



SELF-EVALUATION SUMMARY

2023-24

Section 1 – Leadership (IA3)

Section 2 – Curriculum, Learning and Teaching (IA1)

Section 3 – Wellbeing, Equity and Inclusion (IA2)



Section 1 - Leadership (IA3)

How effective is leadership?

Summary Statement - Leadership

- *We believe the headteacher has a clear and well-understood vision for the school based on openness, collaboration, and high aspirations. He has high expectations of himself and his staff. He provides passionate and caring leadership placing the wellbeing of staff and pupils at the centre of his thoughtful and sensitive leadership. The headteacher's clear sense of direction and purpose permeate the school's approach to the curriculum and he is supported effectively by the senior leadership team who carry out their roles diligently.*
- *We also believe the headteacher has a clear strategic vision for the school. He communicates this well to staff, pupils and parents/carers in the school's mission statement, 'to provide a caring and disciplined learning environment based on mutual respect in which all pupils develop their talents to the full' and via the curriculum vision 'a curriculum that provides all pupils with the knowledge, skills, experiences and desire to thrive in the adult world'. The headteacher's strong and decisive leadership since his appointment has ensured continued high standards of pupil achievement, effective behaviour and beneficial wellbeing approaches. The headteacher is ably supported by the senior leadership team. They work together well to provide a clear direction for the school and a healthy, safe, and secure environment that ensures the wellbeing of pupils and staff. The leadership teams set high expectations for themselves, staff and pupils.*
- *Our systems demonstrate that Senior leaders' responsibilities are delegated sensibly, defined clearly and that the SLT have a good understanding of their role in leading improvement and managing change. Through openness, collaboration and professionalism we believe the SLT consider the wellbeing of staff carefully in all decisions. As a result, we believe that staff feel that they are appreciated and empowered to carry out their roles.*
- *Over time, line management arrangements have improved. These are clear and middle leaders benefit from helpful support and challenge on different aspects of their work. Regular meetings and systems that focus closely on our overarching priorities secure improvements in a range of areas.*
- *Our performance management structures are linked closely to school priorities and the development needs of individual staff. Professional enquiry features strongly within our practice and a culture of "openness" has developed.*
- *The SLT have high expectations for all aspects of the school's work and promote a culture of continuous improvement. We believe there is a comprehensive programme of activity to evaluate our performance. We use lesson observations, celebration walks and the scrutiny of pupils' work and we seek the views of pupils regarding their progress in lessons.*
- *We believe our Standards Reports, Heads of Core Meetings, and our SLT/ML meetings allow leaders review pupil assessment data closely and robustly. Through professional dialogue, our systems demonstrate that middle leaders value the support that they receive from their line manager. Through our SLT link structure we believe that, overall, most middle leaders understand the strengths and areas for improvement within their areas*



of responsibility well. Many create well-considered and coherent plans for improvement and alongside the School Improvement Plan (SIP) their efforts have contributed to improvements in the quality of teaching and pupils' wellbeing. We believe we have a range of calendared self-evaluation and improvement activities, these have strengthened over time and provide useful information to shape improvement, however we acknowledge that a few areas of our work needs to be refined to ensure that they focus on all aspects of the school's work that need improvement.

- 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 has grown, we believe this is a significant strength of our school. We run several teaching and learning centred PLCs. For example, "Impact Learning". Leaders have carefully considered a wide range of research on how to improve teaching, and the introduction of Learning & Teaching Champions has improved progress and broadened professional dialogue. Professional enquiry groups, deliberate practice and the sharing of best practice (Sharing Best Practice Observations) provide staff with the opportunity to focus closely on the 'Porthcawl Principles' helping staff to understand how particular strategies could be applied, made explicit and clear via the 'Porthcawl Teaching and Learning Toolkit'.*
- Professional enquiry provides staff with time to pursue their own professional interests through action research identified from a 'Teaching & Learning Review'. This work, via Sharing Best Practice observations encourages collaboration and innovation. In addition, our enquiry groups have been strengthened via our Teaching and Learning Champions who lead one of the 'Porthcawl Principles' to support teachers' to improve specific aspects of their practice. We believe that for the last 18 months, the continuous focus on improving curriculum, learning and teaching is having a notable impact. This is evident in the Faculty Reviews completed.*
- Since his appointment, 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.*
- We believe our governors are committed and proud of our school. They undertake their roles enthusiastically and have a good understanding of our main strengths and areas for development. They are involved appropriately in the life of our school and offer leaders robust challenge that helps guide decision making. There is strong professional dialogue and we feel our governors act as 'critical friends' which is evident in FGB meetings and feedback from the headteachers termly reports.*
- At a time of 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

- *We believe that nearly all teachers at PCS foster positive working relationships with pupils and most have well-established classroom routines. Our teachers have very good subject knowledge and make effective use of subject specific terminology whilst providing strong language models to our pupils. Overall, teacher explanation is very clear.*
- *Our evidence shows that many teachers plan their lessons carefully to build successfully on our pupils' knowledge, understanding and skills. They prepare a range of worthwhile activities that stimulate pupils' interest, and these have been strengthened and built upon via T&L approaches and strategies from the 'Porthcawl Teaching & Learning Toolkit'. These teachers provide clear instructions, encourage independence, and circulate the classroom purposefully to challenge and support pupils' progress and deal with misconceptions.*
- *We are confident that our teachers have high expectations of what our pupils can achieve and ensure that work is well matched to pupils' abilities. Many teachers frequently use questioning well to check pupils' recall and deepen their understanding. Many adapt their questioning in a worthwhile way and help pupils to develop their verbal responses. In a minority of lessons observed throughout the year, questioning is very strong in deepening pupils' understanding about a range of topics.*
- *A minority of teachers, across several subject areas, provide truly inspirational learning. These teachers deliver with infectious enthusiasm and they have very high expectations of our pupils' participation and their progress; driving standards and challenge. They successfully motivate pupils and are confident to trial and innovate within their practice. The overarching focus is knowledge, skills and experience. However, each year, in a few lessons, a few teachers do not have high enough expectations of what pupils can achieve and do not challenge them sufficiently. These teachers do not build on pupils' learning well enough and sometimes deliver lessons that are too 'teacher led'. A few do not plan for all pupils' needs well enough and a few teachers do not always address off-task behaviour effectively.*
- *Following the introduction of 'Feedforward' approaches, feedback has improved 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. However, in a few books, feedback can be too superficial and, in a few areas, not clear enough to benefit pupils' learning. We continue to develop assessment for, and assessment of learning and build the 4Es model of assessing progress.*



- *We believe 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”. Strategically guided by the Assistant Headteacher: Director of Studies, leaders at all levels have approached curriculum development with excitement and enthusiasm, placing a strong emphasis on promoting high-quality teaching, underpinned by knowledge, skills and experiences. Our ‘Curriculum Overviews’ provide clarity with respect to concepts and experiences whilst also outlining our ‘knowledge rich approach’. Since introducing the Curriculum for Porthcawl to Years 7 and 8, staff continue to trial, evaluate and adapt their approaches and make refinements in order to provide the best learning experiences for pupils. We feel that most teachers are confident with the ‘Curriculum as a Progress Model’ design, with a few strengthening their grasp of this concept. This has and continues to be a focus of our efforts. Our curriculum work has been supported by a closer alignment with our feeder primary schools to ensure that the curriculum in Year 7 builds on pupils’ learning experiences and concepts successfully.*
- *We have recently re-designed our curriculum plan and believe it is a model of strength which is suitably broad and balanced which generally caters for individual needs. We offer three option choices for Key Stage 4 and these provide general ‘equity’ and ‘range’. Our GCSE and Post 16 options are designed and managed effectively by the Deputy Headteacher.*
- *Leaders have taken a sensible approach to improving the provision for the progressive development of pupils’ skills. This is a strategic priority and is supported by ‘Cross-Curricular Skills Champions’, who in 2023-2024, comprehensively audited skills provision. 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. Our Cross-Curricular Skills co-ordinators are beginning to collaborate effectively with specific departments. They are beginning to make effective use of data. Alongside of this, our literacy and numeracy interventions target pupils with weaker literacy and numeracy skills successfully and we also provide a worthwhile programme of interventions.*
- *Within our digital technology lessons, there are valuable opportunities for pupils to develop their digital skills. Across the curriculum, there is also a suitable range of opportunities for pupils to develop these skills.*
- *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. We believe our staff provide pupils with beneficial and impartial information and guidance to make informed choices at each transition point. This is supported well 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.*
- *We have a comprehensive, tailored programme of personal and social education which supports the development of pupils' social and emotional skills very well across all key stages. This evident via our Health & Wellbeing lessons where pupils have the opportunity to discuss and reflect on important current issues. In 2024-2025, this provision will strengthen via a ‘team of staff’ delivery and opportunities at key stage 3 will be*



broadened via 'Enrichment'. We also believe, there are valuable opportunities for pupils to develop their social and emotional skills and their appreciation of equality and diversity. Our pupils gain this experience through assemblies and pupil groups.

- *The use of Welsh outside of the classroom continues to be a focus. The Welsh department have planned a few opportunities for pupils to develop their appreciation of Welsh heritage and culture. These include whole-school events such as a Welsh Artist, School Eisteddfod and Welsh Music. However, the provision for developing pupils' use of the Welsh language outside of the classroom continues to be an on-going development.*
- *We believe, our staff provide a comprehensive 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 educational visits and enrichment activities, which complement the curriculum. These include visits to galleries and museums and visits to local areas of culture and/or change.*



Section 3 - Wellbeing, Equity and Inclusion (IA2)

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

Summary – Wellbeing, Equity and Inclusion

- *Through our daily practice we are confident that we provide a nurturing environment that promotes our values of 'Perseverance and Success' effectively, whilst also promoting the character we aim to promote via the 'Porthcawl Pupil'. Staff at all levels work sensitively and reflectively to help most pupils feel safe and secure.*
- *Overall, we have strong links with a range of external partners, including the police liaison officer, and these are highly successful in supporting pupils' spiritual, moral, social and cultural development. We regularly use a range of partners to help and support with assemblies.*
- *Our provision to support pupils in making healthy lifestyle choices is carefully monitored and adapted to pupils' needs. This includes raising awareness of the dangers of vaping and how to keep safe. The Schools Health Research Network is used as a platform to shape and address need. Our form tutors foster strong relationships with pupils, taking an active role in supporting pupils' progress, well-being and promoting regular attendance.*
- *We value the voice of our pupils and facilitate the development of pupil leadership skills well. Pupil-led groups have successfully influenced aspects of school life, such as the Curriculum for Porthcawl and Ready to Learn.*
- *We have effective arrangements for supporting pupils during the transition from primary to secondary school and to support pupils at other transition points, we provide individual options and advice meetings for pupils and their parents with senior leaders in addition to a whole school Post 16 evening. In addition, the ALNCo and Careers Adviser provide valuable support and guidance for targeted pupils.*
- *We believe ALN and Student Support is a strength of our school. The ALN team takes a pupil-centred approach to supporting pupils and their families. Our school has made good progress towards the implementation of the Additional Learning Needs and Educational Tribunal (Wales) Act. We have a comprehensive graduated response, and a highly effective 'Provision Map'. Pupils' Individual Development Plans (IDPs) identify key information about how staff can best support them, and staff use these well. We have made recent changes to the ALN team, such as the introduction of G6 LSOs, increased specialist teaching capacity and a curriculum support officer. These introductions have rapidly improved our provision and have enabled a sensible re-distribution of support which focuses on enhancing pupils' social, emotional, and mental well-being.*
- *The ALN team are appropriately trained and provide emotional support for pupils via a range of beneficial programmes. Our Ty Enfys provision, student support facility, curriculum support room and support provisions provide nurturing environments and tailored support to help pupils overcome their barriers to learning and access the curriculum.*



- *We believe that 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 a member of staff seconded to the senior leadership team. Our Students Support Officers and Learning Support Officers (LSOs) 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 LSOs in Ty Enfys. Our pupils follow a suitable bespoke learning package according to their needs. The impacts of literacy interventions are appropriately tracked and monitored. Our ALN team meet frequently to review information collected on pupils, ensuring that individuals receive appropriate support. However, the tracking of ALN learners is limited mainly to academic progress and is not tracked as effectively as it could be by Heads of Faculty. This 'focus' on this identified group of learners is an area for development.*
- *We believe 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. Our Chair of Governors is also Level 3 trained.*
- *Our attendance is improving, and this is positive. However, it continues to be an area of focus. Senior leaders and heads of Year along with form tutors monitor the attendance and punctuality of individuals and groups closely. We have introduced a number of suitable strategies to improve pupils' attendance, including daily contact home where attendance causes any concern. When compared to local and national data, we believe our rates of pupils' attendance have improved suitably over the past two years.*

