

The following document is a published summary for Yr1 of Porthcawl Comprehensive School's three-year School Improvement Plan (SIP) 2026-2029 for stakeholders. This summary document is provided over five pages and outlines the school's 2026-2027 main priorities for development within Yr1 of the three-year 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 1. It also includes a summary of several of the planned actions and/or tasks to achieve the identified priorities. For each of the three overarching priorities, this published summary also includes a breakdown/summary of the termly Year 1 'Milestones'. E.g. what the school aims to achieve and complete during each term of Year 1 of the three-year plan. Please note, the School Improvement Plan can change in year in response to school need.

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 2026-2029 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)

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Page 2: This is a summary of our Yr1 plans and actions for Priority 1.

Page 3: This is a summary of our Yr1 plans and actions Priority 2.

Page 4: This is a summary of our Yr1 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 which 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.
- **2026-2027 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 1 of the school's three-year plan (2026-2029).



PORTHCRAWL COMPREHENSIVE SCHOOL SELF-EVALUATION SUMMARY POINTS 2025-2026

These are some of the findings/key points from the school's self-evaluation processes and progress reviews completed during the 2025-2026 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 and a strong culture for improvement.
- The substantial amount of improvement work centred on 'learning' completed over the last three years.
- Clear sense of direction and purpose to teaching, learning and curriculum. The Headteacher is supported effectively by the senior leadership team who carry out their roles diligently.
- 'Curriculum for Porthcawl' refinement and development – themes, skills and content.
- Professional Learning, including Professional Enquiry with a focus on Cross-Curricular Skills.
- Tracking and monitoring of pupil progress across the curriculum – 'Standards & Progress' reporting.
- 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' – effective Monitoring, Evaluation & Review.
- Line management structure / meetings (ADL Log) – strong 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 – positive contextual, local and national performance.
- The 'ABCDE' (Activate & Aim, Begin & Build, Check & Consolidate, Develop & Display, Evaluate & Encapsulate) approach to exceptional learning.
- The work of the Professional Learning Leads and their work developing the school's Teaching & Learning and Cross-Curricular Skills Toolkits whilst leading and supporting the professional learning offer to staff.
- The revised 'Curriculum Overviews' for the Curriculum for Porthcawl.
- The "Expectations, Empowerment, Engagement" evaluation of learning cycle including the development of the 'Department on a Page' (DOAP). There is 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 embedded with a focus on developing pedagogy.
- Middle leaders are clearer about how their work in their areas of responsibility support whole school improvement – "The Subject Way" approach. Leadership at all levels is strengthening.

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 (5 Stages) alongside our Provision Mapping.
- Highly effective safeguarding culture and the incremental attendance improvements over the last 3 years.
- 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).
- The overall positive pupil behaviour, attitude and effort demonstrated by nearly all pupils.
- Whole School "Ready to learn", "Powerful Routines" and "School Standards Drive".
- The school's ALN provision, in particular the CARE Base provision and Ty Enfys provision.
- New Positive Behaviour & Positive Relationships Policy and wellbeing / student support interventions.

Areas for Development

Leadership (IA3)

- Continue to review 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 with a strong focus on skills.
- Improve outcomes for FSM learners at Key Stage 4.
- Literacy (Writing) Marking & Assessment approaches clear and evident; 'Literacy Everywhere: Prepared, Purposeful, Proved' approach to literacy provision embedded; and substantial skills-rich tasks quality assured and evidenced. Provide impactful professional learning to support delivery.
- Continue to increase Welsh language use outside of the classroom; achieve Siarter Iaith Silver Award.

Curriculum, Learning & Teaching (IA1)

- Strengthen curriculum links across the Porthcawl Cluster to aid effective transition.
- Conduct regular evaluation, auditing and implement subsequent refinement of mandatory aspects of CFW, including WM statements, cross-curricular skills and cross-cutting themes.
- Refine 'The Subject Way: Assessment' resource.
- Ensure teachers have a thorough understanding of the impact of their 'teaching' on 'learning'.
- Continue to refine and embed subject specific Feedforward approaches (teacher feedback approaches).
- Within teaching, ensure consistency and refinement in the following areas:
 - Teacher to focus (on learning), pace and challenge;
 - Reduce scaffolding to ensure pupils are always stretched;
 - Learning provision for the development of reading and writing skills;
 - Consolidation of learning is thorough and timely;
 - There is a regular use of incidental Welsh and a focus on Welsh culture;
 - Speaking & Listening foci to be more explicit; and
 - Teacher's skilfully use open ended questioning to 'deepen' understanding.

Wellbeing, Equity and Inclusion (IA2)

- Continue to Increase pupil voice / feedback across the curriculum along with Pupil Leadership.
- Continued focus on "School Standards" and our graduated responses to behaviour and expectations.
- Improved evaluation of the use of PASS survey to monitor and support pupil wellbeing.
- Continue to improve whole school attendance and reduce persistent absenteeism – FSM pupil attendance is a priority along with reducing U codes (late after the register closed) and term time holidays.
- Continue to reduce the number of Fixed Term Exclusions FTEs during the academic year.
- Refine the voice, design and structure of the School Council to include overall pupil leadership.
- Develop and implement a pupil and staff 'Wellbeing Charter'.
- Continue to refine and revisit Embed 'Powerful Routines'
- Develop our in-house 'alternative curriculum offer' to continue to best meet pupil need. Increase and improve the identity of the school's Curriculum Support Room in 2026-2027.



SCHOOL IMPROVEMENT PLAN PRIORITIES for 2026 – 2029 (Published Summary) **Year 1**

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

Supported by:

These are our (smaller) development priorities for Priority 1 in 2026-2027:

- 1.1 Refined systems & structure for self-evaluation.
- 1.2 Cross-curricular skills across the curriculum (refined).
- 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 Yr1 development priorities:

Strengthen accountability structures via a 'refined' Actions & Decisions Log (ADL meetings).
Provide self-evaluation and improvement planning training for leaders at all levels.
Refine the annual cycle of learning titled "Expectations, Empowerment, Engagement" – implement refinements to improve organisational development and strategy.
Expand the Governing Body Links programme for school priorities and departmental areas.
Ensure self-evaluation processes have a clear and strategic focus on the quality of learning.
Refine the "Subject Way" and the "Subject Way Assessment" resources – middle leaders.

These are some of the actions we plan to implement to achieve our Yr1 development priorities:

Provide impactful professional learning to upskill staff to accurately deliver cross-curricular skills-rich learning opportunities. Launch and embed 'Literacy Everywhere' approaches to ensure 'Prepared-Purposeful-Proved' approach to literacy provision is embedded.
Introduce and evaluate Literacy Assessment approach – writing accuracy, expectations and assessment. Work Scrutiny to have a refined spotlight on types of writing.
Increase opportunities for volitional reading through the 'Porthcawl Reads' approaches.
Continue to increase Welsh language use and develop the work of the Criw Cymraeg.

2026-2027 Milestones: (What we want to achieve and see during Year 1 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'. Improved ADL model in use.
INSET day programmes - strong focus on Cross-Curricular Skills.
Department on a Page (DOAP) resource released to MLs to support and inform future development and improvement.
Literacy 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 the 'Prepared-Purposeful-Proved' approach is embedding.
Continued increase of Welsh language development outside classroom and stronger pupil leadership.

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, learning and skills are strong.
Improvement plans reviewed, following monitoring and evaluation. Clear plans in place for the next academic year, stronger alignment - "Expectations and Empowerment".



SCHOOL IMPROVEMENT PLAN PRIORITIES for 2026 – 2029 (Published Summary) **Year 1**

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

Supported by:

These are our (smaller) development priorities for Priority 2 in 2026-2027:
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 Toolkit & Skills 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 Yr1 development priorities:

Increase opportunities for a cohesive approach to 'Experience' Educational Visits through the Porthcawl Co-Curriculum. Conduct regular evaluation, auditing and implement subsequent refinement of mandatory aspects of CfW, including WM statements, cross-curricular skills and cross-cutting themes. Refine whole school understanding and approach to assessment through assessment mapping, refinement of 'The Subject Way: Assessment' and on-going evaluation of assessment practice. Strengthen curriculum links across Porthcawl Cluster to aid effective transition. Build upon the implementation of the Governor-Links and greater regularity of Improvement Partner in the curriculum evaluation and improvement process.

These are some of the actions we plan to implement to achieve our Yr1 development priorities:

Transition to the SLO evaluation tool from the Individual Teaching and Learning Review. Introduce the 'Porthcawl Leaders of Learning Programme'. Embed and refine approaches for Sharing Best Practice (SBP) to further disseminate best practice. Refine the PCS Enquiry Project approach to improve action research (support staff development and workload further). Increase opportunities for pupils to shape learning and teaching e.g. launch of 'Porthcawl Pupil Leaders of Learning' group. Provide professional learning, training and coaching to improve the following in lessons: challenge & expectations, pace, questioning, tasks and feedback. Refine "The Subject Way" approaches for teaching and learning.

2026-2027 Milestones: (What we want to achieve and see during Year 1 of our 3 Year Plan)

December Milestones

Redesigned Curriculum for Porthcawl 'Curriculum Maps, Overviews and Plans' in place for progression and assessment.
Assessment mapping is strong and purposeful.
"Expectations" cycle demonstrates that teaching and pupil 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.
'Subject Way' approaches are clearly embedded, and these are effectively applied in lessons, planning, and learning.
"Empowerment" cycle demonstrates that teaching and progress in learning is effective across the curriculum.
'Porthcawl T&L and Skills Toolkits' used precisely by all staff to develop subject specific pedagogy and assessment.
Excellent progress and standards evident in books and lessons.
Effective FeedForward underpins strong pupil progress.

July Milestones

Sharing Best Practice (SBP) provides autonomy for teaching staff to focus on personalised 'professional development' – lessons, books, standards. Professional Enquiry Projects completed and shared – built around 'Adapt, Evolve, Innovate, Own and Upskill'. Pupil and Parent Carer Voice is positive.
End of year review of first-hand evidence demonstrates that the overall quality of teaching, and standards and progress in learning is at least good (60%) and excellent (40%).
Individual Teaching & Learning Review used to reflect.



SCHOOL IMPROVEMENT PLAN PRIORITIES for 2026 – 2029 (Published Summary) **Year 1**

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

Supported by:

These are our (smaller) development priorities for Priority 3 in 2026-2027:

- 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, inc. EWO
Parent/Carer & Pupil
Voice
Self-Evaluation

Key actions to achieve the priority:

These are some of the actions we plan to implement to achieve our Yr1 development priorities:

Revise and strengthen systems to monitor attendance – including recognition and reward.
Increase targeted intervention and home contact for FSM pupils with regards to attendance.
Increase focus on Yr9 and Yr10 attendance (females), a reduction in morning late marks (U codes), FSM attendance, term time holidays and persistent absenteeism.
Continue to strengthen and revisit systems for behaviour, values and expectations – 'Porthcawl Pupil', 'Ready to Learn', 'Powerful Routines' and 'School Standards'; school culture.
Use the 'Porthcawl Pupil' and 'Ready to Learn' to design and develop School Values.

These are some of the actions we plan to implement to achieve our Yr1 development priorities:

Refine and strengthen the Curriculum Support Room to include use, identify and structure.
Increase Pupil Voice / Listening to Learner activities – stronger 'Pupil Leadership'.
Revisit the School and Year Council structures to enhance pupil leadership and pupil voice.
Establish a pupil and staff Wellbeing Charter – launch during Autumn 2026.
Use the School Health Research Network (SHRN) survey to shape Health & Wellbeing provision.
Continue to embed the LA led ASD CARE Base whilst also strengthening Ty Enfys structures.
Introduce approaches to achieve the 'Service Children Friendly' Award.

2026-2027 Milestones: (What we want to achieve and see during Year 1 of our 3 Year Plan)

December Milestones

Attendance tracking is on-going and frequent during the term.
Autumn Term whole school attendance is +92% and FSM Pupil attendance at least 85%+. Late after the register closes reduces.
School Values – co-constructed and launched across the school.
Reduced number of Fixed Term Exclusion (FTE).
Stronger alignment between Year Council and School Council.
Redesigned 'Health & Wellbeing' implemented using SHRN.
Wellbeing Charter co-constructed and launched.
Pupil, Parent/Carer Voice for CARE Base and Ty Enfys – positive.

March Milestones

Attendance tracking is on-going and frequent throughout term. Spring Term whole school attendance figure between 91%-92% with an increase on 2025-2026 academic year.
Reduced term time holidays and improved KS4 attendance.
Continued reduction: 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.
Stronger 'Curriculum Support' offer for learners.
Helping Hands transition events completed (Yr6 pupils).

July Milestones

Whole school attendance figure is at least 91%.
Fixed Term Exclusions (FTE) reduced, and the number of days lost for FTE is lower than the 2025-2026 academic year.
Ty Enfys provision, to include ASD CARE Base evaluated and subsequently improved. Pupil and staff wellbeing feedback received and actioned. Annual monitoring cycle evidences an increase Pupil Voice and Pupil Leadership opportunities.
Achieve 'Service Children Friendly' Award.
Positive and impactful wellbeing / pupil support data evident.



Success Criteria for 2026-2027 (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 areas 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 strong culture of professional challenge and support at every level.
- Cross curricular skills are effectively embedded in the 'Curriculum for Porthcawl' curriculum; standards and progress in skills is strong.
- There is a strong culture of reading. Literacy (Writing) Marking & Assessment approaches clear and evident; 'Literacy Everywhere: Prepared-Purposeful-Proved' approach to literacy provision embedded; and substantial skills-rich tasks quality assured and evidenced.
- Increased evidence of Welsh speaking outside of the classroom and achievement of Siarter Iaith Cymraeg Campus Silver Award.

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

- The quality of teaching across the school is at least 'good'.
- Most to nearly all pupils make strong progress in lessons and learning.
- Feedforward (diagnostic marking) continues to be developed by faculty areas and strengthened across the school. As a result, pupils know what they are doing well and what they need to do to improve.
- There are refined Curriculum for Porthcawl 'Curriculum Maps, Overviews and Plans' in place for progression and assessment with a clear alignment of cross-curricular skills.
- The 'Subject Way' and 'Subject Way Assessment' resources are embedded fully to ensure all staff fully develop subject-specific pedagogy.
- Professional Enquiry, Professional Development Review (PDR) and the school's professional learning offer provides 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 91% and persistent absenteeism is reduced. (Attendance during the autumn term 2026 increases).
- The attendance of FSM pupils increases to at least +85%.
- 'Ready to Learn', 'Powerful Routines' and 'Standards Drive' are embedded and understood by all stakeholders.
- Fixed term Exclusions (FTEs) continue to reduce.
- New School Council refined with further evidence of an ever improving 'Pupil Voice'.
- Stronger and wide ranging 'Pupil Leadership' opportunities.
- Wellbeing Charter in place for pupils and staff.
- School Values to co-exist with the school's Curriculum Vision, The Porthcawl Pupil and Ready to Learn.

