Porth Community School

School Development Priorities 2022-2025

School Development Plan 2023-2024

Included within this is the Professional Learning Grant Expenditure Plan

Mission statement: *Aspire together, Achieve together*

Vision: We have the highest ambitions and expectations for our pupils' achievement, well-being and behavior. We are committed to providing outstanding learning and teaching in a caring, safe, nurturing environment. We want our pupils to enjoy their learning and the wide range of extra-curricular opportunities available whilst being challenged and supported to reach their full potential.

Context of the school:

Porth Community School is an English-medium all-age (3-16) comprehensive school serving the community of Porth in the Rhondda as well as taking pupils from further afield. The school also includes 5 Local Authority Learning Support Classes for pupils with speech, language and communication needs. There are 938 pupils on roll (June 2023). In total around 35% of pupils are eligible for FSM (FSM and those that are offered a Free school meal because of their age is captured on SIMs in two different ways so the figure of 35% is true FSM and does not include those in reception this is recorded as UPFSM). 27.59% of pupils in Porth live in the 20% most deprived areas in Wales. Just over 1.8% of pupils have a special educational need with an IDP (17 as of June 2023) and 0.3% of pupils are statemented (3 as of June 2023).

There are 102 staff in total: 53 teachers, 36 support staff (including wellbeing) and 13 admin staff.

National Missions

The Four enabling objectives underpin the Porth Community School three year development priorities and the ensuing annual development plans:

E01 – Developing a high-quality education profession.
E02 - Inspirational leaders working collaboratively to raise standards.
E03 – Strong and inclusive schools committed to excellence, equity and well-being.
E04 – Robust assessment, evaluation and accountability arrangements supporting a self-improving system

School Improvement Priorities 2022-2025

	Curriculum, learning and teaching and assessment		
	2022-2023	**2023-2024**	**2024-2025**
Priority 1 - Implement the Curriculum for Wales to provide high quality provision, teaching, learning and assessment leading to sustained improvement in pupil outcomes.	Continue to develop curriculum plans with the cluster and further refine resources to implement the Curriculum for Wales (up to and including Y7). Develop staff pedagogy to provide high quality teaching and learning for the new curriculum which provides 'Challenge for All'.	Embed curriculum plans and further refine resources and pedagogy to implement the Curriculum for Wales (up to and including Y8).	Sustain the development and delivery of Curriculum for Wales curriculum plans (up to and including Y9).
	Consider a whole school strategy for tracking and assessment with the cluster.	Implement the new whole school assessment procedures for all year groups.	Embed accurate assessment procedures that effectively drives all pupils' progress.
Priority 2 - To develop pupils literacy, numeracy and digital skills to support progress across all areas of learning	Embed the skills development of pupils' in identified Areas of Learning and Experience, particularly digital skills.	Widen the focussed delivery of curriculum responsibilities across Areas of Learning and Experience.	
	Develop staff pedagogy in to deliver skills purposefully across the school.	Align schemes of learning across Areas of Learning and Experience to secure a delivery and application of transferable skills and pedagogy across the learning continuum.	
	Wellbeing, equity and inclusion		
	2022-2023	**2023-2024**	**2024-2025**
Priority 3	Develop school ALN strategy in line with year groups as defined by WG.		Review and embed the new ALN code of practice.

	2022-2023	2023-2024	2024-2025
Develop, Implement and embed the new ALN Bill and Code of Practice	Develop relationships with parents/carers of pupils with ALN to support parents/carers with transition to the new ALN code of practice and the family support requirements.	Develop opportunities for parental voice and engagement.	Develop further opportunities to celebrate successes.
	Focus on staff professional learning to upskill staff in pedagogy to effectively support the learning of pupils with ALN.	Develop peer working and working with other schools to support and improve our ALN provision and pedagogy	Develop work with the wider community with other schools to support and improve our ALN provision and pedagogy
	Develop support programmes to upskill parents/carers in supporting learning in the home.	Develop a programme of child/parent learning sessions Further develop relationship with parents/carers of pupils with ALN to support parents/carers ability to support pupils with ALN.	Develop parent to parent support network
Priority 4 Ensure a whole school focus on Wellbeing and Mental Health for staff and pupils	Develop mental health and wellbeing support mechanisms within the organisation to support both staff, pupils those transitioning to the school.	Develop peer working and collaboration with other schools to share and inform good practice.	Continue to develop peer working and collaboration with other schools and the wider community to share and inform experience and good practice.
	Focus on staff professional learning to strengthen skills to effectively support pupils' wellbeing and mental health through informed training and guidance.	Further develop ways to encourage parents to support pupil Mental Health and attitudes. Develop ways to encourage pupil peer support for Mental Health.	
	Work with all stake holders to continue to improve rates of attendance for all groups of learners.	Develop school to school and community working to continue to strengthen the work of the family liaison officers driving improvements in attendance.	Further utilize wider community partnerships to support improvements in attendance in hard to reach families
Vision and Leadership			
	2022-2023	**2023-2024**	**2024-2025**
Priority 5 Develop, implement and embed professional learning pathways to develop and strengthen	Strengthen leaders through access to personalized professional learning and career pathway opportunities. Develop leadership capacity to support succession planning	Develop peer working and collaboration with other schools to share leadership experience	Continue to develop distributed leadership by building leadership capacity in all staff Continue to develop peer working and collaboration with other schools and organisations to share leadership experience

leadership at all levels in the organization	Develop role of GB, particularly in relation to curriculum reform and self-evaluation	Embed effective leadership of a reflective GB, particularly in relation to curriculum reform and self-evaluation, by providing support and challenge to drive improvement.	
Priority 6 Strengthen relationships with parents/carers and the wider community to ensure that Porth Community School sits at the heart of the community.	Establish ways, post covid, to encourage parents to support their child's learning and development	Continue to develop ways to encourage parents to support their child's learning and development and become more involved in the direction of the school	Continue to develop ways to encourage parents to support their child's learning and development and become more involved in the direction of the school and support access to family and adult learning.
	Cultivate further links with the local community to create opportunities for pupils to contribute to community projects and support community wellbeing Seek out, enhance and build community partnerships to meet the needs of the pupils	Increase access to school facilities for local community	Provide opportunities for adult community learning

Curriculum, learning and teaching and assessment **Priority 1 –** Implement the Curriculum for Wales to provide high quality provision, teaching, learning and assessment leading to sustained improvement in pupil outcomes.
Intended outcome(s) (Success criteria)
1.1 A collaborative approach in delivering the Curriculum for Wales in our respective schools ensures consistency for pupils in the Porth cluster
1.2 Majority of pupils have an understanding of the four core purposes and how learning in Porth helps them towards fulfilling these objectives Most staff in Y Goedwig and many in Nythbran are planning and delivering lessons in line with the new curriculum supporting the four core purposes
1.3 Nearly all schemes of learning and mapping documents up to and including Year 9 shows coverage of all Statements of What Matters effectively linked to the four purposes
1.4 Many staff are addressing cross-cutting themes where appropriate Many pupils are making strong progress in line with expectations Many pupils make strong progress in their literacy, numeracy skills and a majority in their digital skills
1.5 CfW tracking and assessment informs individual pupil progression across AOLEs and within year groups Meaningful and consistent procedures for assessment utilised effectively in cross phase and AOLE moderation Standardised assessments are utilised to inform individual pupil and whole cohort progression, including groups of learners
1.6 Most pupils in the upper third of each class make strong progress in line with expectations across AOLEs and skills in a cross-curricular approach

1.7
A majority of pupils are gaining confidence in using their Welsh language skills with positive attitudes towards the language
Accreditation of the Siarter Iaith Cymraeg Campus Bronze Award
A majority pupils make appropriate progress in Welsh
Support from Central South Consortium

Curriculum, learning and teaching and assessment
Priority 2 – To develop pupils' literacy, numeracy and digital skills to support progress across all areas of learning
Intended outcome(s)   (Success criteria)
2.1   Consistent application of the delivery of transferable skills in many lessons in literacy and numeracy   Many pupils make strong progress in literacy and numeracy form time activities   Many pupils make strong progress in their literacy and numeracy across the school
2.2   Consistent application of the delivery of transferable skills in the majority of lessons in digital and wider skills   The majority of pupils make strong progress in their digital and wider skills across the school
2.3   A majority of parents are able to effectively support their children at home and engage with the school skill development programme

Wellbeing, equity and inclusion **Priority 3 –** Implement and embed the new ALN Bill and Code of Practice	
Intended outcome(s) (Success criteria)	
3.1 All year groups will have moved across to the New Code of Practice by the end of the academic year Children who do not meet criteria for an IDP will have a detailed and robust OPP which will be shared with all teaching staff	
3.2 Many parents/carers feel more informed about their child's progress, including their child's provision and next steps	
3.3 Best practice captured from other schools and outside agencies are shared and impacting positively on practice on strategy and provision A consistent approach to provision across the cluster is developed	

Wellbeing, equity and inclusion
Priority 4 – Ensure a whole school focus on Wellbeing and Mental Health for staff and pupils
Intended outcome(s) (Success criteria)
4.1 Pupils trained by Chi Education provide effective wellbeing and mental health support to other pupils Reduction in the number of students attending wellbeing mentoring Reduction in the number of students using the dropbox Peer working and collaboration with cluster schools leading to improved wellbeing and mental health provision
4.2 Parent/carers feedback shows greater understanding of the support available for themselves and their children Improved engagement with external agencies by parents/carers Parent/carer feedback form to show improved engagement in mental health and wellbeing initiatives
4.3 All staff have an understanding of trauma informed approaches and effectively support pupils' wellbeing Identified pupils with high ACE scores have access to a bespoke provision Identified pupils engage well within the provision and surveys evidence improved attendance, attitudes to learning, wellbeing and mental health Parents/carers have a greater understanding of trauma informed approaches to effectively support their child's wellbeing and mental health
4.4 Further reduce the number of pupils persistently absent to school Strengthen the schools graduated response

Vision and Leadership
Priority 5 – Develop, implement and embed professional learning pathways to develop and strengthen leadership at all levels in the organisation
Intended outcome(s) (Success criteria)
5.1 Planned work in the support of other schools is having impact in areas of focus
5.2 Most participating staff meet PM targets CPD feedback shows the training has supported most participating staff to reflect on and develop their practice Pupil progress data shows many pupils are making progress in line with expectations Self-evaluation shows sustained impact of professional learning on staff practice
5.3 Improved pedagogy in the delivery of the Curriculum for Wales compared to 20-21 Schemes of Learning reviewed and further strengthened in Years 8/9 to meet the ethos of the new Curriculum for Wales across the school Pupil progress data shows many pupils are making progress in line with expectations
5.4 Many pupils on the Senedd and pupil committees achieve Bronze Certificate in the Pupil Leadership Diploma Senedd and Pupil committees/focus groups contribute to the strategic development of the School
5.5 Governors are effective in their challenge and support of the work of the school and understand the impact of strategic decisions on the standards pupils achieve Majority of governors actively participate in school self-evaluation activities

Vision and Leadership
Priority 6 – Strengthen relationships with parents/carers and the wider community to ensure that Porth Community School sits at the heart of the community.
Intended outcome(s) (Success criteria)
6.1 Parent Voice shows increased confidence in supporting their child's learning Parents actively engage and provide feedback which informs school policy
6.2 YEPS Friday night provision being accessed by young people in the community Community space being accessed on a regular basis Community learning sessions attended and participant feedback shows positive value
6.3 New Communication tool (Classcharts) launched and being used by staff and parents. Content rich new platform (Facebook) with 100 followers by December 2023. AOLE and Phase Champions are actively involved in the school's social media forums.