



Porth Community School
School Development Plan (SDP)
Impact Analysis
September 2022 to August 2023

Impact Analysis

Priority 1: Implement the Curriculum for Wales to provide high quality provision, teaching, learning and assessment leading to sustained improvement in pupil outcomes.

Satisfactory Progress

1.1

A collaborative approach in delivering the Curriculum for Wales in our respective schools ensures consistency for pupils in the Porth cluster. Work collaboratively with cluster schools, as with the joint publication of the "Curriculum for Wales in the Porth Cluster" document, to identify and establish common language/ approaches to our delivery of CfW.

1.2

Many pupils have a greater understanding of what the four core purposes are in the new curriculum. Learning walks and work review show that 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

SE of nearly all schemes of learning and mapping document up to and including Year 8 shows coverage of all Statements of What Matters effectively linked to the four purposes.

1.4

In all lessons delivering authentic contexts for learning the four purposes are explicit. 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

All Middle and Senior Leaders fully understand the school's objectives and direction in CfW tracking and assessment. A meaningful approach is in development to assess and track pupils' progress against the progression steps in all AOLE/Phases.

1.6

*Learning walks and work review shows that many teachers plan lesson provision to meet the needs of the upper third of pupils in each class
Learning walks, work review and pupil voice shows that many teachers deliver lessons to meet the needs of the upper third of pupils in each class
Most pupils in the upper third of each class make strong progress in line with expectations
Most pupils in the upper third of the class make strong progress in their literacy, numeracy and a majority digital skills within the cross curricular approach*

1.7

*Pupils are confident in using their Welsh language skills with positive attitudes towards the language. Increased use of the language inside and outside the school
Accreditation of the Siarter Iaith Cymraeg Campus Bronze Award. A majority pupils make appropriate progress in Welsh*

Impact Analysis Priority 2: To develop pupils' literacy, numeracy and digital skills to support progress across all areas of learning	Satisfactory Progress
<p>2.1 <i>Learning walks show consistent application of the delivery of transferable skills in many lessons in literacy and numeracy Learning walks show consistent application of the delivery of transferable skills in a majority lessons in DCF Form time activities show most staff deliver the skills programme effectively. Many pupils make strong progress in their literacy, numeracy and a majority in their digital skills</i></p> <p>2.2 <i>Many parents engage with the school skill development programme and are able to effectively support their children at home. Many pupils complete homework Many pupils make strong progress in their literacy, numeracy and a majority in their digital skills</i></p>	

Impact Analysis Priority 3: Develop, Implement and embed the new ALN Bill and Code of Practice	Strong progress
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3.1

Whole school universal provision offer published School SE shows consistent, effective, application of one page profiles by many staff Improved outcomes for many ALN pupils

3.2

All meetings for ALN and vulnerable groups are conducted using the PCP approach, Parent voice for all families shows improved communication following meetings All pupil voice shows pupils feel they are heard in meetings

3.3

SE shows many staff plan and deliver lessons using specific strategies to support ALN pupils All pupils can access the curriculum delivered in lessons Improved outcomes for many ALN pupils

3.4

Many Parents/carers feedback shows increased confidence and skills in supporting their child's skill development in the home Many pupils complete homework

<p>Impact Analysis Priority 4: Ensure a whole school focus on Wellbeing and Mental Health for staff and pupils</p>	<p>Strong Progress</p>
<p>4.1 <i>SE shows many tutors are effectively delivering the Mental Health Tutor programme Referrals to ELSA reduced Reduction in pupil absence due to mental health issues Reductions in referrals to external agencies for mental health support Trained peer mentors are supporting identified pupils in Year 7. Pupil voice questionnaire shows improvement in pupil mental health Reduction in referrals to Mental Health First Aiders</i></p> <p>4.2 <i>Reduction in staff absence due to mental health Reduction in Occupational Health referrals for mental health Staff perception survey shows reduction in work related stress Counselling support is available to all staff via an external agency. Reduction in referrals to Mental Health First Aiders</i></p> <p>4.3 <i>Pupils in targeted groups improve on 21-22 attendance A majority of parents invited to face to face meetings attend A majority of parents invited to Attendance Matters Meetings attend A majority of parents invited to coffee mornings attend Parent voice shows improved engagement with the school compared to 21-22 Families with children with historical attendance issues show improved attendance on 21-22 after attending face to face meetings</i></p>	

Impact Analysis Priority 5: Develop, implement and embed professional learning pathways to develop and strengthen leadership at all levels in the organization	Satisfactory Progress
<p>5.1 <i>Most participating staff meet PM targets CPD feedback shows the training has supported most participating staff to reflect on and develop their own practice Reflective practice impact analysis shows sustained, evidenced impact of course on participants own practice Most participants lead an aspect of the Department/Phase Development Plan demonstrating impact Quality of applications for internal leadership posts/opportunities is strengthened Successful recruitment of internal staff to ML roles Pathways for leadership progression and succession planning secured</i></p> <p>5.2 <i>Most participating ML staff meet PM targets. CPD feedback shows the training has supported most participating ML staff to reflect on and develop their practice Post training reflective practice impact analysis shows sustained effective leadership in areas of responsibility for most ML participants School/Dept/Phase SE in nearly all ML participants area or responsibility shows improved: \square provision \square quality of teaching Pupil progress data shows many pupils are making progress in line with expectations in ML area of responsibility Most pupils are demonstrating a positive attitude to learning in ML area of Responsibility Minutes of all appropriate meetings show increased accountabilities</i></p> <p>5.3 <i>Increased parental participation in school-based meetings compared to 20- 21 Increased positive news stories shared with community compared to 20-21 School SE shows improved pedagogy in the delivery of the Curriculum for Wales compared to 20-21 Schemes of Learning reviewed strengthened in Years 8/9 to meet the ethos of the new Curriculum for Wales Pupil progress data shows many pupils are making progress in line with expectations</i></p> <p>5.4 <i>Many pupils in Year 6 achieve Bronze Certificate A majority of pupils in Year 7 achieve Bronze Certificate Pupil committees/focus groups contribute to the development of the Curriculum for Wales. Pupil committees/focus groups contribute to the development of the school mental health and wellbeing strategy Pupil committees/focus groups contribute to the school's aims to reduce the impact of the school on the environment and to promote a sustainable lifestyle for pupils.</i></p> <p>5.5 <i>Most participating staff meet PM targets CPD feedback shows the training has supported most participating staff to reflect on and develop their own practice Reflective practice impact analysis shows sustained, evidenced impact of course on many participants own practice Quality of applications for</i></p>	

internal leadership posts/opportunities is strengthened Successful recruitment of internal staff to support staff leadership roles Pathways for leadership progression and succession planning secured

Impact Analysis

Priority 6: Strengthen relationships with parents/carers and the wider community to ensure that Porth Community School sits at the heart of the community.

Strong Progress

6.1

*Increased engagement from the parental community in school events (Compared to October 2022 baseline data)
Parental surveys show increased positivity regarding school communication (Compared to October 2022 baseline data)*

6.2

Forum established and meeting termly. Forum consists of a range of stakeholders representing all aspects of the local community.

6.3

Increased followers and following on existing platform (Twitter). 100 new followers and followings from October 22. Content rich new platform with 200 new followers by July 23. At least one new post per day on all platforms.