

SELF-EVALUATION SUMMARY 2025-2026

Section 1 – Leadership

Section 2 – Curriculum, Learning and Teaching

Section 3 – Wellbeing, Equity and Inclusion



Introduction

At Porthcawl Comprehensive School we are continually working to improve what we do through reflection and evaluation. In this document, we provide a short summary evaluation of the 2025-2026 academic year against the school's three overarching improvement priorities. These are:

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

During the 2025-2026 academic year, a wide range of evidence was collected and evaluated. This evidence has been used to create our development priorities within each of the three areas above for our next three-year improvement cycle 2026-2029 and for the next academic year - 2026-2027.

To make informed judgements we follow an annual cycle of self-evaluation. Here is some of the approaches we used to gather first hand evidence and important information during the 2025-2026 academic year.

- We worked with the **Local Authority** and the school's **Improvement Partner** who regularly reviewed and challenged the school's progress – as a 'Critical Friend'. There was at least half termly contact.
- An **Estyn Interim Visit** was completed in the academic year 2024-2025 - a team of Estyn Inspectors visited the school for two days and provided helpful points to consider. The school continues to review and use these helpful points.
- We have carried out a thorough review of the school's **systems, processes and practices**. This was completed each term by senior leaders.
- School Governance – the **Governing Body** met regularly to review the school's progress. We have 'Governing Body Links' to important areas.
- We analysed our school's **examination results/performance**, drawing comparisons between similar schools, the local authority and Wales.
- We regularly reviewed the **standards of pupil achievement**. We did this periodically during the academic year.
- We completed a series of **lesson observations** to evaluate the quality of teaching and the progress and standards made by pupils. Lesson observations were completed throughout the academic year at different times.
- Work Scrutiny (Looking Back at Learning) – we **looked at pupil's books** to evaluate the quality of work, the standard of presentation and the progress made. In addition, this enabled leaders to review the quality of teacher feedback.
- **Listening to Learners** – we carried out a series of 'Pupil Voice' activities linked to important areas of the school's work.
- We worked with **other schools** on identified areas of improvement.
- **Professional Development** – we reviewed and evaluated the impact of the professional development opportunities provided for staff.
- Regular staff meetings were completed, which included **fortnightly meetings between senior and middle leaders** to review progress and practices.
- We completed **Staff Voice** via both informal and formal methods, and we received **Parent/Carer feedback** via surveys and meetings.



Section 1 - Leadership (IA3)

How effective is leadership?

Summary Statement - Leadership

- The headteacher has a clear and well-understood vision for the school based on togetherness, collaboration and high aspiration. He has high expectations of himself and his staff. He provides calm and measured leadership placing the wellbeing of staff and pupils at the centre of thoughtful and purposeful approaches. His clear sense of direction and purpose permeates through the school and he is supported effectively by senior leaders who carry out their roles diligently. The headteacher provides thoughtful and considered leadership. He communicates this well to staff, pupils and parents/carers via the school's mission statement, 'to provide a caring and disciplined learning environment based on mutual respect in which all pupils develop their talents to the full' and via the curriculum vision 'a curriculum that provides all pupils with the knowledge, skills, experiences and desire to thrive in the adult world'.
- Over time, leaders have ensured consistently high standards of pupil achievement, effective systems for self-evaluation, improved teaching & learning, positive pupil behaviour and beneficial wellbeing approaches. The headteacher is ably supported by the senior leadership team. They work together well to provide a clear direction for the school and a healthy, safe and secure environment that ensures the wellbeing of pupils and staff. Leaders set high expectations for themselves, the staff they work with and all pupils, fostering a culture of collaboration.
- Senior leaders' responsibilities are delegated sensibly and defined clearly. Senior leaders have a good understanding of their role in leading improvement and managing change within the strategic areas and teams they lead. Through openness, collaboration and professionalism senior leaders consider the well-being of staff carefully in all decisions. As a result, we believe that staff feel that they are appreciated and empowered to carry out their roles and there is a positive culture within the school.
- Over time, line management and accountability arrangements have strengthened; these are clear. Middle leaders benefit from helpful support and challenge on different aspects of their work. Leaders at all levels are held to account effectively via worthwhile systems and practices. Regular meetings and systems that focus closely on school priorities secure improvements in a range of areas. Alongside our self-evaluation cycle, fortnightly ADL (Actions & Decisions) meetings between Middle and Senior Leaders are a worthwhile aspect of the school's monitoring, evaluation and review processes; this supports both accountability and collaboration.
- Our Professional Development Review (PDR) structures are linked closely to school priorities, and the development needs of individual staff. Professional enquiry features strongly within our practice, and there is a culture of "sharing and developing" amongst staff. Professional Development Review (PDR) and professional learning for staff is aligned to whole school priorities, comprehensive and helpful. However, we acknowledge that professional learning is progressive and there is a need for on-going and annual refinements; we do not stand still. In 2025-2026, the Professional Learning (Enquiry) offer for staff followed a "Learn-Prepare-Share" model over two cycles of development and this proved to be a beneficial approach for staff. This focussed on teaching & learning and cross-curricular skills. Alongside of this, our Professional learning 'offer' was strengthened in 2025-2026 via the appointment of Senior Professional Learning Leads and a Professional Learning Lead who are providing bespoke leadership and teaching & learning development for teachers. In 2026-2027, our professional learning programme will be built around the specific development of cross-curricular skills and is designed around "Adapt, Evolve and Innovate".



- Leaders have high expectations for all aspects of the school's work and promote a culture of continuous improvement. We believe there is a comprehensive programme of activity to evaluate our performance. We use lesson observations, the scrutiny of pupils' work and the Sharing of Best Practice (SBP), and we seek the views of pupils regarding their progress in lessons, their learning and school. In 2025-2026, the use of pupil voice, staff voice and parent/carer voice increased significantly, and we will continue to expand this in 2026-2027. The focus of the SLT secondee position from September 2026 is 'Pupil Leadership'.
- We believe our Standards Reports, Heads of Core Meetings, and our Curriculum/Pastoral Leaders meetings enable leaders to review pupil assessment data closely and robustly. Through professional dialogue, our systems demonstrate that middle leaders value the support that they receive from their line manager, and via our SLT link structure, and our fortnightly ADL meetings we believe that nearly all middle leaders understand the strengths and areas for improvement within their areas of responsibility well. Most create well-considered and coherent plans for improvement (Faculty & Pastoral) and alongside the School Improvement Plan (SIP) their efforts have contributed to improvements in the quality of teaching and pupils' wellbeing.
- We have a worthwhile range of calendared self-evaluation and improvement activities; these have strengthened over time and provide worthwhile evidence to shape improvement. Our annual cycle of self-evaluation titled *"Expectations, Empowerment, Engagement"* has an on-going focus on teaching & learning. In place from September 2024, and refined from September 2025, this system has an overarching focus on learning, a 'sharpness' to improvement, alongside beneficial accountability systems. The cycle involves staff at all levels and there is a stronger focus in this work on learning and teaching.
- Throughout the 'Expectations-Empowerment-Engagement' cycle teachers are supported to improve their practice with a helpful professional learning offer. This was strengthened in 2025-2026, via the launch of a 'Learn-Prepare-Share' approach to professional learning and two annual cycles of professional learning. Our professional learning offer has breadth and autonomy and is developed and led by staff in school. Our self-evaluation cycle and professional learning cycle co-exist effectively. However, we acknowledge that a few areas within our self-evaluation processes need to be refined further, particularly the transition from the 'Expectations' section to the 'Empowerment' section. This will form part of our improvement focus during 2026-2027.
- Through a range of accountability and support systems, senior leaders provide middle leaders with helpful support and guidance. Middle leaders' involvement in self-evaluation and improvement strengthened significantly during the last three-year improvement cycle; middle leaders value the school's collegiate approach to improvement across the school. Teacher's involvement has also increased via the school's "Engagement Cycle" of self-evaluation (Term 3).
- Leaders have developed useful Department on a Page (DOAP) evaluative report which targets and supports areas of strength and the precise areas for improvement (areas for development). The DOAP approach was refined in 2025-2026, to align helpfully with the school's approach to planning for learning. The resource was completed during the 'Expectations' section (Term 1) and the Empowerment section (Term 2) and there was a greater use between leaders at all levels. This will continue in 2026-2027.
- Our plans and systems evidence that there is a strong focus on improving attendance and that staff have and continue to have access to worthwhile opportunities to strengthen their teaching approaches in the development of Curriculum for Wales (Curriculum for Porthcawl). Our professional learning offer has grown; we believe this is a significant strength of our school. Our systems are collegiate and collaborative. We run several teaching and learning centred PLCs. For example, "Talk Teaching" and "Daily Drop-Ins" to run alongside our more formalised approaches. However, with regards to attendance, despite having effective systems we acknowledge that improvements are required and this forms part of improvement in 2026-2027; there are identified, and specific improvements prioritised within the 2026-2027 School Improvement Plan.



- Leaders have carefully considered a wide range of research on how to improve teaching. The work of the school's Learning & Teaching Champions (in 24-25) and the work of the school's Professional Learning Leads (in 25-26) has improved teacher's understanding of the impact of their teaching on learning and broadened professional dialogue amongst teachers. The impact of 'teaching' on 'learning' has been an on-going focus of the school's work. In 2025-2026, teacher autonomy and subject-specific pedagogy strengthened by the introduction of "The Subject Way" approach. Professional enquiry groups, deliberate practice and the sharing of best practice (Sharing Best Practice Observations in 2025-2026) provide staff with the opportunity to focus closely on the 'Porthcawl Principles' and subject-specific pedagogy; helping staff to understand how particular strategies could be applied, made explicit and clear via the useful resources within the 'Porthcawl Teaching and Learning Toolkit' and 'The Subject Way' teaching, learning and assessment approaches designed by middle leaders and departmental areas.
- Over recent years, a substantial amount of work has been undertaken by senior leaders to revise our professional learning processes. There is a strong focus on high-quality teaching and learning and skills. During 2024-2025, the school's Learning & Teaching Champions started to work more strategically alongside middle leaders to develop the quality of teaching; facilitating quality assurance and coaching, and in 2025-2026, the introduction of Senior Professional Learning Leads and Professional Learning Leads continues phase 2 of our whole school focus. This will continue into 2026-2027.
- Professional enquiry provides staff with time to pursue their own professional interests through action research within identified whole school priorities with alignment from a biannual 'Teaching & Learning Review'. In 2025-2026, this work was strengthened further by the introduction of a "Learn-Prepare-Share" style approach and the introduction of two professional enquiry/learning cycles for teachers. This work, via Sharing Best Practice encourages beneficial collaboration and innovation. In addition, our enquiry groups have been strengthened via our Professional Learning Leads and our Cross-Curricular Skills Champions who, over the last few academic years, have provided support and guidance to teachers to improve specific aspects of their practice. There is significant momentum as we end 2025-2026 and begin the 2026-2027 academic year.
- Over time, the continuous focus on improving curriculum, learning and teaching has had, and continues to have, a notable impact. During 2025-2026, this is evident via the first-hand evidence collected from the school's self-evaluation cycle titled "Expectations, Empowerment, Engagement". There is a stronger focus on 'Learning' and a greater, more autonomous and bespoke approach to subject-specific pedagogy. This is evident via "The Subject Way" for each department area.
- Through daily practice, the headteacher and other leaders communicate effectively and build productive relationships with parents/carers. The headteacher sends regular letters and communicates school developments frequently, in addition to writing termly newsletters. Each include updates on guidance and procedures. There is a strong sense of 'leadership' and 'partnership' within all communication, and this is a strong aspect of the school's work.
- Our governors are committed and proud of our school. They undertake their roles enthusiastically and have a good understanding of our main strengths and areas for development. They are involved appropriately in the life of our school and offer leaders robust challenge that helps guide decision making. There is strong professional dialogue, and we feel our governors act as 'critical friends' which is evident in Governing Body meetings and feedback from the headteachers termly reports. During 2025-2026, governance was strengthened via the introduction of 'Governing Body Links'. This programme is targeted for further improvements in 2026-2027 as we build increase support and challenge into our systems.
- At a time of significant financial strain within the sector, leaders manage the school's finances effectively. The headteacher, deputy headteacher, governing body and school business manager monitor the budget carefully and ensure spending decisions are aligned closely to development priorities. We believe our grant spending plans are used purposefully to support the needs of our school effectively.



Section 2 - Curriculum, Learning and Teaching (IA1)

How effective is learning & teaching?

How effective is the school's curriculum?

Summary – Curriculum, Learning & Teaching

- Nearly all teachers at Porthcawl Comprehensive School foster positive working relationships with pupils and have well-established classroom routines. These teachers have very good subject knowledge and make effective use of subject specific terminology whilst ensuring they are strong language models to our pupils. Overall, teacher explanation is very clear, teachers provide clear instructions, encourage independence, and circulate the classroom purposefully to challenge and support pupils' progress and deal with misconceptions.
- Most teachers ensure well established, general routines in learning, these include:
 - *breaking down learning into well-sequenced, progressive steps;*
 - *providing instructions and explanations clearly with useful, modelled examples;*
 - *planning engaging tasks which are supported by effective resource materials;*
 - *maintaining an appropriate pace in lessons to match the learning of pupils;*
 - *asking helpful, differentiated questions to check understanding (regularly);*
 - *modelling clearly what pupils should do (in a variety of different days); and*
 - *monitoring learning closely and providing helpful verbal and written feedback.*
- Our evidence shows that most teachers plan their lessons carefully to build successfully on our pupils' knowledge, understanding and skills. They prepare a range of worthwhile activities and resources that stimulate pupils' interest. These activities and approaches have been built upon and strengthened over time via a compendium of worthwhile strategies within the 'Porthcawl Teaching & Learning Toolkit' and the development of 'The Subject Way' (a subject-specific approach to pedagogy). Most teachers have high expectations of what our pupils can achieve and ensure that work is well matched to pupils' abilities, particularly at KS4 and KS5. Nearly all teachers frequently use questioning well to check pupils' recall and assess key conceptual understanding. Many adapt their questioning in a skilful way and help pupils to develop their verbal responses.
- Where learning is most effective, teachers across several subject areas, provide truly inspirational learning. These teachers deliver with infectious enthusiasm and have very high expectations of our pupils' participation and their progress; driving standards and challenge. They successfully motivate pupils and are confident to trial and innovate within their practice. In the few lessons where self-evaluation has identified that such standards are not replicated, the school has a worthwhile professional learning program that is designed to 'proactively' and 'reactively' raise standards in learning and teaching across the school curriculum to aid greater levels of 'consistently good to excellent' levels of progress. These are offered formally and informally to develop and upskill teachers.
- As a result of our 'FeedForward' approaches (teacher feedback), feedback has and continues to improve. We have strengthened our processes with respect to work scrutiny, and many teachers provide useful and constructive feedback on pupils' work. The feedback our teachers provide, generally helps pupils to



understand what they have done well and what they need to do to improve. WWW.... EBW.... approaches are common. In most subject areas, subsequent feedforward tasks provide learners with purposeful opportunities to address identified areas for development and make immediate and long-term progress. In a few cases, highly effective and creative approaches to Feed Forward tasks challenge the highest attaining pupils to make further progress.

- Through professional enquiry, professional development review and staff training, the school continues to provide effective professional learning to support the few subject areas, where feedback can lack clarity or be too superficial and where feedforward activities lack sufficient depth to truly explore whether pupils have closed the learning loop, address areas for development sufficiently and ensure that errors are not repeated or not addressed. Whilst provision for assessment and feedforward has strengthened, the school continues to develop assessment for, and assessment of learning and build the 4Es model of assessing progress.
- The following points identify some of the 'Strengths' observed with respect to teaching and learning this academic year. Where teaching is most effective:
 - *Pupils consistently understand the 'why' of what they are learning.*
 - *Responsive teaching and high-quality, varied feedforward (teacher diagnostic feedback) is provided regularly.*
 - *Powerful (consistent) routines and positive affirmation is evident.*
 - *Helpful written feedback with comments that are relevant, precise and utilise subject-specific terminology is provided.*
 - *Evidence of layers of learning and 'must, should, could' feature strongly and teacher exposition and modelling are clear and wide-ranging.*
 - *Deep, open-ended questioning provides stretch and challenge for pupils.*
 - *There are frequent opportunities for pupils to use and develop their speaking and listening skills and to work in a variety of different ways.*
 - *Pupils are provided with purposeful opportunities to develop their reading skills. There is evidence of a range of approaches that focus on comprehension skills, summarising, synthesising, reading analysis and comparison.*
 - *Pupils are provided with purposeful opportunities to develop their writing skills, including the use of success criteria, modelling using WAGOLL and "I do, We do, You do" and specific work designed around sentence construction, syntax and writing.*
 - *Pupils are provided with purposeful opportunities to develop their numeracy skills.*
 - *Most pupils, including those with additional learning needs (ALN) make at least expected progress and around half make strong progress. Most books show very high standards of presentation. Pupil's attitudes to learning in nearly all lessons is exceptional. Pupil behaviour, their pride and approach to learning is overall excellent.*
- However, the following points identify some of the 'Areas for Improvement' observed with respect to teaching and learning (in a few lessons) this academic year. Where teaching is less effective:
 - *There can be a lack of challenge and expectation placed upon pupils. In these lessons, tasks are too 'safe', constrictive and inhibit learning.*
 - *The pace in learning can be too slow with overreliance on recall and teacher exposition a contributing element.*
 - *Questioning can focus too heavily on surface information, recall and short responses. Questioning does not always promote deep thinking.*
 - *Tasks can be too rigid and/or lack variety and flexibility to engage learners.*
 - *Feedback is occasionally underdeveloped, and diagnostic activities do not always enable pupils to address misconceptions effectively.*



- We have a clear and well-understood vision for Curriculum for Wales, “A curriculum that provides all pupils with the knowledge, skills, experiences and desire to thrive in the adult world”. Leaders at all levels have approached curriculum development with excitement and enthusiasm, placing a strong emphasis on promoting high-quality teaching, underpinned by knowledge, skills and experiences. Our ‘Curriculum Overviews’ provide clarity with respect to concepts and experiences whilst also outlining our ‘knowledge-rich approach’. During the summer term 2026, refinements / improvements were made to the curriculum overviews.
- Since introducing the Curriculum for Porthcawl to Key Stage 3, staff continue to trial, evaluate and adapt their approaches and make refinements to provide the best learning experiences for pupils. Whilst nearly all teachers have a confident conceptual understanding of the ‘Curriculum as a Progress Model’ the Curriculum for Porthcawl moves to a more fixed but responsive curriculum. There is a continued focus to the mapping, delivery and evaluation of progressive knowledge, skills and experiences that are spaced and spiralled within and across subject disciplines to enable short and long-term progress. Our curriculum work has been supported by a closer alignment with our feeder primary schools (strengthened further during 2025-2026) to ensure that the curriculum in Year 7 builds on pupils’ learning experiences and concepts successfully. Progress has been made with numeracy; however, cluster collaboration remains an area for development. In 2025-2026, to support a shared understanding of progression, we engaged in cross-phase lesson observations and learning walks within the cluster, and this will continue into 2026-2027.
- We believe our Curriculum Plan is a model of strength. The curriculum plan is broad and balanced which generally caters for individual needs effectively. It offers a range of academic and vocational qualifications. We offer three option choices for Key Stage 4, and these provide general ‘equity’ and ‘range’. Our GCSE and Post 16 options are designed and managed skilfully by the Deputy Headteacher. Our curriculum offer was strengthened in 2025-2026 with new subjects (both general and vocational) in readiness for September 2026. For example, ‘Learning in the Outdoors’ is offered in both Year 10 and Year 11. Our work in 2026-2027, will focus on embedding the new curriculum at Key Stage 4 (Wave 2 Curriculum Reform) and will plan for the progressive development of Wave 3 in readiness for 2027.
- We offer a range of academic and vocational courses in both Key Stage 4 and the sixth form. The Deputy Headteacher considers pupils’ views carefully to ensure that as many pupils as possible study their chosen courses and maps provision effectively. During 2025-2026 this was strengthened further by the introduction of a ‘free choice’ curriculum at Key Stage 4; designed to best meet pupil need.
- Our staff provide pupils with beneficial and impartial information and guidance to make informed choices at each transition point. This is supported helpfully by a range of additional enrichment opportunities for all pupils. These include the ‘induction week’ in Year 12 and regular careers advice and interviews for pupils from Year 10. Our curriculum is cost effective and sustainable.
- We have a comprehensive, tailored programme of personal and social education. This is well coordinated and supports the development of pupils’ social and emotional skills very well across all key stages. We make effective use of well-being data and pupil surveys to plan a programme of activities, aligned to real-life scenarios and topic themes which develop pupil’s empathy, self-confidence and resilience well. Learning is tailored to pupils’ needs and supports the development of pupils’ spiritual, moral and emotional skills. At Key Stage 3, this is facilitated via weekly lessons and at Key Stage 4 this is facilitated by a combination of lessons, registration and pastoral days. During 2025-2026, we strengthened our Post 16 wider offer but introducing a weekly 1hr 15 minute ‘P16 Enrichment’ session for Yr13 to prepare pupils for wider study, UCAS, employment, work and life beyond the sixth form.
- The school’s curriculum provision has been strengthened and broadened further via the introduction of ‘Enrichment’. There are valuable opportunities for pupils to experience skills-based learning linked to the outdoors, sport, dance, yoga and community.



- Leaders have taken a sensible approach to improving the provision for the progressive development of pupils' skills. In 2024-2025, the school's cross-curricular skills champions comprehensively audited skills provision. The findings from our 'Curriculum Overviews' demonstrate that there is a wide range of beneficial opportunities for pupils to develop their reading, writing and speaking skills across the curriculum. During the summer term 2026, we launched 'Literacy Everywhere' (Reading, Writing, Speaking & Listening) which built upon previous work and forms part of phase 2 of our skills work. The progressive development of pupils' skills continues to be a strategic priority to ensure that our provision allows all pupils to advance and not repeat a greater variety of cross-curricular skills.
- The use of Welsh outside of the classroom continues to be a focus. The Welsh department provide strong opportunities for pupils to develop their appreciation of Welsh heritage and culture suitably. These include whole-school events such as a Welsh Artist, School Eisteddfod and Welsh Music. Additionally, the introduction of 'Welsh Wednesday' and the launch of the Criw Cymraeg has strengthened provision for the development of pupils' use of the Welsh language outside of the classroom. This improved significantly in 2025-2026. However, the use of Welsh language outside of the classroom continues to be an on-going focus.
- Our staff continue to provide a worthwhile programme of creative, sporting and cultural extra-curricular opportunities for pupils during and after school hours. These include very well-attended clubs such as drama, choir, and orchestra. In addition, teachers plan a wide variety of beneficial educational visits and enrichment activities, which complement the curriculum. These include visits to galleries and museums and visits to local areas of culture and/or change.



Section 3 - Wellbeing, Equity and Inclusion (IA2)

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

Summary – Wellbeing, Equity and Inclusion

- Throughout our daily practice we provide a nurturing environment that promotes our values of 'Perseverance and Success' effectively, whilst also promoting the character we aim to promote via the 'Porthcawl Pupil'. Staff at all levels work sensitively and reflectively to help pupils feel safe and secure.
- There is a strong ethos of mutual respect, belonging and community at Porthcawl Comprehensive School. Leaders have established a nurturing environment for pupils to learn and thrive, and for staff to develop and grow. As a result, we believe the school is a safe and supportive place where pupils flourish and where staff feel valued both personally and professionally.
- Overall, we have strong links with a range of external partners, including the police liaison officer, and these are successful in supporting pupils' spiritual, moral, social and cultural development. We regularly use a range of partners to help and support with assemblies.
- Our provision to support pupils in making healthy lifestyle choices is carefully monitored and adapted to pupils' needs. This includes raising awareness of the dangers of vaping and how to keep safe. The Schools Health Research Network is used as a platform to shape and address need suitably. Our form tutors foster strong relationships with pupils, taking an active role in supporting pupils' progress, well-being and promoting regular attendance. In 2026-2027, we recognise the need to further strengthen our Health & Wellbeing provision/curriculum and we are launching a new delivery method to best support our pupils.
- We value the voice of our pupils and facilitate the development of pupil leadership skills well. Pupil-led groups have successfully influenced aspects of school life, such as the Curriculum for Porthcawl, Wellbeing and Ready to Learn. However, we recognise that 'Pupil Leadership' and the 'voice' of our pupils is a continued focus (a commitment) and this forms part of our improvement work in 2026-2027.
- Whilst pupil leadership and opportunity are an area we would like to build, there are beneficial opportunities for pupils to take on leadership roles and help to make improvements to the school. The school's Wellbeing Ambassadors, lead community wide wellbeing activities across the school; events which are appreciated and celebrated by the whole school community. For example, the annual Community Christmas Event and Yr7 transition. We have a Criw Cymraeg who are enthusiastically supporting and promoting the use of Welsh language through the coordination of activities such as assemblies, awards, and pastoral provision whilst also leading on the school's work towards achieving the Siarter Iaith Cymraeg Campus Silver Award having secured the Bronze Award during the 2025-2026 academic year. Our School Council was redesigned in January 2026 to include Year Councils and a School Council. This is leading to more effective 'impact' and a stronger community focus. The School Council have supported the development and implementation of the 'School Standards Drive' with regards to mobile phones, school uniform and school facilities. This has led to beneficial school systems and approaches.
- Our approaches to build wellbeing and provide enrichment are diverse and wide ranging. We have been awarded the Carnegie School Mental Health Gold Award (2024-2027) for our excellent whole school approaches to mental health and wellbeing. We have also achieved the CyberFirst Gold Award for recognition in delivering excellence in Cyber Education.



- We have effective arrangements for supporting pupils during the transition from primary to secondary school and to support pupils at other transition points, we provide individual options and advice meetings for pupils and their parents with senior leaders in addition to a whole school Post 16 evening. In addition, the ALNCo and Careers Adviser provide valuable support and guidance for targeted pupils. In July 2026, we provided Careers & Work Experience for our Year 10 pupils.
- We believe ALN and Student Support is a strength of our school. The ALN team takes a pupil-centred approach to supporting pupils and their families. Our school has made good progress towards the implementation of the Additional Learning Needs and Educational Tribunal (Wales) Act. We have a comprehensive graduated response, and a strong Provision Map' which is used effectively by teachers and support staff.
- Pupils' Individual Development Plans (IDPs) identify key information about how staff can best support them, and staff use these well. Over time we have made valuable changes to our Graduated Response "5 stages of Provision" and we have made changes to the ALN team, such as the introduction of learning support officers, increased specialist teaching capacity and the introduction of a curriculum support officer. These introductions have improved our provision and have enabled a sensible re-distribution of support which focuses on enhancing pupils' social, emotional, and mental well-being.
- In 2025-2026 we introduced an ASD CARE Base for Bridgend Local Authority; we are very proud of this provision; pupil and parent/carer feedback is very positive and we look forward to this provision growing in 2026-2027. This provision has been successfully introduced into Ty Enfys.
- The ALN team are appropriately trained and provide emotional support for pupils via a range of beneficial programmes. Our Ty Enfys provision, student support facility, curriculum support room and wider provisions ensure nurturing environments and tailored support to help pupils overcome their barriers to learning and access the curriculum. During the Summer Term 2026, two staff members have attended Trauma Informed Training as a 'train the trainer' model and this training will be disseminated in school from September 2026 onwards.
- The needs of specific groups of learners are monitored and catered for well. For example, a Young Carers group provides sensitive emotional and well-being support, this has been effectively overseen by an identified member of staff. Our student support officers and learning support officers provide beneficial mentoring and support for targeted pupils, and these staff are valuable daily points of contact for pupils and parents/carers.
- Specific interventions for the development of pupils' literacy and numeracy skills are provided via teacher-led interventions, with a bespoke provision facilitated by the English and Maths Faculties and via learning support officers in Ty Enfys. Our pupils follow a suitable learning package according to their needs; they are targeted, monitored effectively and efficient. The impact of literacy interventions is tracked and monitored effectively. Our ALN team meet frequently to review information, ensuring that individuals receive appropriate support.
- Our leaders and staff ensure, and contribute to, a strong safeguarding culture where all members of the community are aware of their responsibility to keep pupils safe. We have a large safeguarding team which ensures that all concerns are dealt with swiftly and effectively, making referrals to outside agencies where necessary. Our staff are well trained and arrangements to keep pupils safe are clear and robust.
- There is a strong "culture of safeguarding" and an ethos of mutual support in the school. Arrangements to keep pupils safe, including suitability of staff, are effective. We respond to safeguarding concerns promptly and we are diligent in making necessary referrals to outside agencies. Staff and governors receive regular training on child protection and are clear about their responsibilities for safeguarding. The Headteacher and the Chair of Governors are also Level 3 Safeguarding trained. These arrangements create a firm foundation for pupils to feel safe and supported within our school community.



- Despite a drop in 2025-2026, over time our attendance is improving, and this is positive. For the last three years, our whole school attendance has been above the 'Family of Schools' average (similar schools), above the Local Authority average and above the Wales average. However, the attendance of FSM pupils (at Key Stage 4) and overall attendance is not strong enough, and this is a target/priority for the school. Our systems promote high standards of behaviour and attendance; these are actively encouraged throughout the school. Senior leaders and Heads of Year along with form tutors monitor the attendance and punctuality of individuals and groups closely. Senior Leaders meet fortnightly with Heads of Year to consider the school's work with regards to care, support and guidance.
- We have introduced several effective strategies to improve pupils' attendance, including daily contact home where attendance causes any concern. We have a range of beneficial systems to support and promote attendance. When compared to local and national data, we believe our rates of pupils' attendance have improved suitably over the past three years. In 2024, whole school attendance placed the school in Quartile 2 (top 50% of similar schools), demonstrating a 1 percentage point (pp) increase when compared to the previous academic year. In 2025, attendance improved at a faster rate than nationally with our whole school figure at 90.4%. In 2025-2026, our whole school attendance was lower when compared to the previous academic year, impacted by high levels of seasonal viruses during the autumn term; despite a drop in 2025-2026, over the last three years we have seen improvement. However, despite these improvements, attendance (FSM pupils), reducing the number of pupils 'late after the register closed', girls' attendance at Key Stage 4 and reducing persistent absenteeism continues to be an area of focus and features as a development priority within the school improvement plan for 2026-2027. We target 92% in 2026-2027.

For the **2026-2027 academic year** the school will continue with three overarching improvement priorities and eight smaller development priorities. **Therefore, we continue to focus on eight areas for development and improvement in 2026-2027.**

2026-2027 Academic Year		
<u>Priority 1: Highly Effective Leadership at all Levels (IA3)</u>	<u>Priority 2: Outstanding, Curriculum, Learning & Teaching (IA1)</u>	<u>Priority 3: Exceptional Wellbeing, Equity and Inclusion (IA2)</u>
1.1 Refined systems & structure for self-evaluation 1.2 Cross-curricular skills across the curriculum (refined) 1.3 Widen the opportunities for pupils to develop their Welsh language skills	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)	3.1 Improved attendance 3.2 Consistently strong behaviour, values, and expectations 3.3 Wellbeing is not 'Invisible'

To achieve the above priorities, we have produced a detailed three-year **School Improvement Plan (2026-2029)**. For **2026-2027** we aim to achieve the following 'Success Criteria'.



PRIORITY 1: Highly Effective Leadership at all Levels

Success Criteria for 2026-2027

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

<p>Development Priority: 1.1 Refined systems & structure for self-evaluation</p>	<ul style="list-style-type: none"> • 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. • Distributed leadership is extremely effective in promoting and monitoring professional learning. • There is a culture of professional challenge and support at every level. • School improvement cycle; specifically, the use of the Department on a Page (DOAP) has a stronger transfer from the “Expectations” to “Empowerment” stage. • There is increased activity via the Governing Body Links programme evident which is supporting and strengthening decision making. • The school’s Professional Learning Leads are increasingly involved in Quality Assurance processes.
<p>Development Priority: 1.2 Cross-curricular skills across the curriculum (refined)</p>	<ul style="list-style-type: none"> • 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. • MER process informs Teaching & Learning and Professional Development to support Cross-Curricular Skills. • Quality assurance shows that pupils are receiving consistent, equitable and effective cross-curricular skills teaching.
<p>Development Priority: 1.3 Widen opportunities for pupils to develop their Welsh language skills to include outside of lessons</p>	<ul style="list-style-type: none"> • Increased evidence of Welsh speaking outside of the classroom. • Increased work and leadership of the Criw Cymraeg. • A wide range of Welsh language cultural experiences offered across the curriculum. • Achievement of Siarter Iaith Cymraeg Campus Silver Award. • Secure an A Level Welsh 2nd Language class for September 2027.



PRIORITY 2: Outstanding Curriculum, Learning & Teaching

Success Criteria for 2026-2027

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

<p>Development Priority: 2.1 Highly effective design, development, and delivery of the 'Curriculum for Porthcawl'</p>	<ul style="list-style-type: none"> • 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. • Collaboration within the Porthcawl Cluster leads to an improved continuum of learning. • The curriculum design, alongside learning and teaching evidence a collective agenda for improvement and uses a range of regular pupil voice activities. • There are comprehensive and effective plans in place for the implementation of 'Wave 3' curriculum reform. • There is effective implementation of the Learner Entitlement Indicators Framework (LEIF).
<p>Development Priority: 2.2 Consistently high standards of teaching and learning, reduce variation with and improve quality of teaching</p>	<ul style="list-style-type: none"> • Our vision for exceptional learning continues to be fully understood by all teachers. • Nearly all teaching is effective and supports most pupils to make progress in line with ability. • 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. • The 'Subject Way' and Subject Way Assessment' resource is embedded 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 use a range of effective subject-specific pedagogy to provide stretch and challenge, and to support pupils to deepen their learning – precisely. • Teachers have a strong understanding of the impact of their 'teaching' on 'learning'. • The 'PCS Teaching & Learning Toolkit' continues to be a platform to strengthen teaching and learning. • The 'PCS Skills Toolkit' embedded following launch Summer Term 2025. • TLR3 'Teaching & Learning' school improvement projects in place via Senior Professional Learning Leads and Professional Learning Lead posts (Phase 2). Year 2 of project 2026-2027. • All staff are engaged in rigorous and effective quality assurance processes to maintain high levels of learning and teaching.



PRIORITY 3: Exceptional Wellbeing, Equity, and Inclusion

Success Criteria for 2026-2027

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

<p>Development Priority: 3.1 Improved attendance</p>	<ul style="list-style-type: none"> • The school's attendance is at least 91% and persistent absenteeism is reduced to 20% • The attendance of FSM pupils increases to at least +85%. • Whole School Attendance evidences a reduction in U codes (late after register closed) and a reduction in term time holidays. • Narrow the gap between FSM / Non-FSM attendance; with particular attention to Key Stage 4. • Pupils previously identified as attendance concerns improve their attendance as a consequence of positive attitudes towards learning. • There is evidence of an improved 'learner centred' focus on attendance to include recognition, rewards and praise. • Ty Enfys and wider strategies continue to show positive outcomes on pupils' attendance and wellbeing.
<p>Development Priority: 3.2 Consistently strong behaviour, values, and expectations</p>	<ul style="list-style-type: none"> • 'Ready to Learn', 'Powerful Routines' and 'Standards Drive' are embedded and understood by all stakeholders. • Fixed term Exclusions (FTEs) continue to reduce alongside a reduction in 'repeat' exclusions. • Reward systems recognise and celebrate a wider range of pupils. • Lesson observations and monitoring continue to evidence positive behaviour and engagement in all lessons. • Consistently strong behaviour, values, and expectations continue across the school. • Data analytics demonstrates strong "Ready to Learn" behaviour and expectations points. • School Values to co-exist with the school's Curriculum Vision, The Porthcawl Pupil and Ready to Learn.
<p>Development Priority: 3.3 Wellbeing is not 'Invisible'</p>	<ul style="list-style-type: none"> • There is a wide range of effective provision in place to support pupil wellbeing. • New School Council refined with further evidence of an ever improving 'Pupil Voice'. • Stronger 'Pupil Leadership'. • Wellbeing Charter in place for pupils and staff. • Enrichment within the Key Stage 3 curriculum continues to grow and develop. • There is a strong focus of rewards and praise. • Achievement of 'Service Children Friendly' Award. • CARE Base provision embedded and effective working with BCBC CART Team evident. • Curriculum Support Room redesigned with a stronger identify, structure and a broadened offer.

