      | 2.06%  | 4             | 3.51%  | 6                    | 2.84%  | 7                      | 9.33%  | 2             | 3.03%  | 9                    | 6.38%  | 2                      | 4.00%  | 7             | 16.28% | 9                    | 9.68%  | 24          | 5.39%  |
| Entering WBTP (employed status)<br>Dechrau Hyfforddiant Seiliedig ar Waith i Bobl Ifanc           | 1                      | 1.03%  | 3             | 2.63%  | 4                    | 1.90%  | 0                      | 0.00%  | 2             | 3.03%  | 2                    | 1.42%  | 0                      | 0.00%  | 3             | 6.98%  | 3                    | 3.23%  | 9           | 2.02%  |
| Entering WBTP - (without employed status)<br>Dechrau Hyfforddiant Seiliedig ar Waith i Bobl Ifanc | 0                      | 0.00%  | 0             | 0.00%  | 0                    | 0.00%  | 0                      | 0.00%  | 1             | 1.52%  | 1                    | 0.71%  | 0                      | 0.00%  | 0             | 0.00%  | 0                    | 0.00%  | 1           | 0.22%  |
| Able to Enter Emp, Ed or WBTP (Unemployed)<br>Yn gallu cael mynediad at Gyflogaeth, Addysg neu    | 1                      | 1.03%  | 0             | 0.00%  | 1                    | 0.47%  | 0                      | 0.00%  | 0             | 0.00%  | 0                    | 0.00%  | 0                      | 0.00%  | 0             | 0.00%  | 0                    | 0.00%  | 1           | 0.22%  |
| Unable OR NOT READY to enter Emp, Ed or WBTP (e.g. due to illness, custodial sentence)            | 0                      | 0.00%  | 0             | 0.00%  | 0                    | 0.00%  | 2                      | 2.67%  | 0             | 0.00%  | 2                    | 1.42%  | 0                      | 0.00%  | 1             | 2.33%  | 1                    | 1.08%  | 3           | 0.67%  |
| Known to have left the area<br>Yn hysbys iddynt adael yr ardal                                    | 0                      | 0.00%  | 2             | 1.75%  | 2                    | 0.95%  | 0                      | 0.00%  | 0             | 0.00%  | 0                    | 0.00%  | 1                      | 2.00%  | 0             | 0.00%  | 1                    | 1.08%  | 3           | 0.67%  |
| Not responding to follow-up and therefore unknown<br>Dim ymateb i'r arolwg, felly'n anhysbys      | 1                      | 1.03%  | 0             | 0.00%  | 1                    | 0.47%  | 0                      | 0.00%  | 0             | 0.00%  | 0                    | 0.00%  | 0                      | 0.00%  | 1             | 2.33%  | 1                    | 1.08%  | 2           | 0.45%  |
| Total number of 2024 statutory school leavers<br>Cyfanswm y gadawyr ysgol statudol yn 2024        | 97                     | #####  | 114           | #####  | 211                  | #####  | 75                     | #####  | 66            | #####  | 141                  | #####  | 50                     | #####  | 43            | #####  | 93                   | #####  | 445         | #####  |

### Term dates and Holidays 2025-2026 Academic Year

The terms dates for Bridgend County Borough Council can be accessed here: [Term dates - Bridgend CBC](#).  
Calendar of events will be published via the school website and parent / carer communication channels.

All schools will be closed on **Monday 4<sup>th</sup> May 2026** for the Early May Bank Holiday.

### INSET Days 2025-2026 Academic Year

The Welsh Government has provided an additional INSET Day for the academic year 2025-2026. INSET days at Porthcawl Comprehensive School for the 2025-2026 academic year are as follows:

1. Monday, 1<sup>st</sup> September 2025
2. Tuesday, 2<sup>nd</sup> September 2025
3. Monday 24<sup>th</sup> November 2025
4. Monday 23<sup>rd</sup> March 2026\*
5. Monday 22<sup>nd</sup> June 2026
6. Monday 20<sup>th</sup> July 2026

*\*Please note, the INSET day scheduled for Monday 23<sup>rd</sup> March 2026 is a joint INSET day for secondary schools in Bridgend, NPT and the Vale of Glamorgan. This day has been allocated by the Welsh*



*Government and training will be provided to teachers by the Welsh Joint Education Committee (WJEC) with respect to the new 'Wave 2' GCSE qualifications for first teaching from September 2026.*

### **The School Day / Timetable**

In the 2025-2026 academic year, the school operates a 50 lesson, five lessons per day, two-week timetable.

There are five, x1 hour lessons each day.

| PCS - School Day      |                        |
|-----------------------|------------------------|
| 8:45 - 9:00           | Registration/ Assembly |
| 9:00 - 10:00          | Period 1               |
| 10:00 - 11:00         | Period 2               |
| 11:00 - 11:20         | Break                  |
| 11:20 - 12:20         | Period 3               |
| 12:20 - 13:20         | Period 4               |
| 13:20 - 14.00         | Lunch                  |
| 14.00 - 15.00         | Period 5               |
| 5 x 60 min = 300 mins |                        |

### **Healthy Eating and Drinking at School**

We continue to work with the Food in Schools Coordinator at the Welsh Local Government Association, to ensure that all our food and drink aims to meet the Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2023 ('Regulations').

We operate a 'cashless' school canteen, this was introduced during the summer term of 2024 and is facilitated by a biometric and/or code system. The system operated successfully during the 2024-2025 academic year.

These regulations are based on the previous Appetite for Life guidelines and form part of the Wider Healthy Eating in Schools (Wales) Measure 2009 ('Measure'). At Porthcawl Comprehensive School we have several pupil groups, including the Wellbeing Ambassadors and the School Council.

We have 13 refill water refill stations available internally and externally around the school site.

### **Fabric of the Building & Provision of Toilet Facilities**

All toilets are cleaned at the end of each school day and throughout the school day, with supplies of toilet paper and soap / hand wash replenished. Pupils have access to boys' and girls' toilets in A block, x2 in P block, Jubilee Theatre, Gymnasium, Sports Hall, D block, Swimming Pool and the Sixth Form Hall. There are three separate DDA toilets. Staff have access to male and female toilets in A block, P block, D block, and the Staff Room. There is a separate DDA toilet for staff.



The school site, grounds and buildings continue to be well maintained and in very good condition. The buildings are of varying age, and all are maintained very well. Several buildings/facilities works were completed during the 2024-2025 academic year. Identified works were carried out and completed by BCBC and other works were independently sourced, funded and completed by the School's Premises Team or by external companies. The identified works noted below were either funded by the school, Bridgend County Borough Council or grant funding such as 'Community Focussed Schools'.

Some of the work completed during the 2024-2025 academic year included:

- Numerous ICT / digital upgrades across the school site.
- Workplace Recycling / Waste Collection – additional bins and recycling stations installed.
- Installation of x3 additional floodlights and an additional x3 new lighting units on AstroTurf. This was completed at the start of the 2024-2025 academic year. This works was completed by Bridgend County Borough Council and was funded by the Welsh Government Community Focussed Schools Grant.
- Installation of an external Forest Schools Outdoor Classroom. This works was completed by Bridgend County Borough Council and was funded by the Welsh Government Community Focussed Schools Grant.
- Installation of new changing room facilities, showers and toilets for the Swimming Pool. This works was completed by Bridgend County Borough Council and was funded by the Welsh Government Community Focussed
- New doors for the Swimming Pool Changing Rooms.
- Painting of P Block corridor.
- Painting of sixth form common room / foyer / stairwell.
- Installation of new furniture and carpets within Sixth Form Study area.
- Installation of new Vending Machine (small canteen)
- Boiler / central heating works completed in staff room.
- Boiler / central heating works completed in Ty Enfys.
- New system / boiler / pumps (various) installed within the school's plantroom.
- Repair work completed to G Block roof (following storm damage). This work was completed by Bridgend County Borough Council.
- New carpets fitted and furniture installed to the school reception area (A Block).
- New carpets fitted within the school meeting rooms and conference room (A Block).
- Towards the end of the 2024-2025 academic year work building work started on the Sports Hall. This will be completed during the autumn term 2025. This work is involved recladding / installation of new roof and the installation of solar energy cells and is being completed by Bridgend County Borough Council.
- Redecoration of D9 and G15 classrooms.
- Repurposing / redesign of Ty Enfys for the introduction of an ASD CARE Base.
- Installation of a specialist extractor fan within P Block.



## Summary of Expenditure and Income - 2024/2025

### Delegated Budget

| Delegated Budget                   |                   |
|------------------------------------|-------------------|
| Carry forward from 2023/24         | £341,354          |
| <b>TOTAL</b>                       | <b>£7,007,535</b> |
| Income                             | £1,173,368        |
| <b>TOTAL</b>                       | <b>£8,180,903</b> |
| Salaries                           | £6,551,967        |
| Premises                           | £467,584          |
| Pupil Allowances                   | £25,855           |
| Staff Development                  | £94,808           |
| Capitation                         | £51,861           |
| Supplies/Services                  | £878,918          |
| Transport                          | £23,463           |
| <b>Total Spend</b>                 | <b>£8,094,456</b> |
| <b>Carry forward for 2024/2025</b> | <b>£86,447</b>    |

### Private Fund Accounts (31.08.25)

| Private Fund Accounts           |                    |
|---------------------------------|--------------------|
| Current                         | £55,941.52         |
| Deposit                         | £130,314.28        |
| Commercial                      | £16,322.61         |
| Barclays                        | £170,172.49        |
| <b>Total</b>                    | <b>£372,750.90</b> |
| Add income not shown on account | £6,936.91          |
| Minus chqs not yet banked       | £301               |
| <b>Total</b>                    | <b>£379,386.81</b> |

### PTA Account (20.06.25)

| PTA Account  |                   |
|--------------|-------------------|
| <b>Total</b> | <b>£20,475.43</b> |

