

PORTFIELD SCHOOL HAVERFORDWEST “Y Porth” Preseli PEMBROKESHIRE

Self-Evaluation July 2016



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Portfield School Self-Evaluation

Contextual Information

- Portfield School opened as a centre in 1961, and the current lower school building opened on 1st Nov 1966. The new upper school building opened in September 2009. Further satellite classes have opened in October 2010 in Ysgol Preseli, a satellite class in 2012 in Tasker Milward Comprehensive with a second class in September 2014.
- The school caters for pupils with statements of special educational needs aged between 3 and 19 years with a wide range of learning difficulties. These include: Severe Learning difficulty (SLD), Profound and Multiple learning difficulty (PMLD), Autistic Spectrum Disorder (ASD), as well as various genetic disorders, sensory difficulties and challenging behaviours. “Y Porth is a bilingual centre catering for pupils from 11 to 19 yrs.
- From September 2009 pupils have been educated in two buildings – a Primary/Middle school in the lower school building and Secondary / Sixth Form students in the new Secondary school building adjacent to Tasker Milward campus.
- In January 2016, the number on roll was 148 as compared to the 2006 figure of 80; (58 in 2002) the school population has increased by approximately 50% over the last 10 years due mainly to the increased number of pupils requesting admission at KS3 Secondary transfer, pupils moving to Pembrokeshire from other parts of the UK and a growing number of ASD pupils requesting admission.
- Pupils come from a large catchment area, with a large number having at least a 45 minute journey each way. Pupils travel from Llandysul in the north and Saundersfoot in the South. Currently there are 2 “out of county” pupils in the school.
- In 2016, 34% of all pupils are in receipt of free school meals.
- In 2016, 8% of all pupils are registered as LAC.
- In 2015/6 All pupils except three have English as their natural home language. The ethnic group of 98% of pupils is white with 2% as non-white (1 pupil is registered as Bengali and 2 registered as African).

The leadership and management team

- The Headteacher, Mrs Sue Painter, was appointed in September 2002. She had previously been LA Adviser for SEN. She has undertaken External Adviser work and Improvement Facilitator work for SWAMWAC and over the last five years has undertaken several Estyn inspections, System Leader & LNF Partner work. In 2014-15 she was seconded to Welsh Government as ALN Assessment and Inclusion specialist and ERW as Challenge Advisor. She has overall strategic leadership and management responsibilities and Budgetary management.
- The Deputy Headteacher, Mrs Ladan Harper, joined the school in September 2005 having previously been pastoral and curriculum head of department in special and mainstream schools in Birmingham. She completed NPQH in 2010. She has responsibility for PSD, Wellbeing, Careers Education and Guidance, Secondary including 14 to 19 education and transition into post 19 provision. She has been a Peer Inspector with Estyn since 2013 and was Acting Headteacher in 14/15.
- Mrs Barnett was appointed Assistant Head in January 2006 having previously been a teacher in Portfield School and has responsibility for Assessment, Literacy, CPD, PMLD and KS2 phase of education. She was seconded as DHT in 14/15.

- Mrs Ball was appointed Assistant Headteacher in September 2015, having previously taught in special schools in England, where she was an Acting DHT for a period of time. Mrs Ball was a TLR post holder from April 14 and Acting AHT in September 14/15. She has overall responsibility for Science and Technology, ASD and Foundation phase of education.
- Mrs George was appointed as Assistant Headteacher in September 2015 having previously taught in mainstream primary and Secondary schools and Portfield where she was a TLR post holder from September 2010. She assumes responsibility for Mathematics, Portfield Outreach provision and satellite provision.
- The SLT also includes Site Manager, Senior LSA and Chair of Governors.

Teaching Staff

- There is a healthy balance of experienced teachers and newer members of the profession on the staff. There is a very strong LSA team, in terms of size, skills and ability. Extensive training is provided through CPD and Inset.

Estyn report

The Estyn inspection in March 2013 as:

The school's current performance	Excellent
The school's prospects for improvement	Excellent

Pupils

- There has been an increase in the number of ASD pupils over the past 3 years: from 17 in 2012 to 33 in Jan 2016.
- The number of classes has increased from 13 (12 main site plus Y Porth) in September 2010 to 16 in September 2012 and to 17 in September 2014.
- The age range and number of classes in January 2016 is as follows:
2 Foundation; 3 KS2; 5 KS3; 2 KS4; 2 KS5; 3 mixed key stages 3/4/5.
The rationale for these class groupings is based on Key stage, types of difficulties and needs.
- All pupils are on the SEN register and a minority of pupils enter school without a statement whilst it is in the process of being completed.
- Portfield continues to maintain and increase the number of pupils accessing mainstream sessions; January 2014 45 pupils Jan 2015, 55 pupils were participating in inclusion sessions (primary/ secondary and college) Jan 16.
- Inclusion in FP and KS2 has mainly included visits to/from Fenton School and in-school inclusive activities: outdoor education and Forest Schools. Other activities such as World War II day, Global citizenship day, American Independence Day and Welsh Heritage Schools award day have enriched the inclusive practice across the school.

The school has been working towards strategic goals over three years. The school has aligned itself with national and local priorities. We are fully committed to the concept of a true professional learning community where staff share good practice and knowledge. We already have strong links with partner services and we seek to develop these further for mutual benefit.

We have a history of sharing practice e.g. risk assessments shared with LA for behaviour; Outreach support to mainstream schools, leadership strategies shared with other special schools; ELKLAN training with other schools as well as Signalong, established moderation network with 5 other special schools. We are open to

learning from others e.g. PECs consultancy training to fully implement PEC's communication; LA and Crownbridge sharing PCP. We led the LNF cross consortium bid to become partner support for other special schools 2014-15, and have developed and deliver training modules for teachers accredited by Swansea University. We have been successful in gaining Pioneer status to develop the Routes to Digital competence framework for Welsh Government with a group of special schools in 15/16 and have led the special school group developing the draft framework which is being shared with all schools in June 16.

There are strong prospects for improvement. There is a large, proactive and committed leadership team with responsibilities matched to their skills set. There is talented, creative, dynamic, hardworking staff with an appropriate balance between youth and experience. There is a collegiate and mutually supportive ethos which helps drive the pursuit of high standards and improvement. There is a consistently high standard of teaching. There are healthy current and projected pupil numbers and a sound financial footing.

Pupil numbers in year groups are:-

	Part Time	Dual Registered*	Full Time	FTE
January 16	0	32	148	148
January 2015	0	37	148	148
January 2014	0	45	138	137.5
January 2013	1	50	142**	137.9
January 2012	4	27	126	128
January 2011	1	37	118	119
January 2010	3 at Portfield	2	102	105

* Most (90% +) are full time pupils at Portfield but attend Tasker Milward Comp. / Preseli Schools for PE and DT, etc. lessons.

** 142 pupils registered as full time as attending other mainstream schools and no ability on PLASC to allow part time registration for pupils over 4.

• July 2016:

Class Teachers	LSAs	Central staff	SLT	Other
17 classes 24 incl. Job share and Music teacher 0.4	18 Senior LSAs Inc job share	1LSA Outreach 0.5 Manual Handling Asst. 2 physio Assts. 1 Maths Asst. 2 Comms Asst. 1 IT asst. 1 parent Partnership Admin staff x 6 inc P/T	HT, DHT, AHT, AHT, AHT TLR Site manager Senior LSA Chair of Governors	PPA HLTA 0.4 Site Manager Caretaker

Strategic Direction for the future of Portfield School over the 3 years 2015-2018, to include the 2 key Estyn recommendations

R1 Ensure that the accommodation is appropriate to meet the increasing number of pupils with complex needs

R2 Enhance and extend pupils' learning opportunities through a wider range of activities relating to global citizenship

- Continue to maintain and improve standards of teaching and learning as identified from monitoring and data analysis and national research – e.g. LNF focus; use of effective questioning/ feedback; peer assisted learning; early intervention strategies.
- Continue to improve standards of welsh
- Continue to develop assessment e.g. LNF and further extending and embedding assessment for learning
- Further develop pupils' ability to use information technology in line with independent living skills such as the use of ipad apps and new research e.g. eye gaze. Develop Routes to digital competency framework.
- Embed sensory integration
- Address changing needs of school depending on pupil admissions re ASD
- Prioritise curriculum development over the next three years in line with “Successful Futures” recommendations and continue to improve pupil progress in literacy and mathematical development (National priority areas)
- Further develop Portfield School's role as centre of excellence in Pembrokeshire to support pupils with SLD and complex ASD as part of Outreach provision sharing good practice of person centred planning.
- Sixth form provision – discuss with the Local education authority possible developments for Sixth form education - develop as area provision within the consortia arrangements currently being discussed and developed with Pembrokeshire College, Tasker Milward Comprehensive School and Sir Thomas Picton Comprehensive School
- Enhance the Community school's focus
- Develop opportunities for enterprise e.g. cafe, shop
- Continue to develop school to school sharing to impact on raising pupil standards

KQ1 How good are outcomes

Evaluation	Evidence (How do we know)
1.1.1 Standards. How good are results and trends in performance compared with national averages, similar providers and prior attainment? (CIF 1.1.1)	
<p>Estyn Judged KQ1.1 How good are outcomes as excellent in March 2013.</p> <p>Are we doing better now than we were 3 years ago?</p> <p>Pupil progress. 2012/3-15/6 pupil progress tracked rigorously through LNF, P levels, NC levels, FP/NC Outcomes and Routes for learning with rigorous target setting. Whilst there is no national data comparison Portfield is rigorous in its evaluation utilising English progression guidance as a guideline and previous data comparison through the University of Durham data collection of P level/NC level comparison data up to 2013 and CASPA data 2014/15. In 2016 target setting has been challenged using predicted targets from SOLAR based on progression guidance. These are highly challenging targets as have been identified by special schools in England. Pupils working below P3 are assessed on Routes for learning and progress tracked. In 2016 a PLC trialled MAPP and from Sept 16 all PMLD pupils progress will be assessed through this process.</p> <ul style="list-style-type: none"> Estyn 2013 “ Nearly all pupils make very good progress in relation to their needs, abilities and meeting their specific individual targets” <p>Target setting IEP data</p> <p>2013/14 – 15/16 Nearly all pupils make good and very good progress in IEP targets. Absence due to illness has impacted on progress for a small number of pupils at times during the year. The number of pupils achieving good to outstanding progress in IEP’s has improved from 2013 to 2016. This has resulted from improved child friendly IEP target setting and continued emphasis on high quality teaching.</p> <p>P level/NC data Foundation Phase</p> <ul style="list-style-type: none"> 2014/15 Foundation phase – pupils progress 75% good and above achieved in all areas, writing is the lowest area of development. 2015/16 Foundation Phase – pupil progress is excellent for all pupils in English (91% in speaking, listening , reading and writing) and maths (100% in number) broadly equivalent to 2015 data. Pupil progress in ICT is good but the lowest achieving area with 73% of pupils making good or above progress, due to attention difficulties. Pupil progress in PSD is excellent with 100% of pupils achieving good or above progress <p>To improve pupil progress in ICT in FP from 75% to 100%</p> <p>P level/NC data KS2</p> <ul style="list-style-type: none"> 2014/15 data KS2 KS2 Speaking and Writing – progress slightly dropped from 12/13. All other core subject areas 75% good and 	<ul style="list-style-type: none"> IEP data in Pupil progress data analysis; Data booklet Data base for P level/NC scores – pupil tracking Data booklet Routes for learning database and data report SOLAR data Parental surveys: 2012/13, 13/14, 14/15 15/16 Equals PACE2 moderation files for English, Maths and Science. Pupils’ work portfolios Standardisation files for Maths, English, Science, PSD Challenge Advisor reports Accreditation data base Note clear transition between National Curriculum and KS4/5 data – discuss with DHT Rebound data ; Scrutinise parental views on Rebound See Leavers destination report 2014;2015; 2016 Data booklet

above progress achieved.

- 2015/16 KS2

Pupil progress in all areas of English is very good. Speaking and listening have improved on last years results with 88% of pupils achieving good or above progress, writing is also 88%. Reading is slightly lower with 84% pupils achieving good or above, the impact of 3 pupils with PMLD and periods of illness has affected this.

To improve pupil progress in reading from 84% to 90%

- Pupil progress in Maths is very good with 81% achieving good or above. Five pupils made adequate progress, nearly all PMLD pupils. These pupils made progress which is recorded on Routes for learning. However the school is developing a new approach to planning and assessment for these pupils using MAPP in 2016/17.

To improve pupil progress in number from 81% to 87%.

- Pupil progress in ICT is very good with 84% achieving good or above equivalent to last year's progress, although the percentage making excellent progress has increased.
- Pupil progress in Science is very good with 86% of pupils achieving good or above, a slight decline on last year due to 3 pupils with PMLD.

To improve the setting of learning intentions /Success criteria and feedback to pupils including the introduction of MAPP assessment for pupils with PMLD.

P level/NC data KS3

2014/15 Pupil progress in KS3 in Listening and speaking was excellent (95% achieving Good or above progress in listening and 93% in speaking and very good in Reading (83%) and Writing (85%).

Pupil progress in Science was very good with 88% achieving good or better progress, an increase on previous year.

Pupil progress in ICT was good with 76% achieving good or better progress an increase on previous year.

In Mathematical development number progress was excellent with 91% achieving good or better progress and very good in Using and applying (82% achieving good or better).

2015/16 Pupil progress in Speaking and listening is excellent with 92% pupils achieving good or above, slightly less than last year.

Pupil progress in Reading is very good and has improved to 85% and writing is excellent having improved to 94%. Writing was a focus for EIG grant and the interventions appear to have been effective.

To improve pupil progress in reading from 85% to 90%

Pupil progress in Number is excellent with 90% of pupils achieving good or above – a result of focused work through use of EIG over the previous year.

Pupil progress in Science is excellent in National curriculum levels (100% achieving good or above progress) and very

good in P levels 84% achieving good or above. Overall a slight increase to last year.
Pupil progress in ICT is very good in ICT, an improvement of 12% with 88% of pupils making good or above progress.

P level/NC data KS4

2014/15 Pupil progress is excellent in all areas of English with 94% of pupils achieving Good and above, an increase on previous year in speaking and listening.

Pupil progress in maths is adequate with 69% of pupils achieving good or above, a decrease from previous year.

Pupil progress in Science is excellent with 100% achieving good or above, an increase from previous year.

Pupil progress in ICT is very good with 89% achieving good or better.

2015/16 - Pupil progress in English is excellent, maintaining standards from last year with 91% achieving good or above achievement in all areas (2 students have emotional issues impacting on their progress this year).

Pupil progress in Maths is excellent and has improved with 90% of pupils achieving good or above.

Pupil progress in Science is excellent with 100% achieving good or above maintaining the excellent progress made last year.

Pupil progress in ICT is very good with 81% achieving good or above, a slight decline to last year.

P level/NC data KS5

2014/15

Pupil progress in KS5 in all areas of English is excellent with 100% of pupils achieving good or above in speaking, listening and reading and 95% in writing.

Pupil progress in maths is excellent with 96% of pupils achieving good or better maintain previous years progress

Pupil progress in ICT is excellent with 91% of pupils achieving good or above progress.

2015/16

Pupil progress in all areas of English is excellent with 97% of pupils of making good or excellent progress. (1 pupil has impacted on data due to a long term hospital stay).

Pupil progress in maths is excellent, with 97% of pupils achieving good or better progress.

Pupil progress in ICT is excellent with 97% of pupils achieving good or above, an increase from last year.

To introduce the digital competence framework to further improve pupils ICT skills and digital competence.

End of Key stage data

2014 Foundation Phase Y2 – Speaking 86%, Listening 86%
Reading 100%, Writing 86%
Numeracy 100%, K&U 71%

Key Stage 2 Y6 – Speaking 80%, Listening 60%
Reading 80%, Writing 80%
Numeracy 60%, Science 60%

Key Stage 3 Y9 – Speaking 88%, Listening 88%
Reading 88%, Writing 88%

Numeracy 75%, Science 88%

(1 pupil moderated and scores reduced)

2015 Y2 Y6 and Y9

Foundation Phase- Year 2

Literacy

Speaking –100%.

Listening –100%

Reading –100%.

Writing –100% achieved good or above.

Literacy progress overall for these pupils were excellent.

Mathematics

Number – 80% Good to Excellent

Shape, Space and Measure –80% achieved good and above.

Using and applying – 80% achieved good or above.

Mathematics progress overall for these pupils were good to excellent.

Knowledge and Understanding

Knowledge and Understanding 100%.

Science progress for these pupils is excellent.

Key Stage 2- Year 6

Literacy

Speaking –100%.

Listening – 75% achieved Good to excellent. One pupil did not achieve his prediction, behavioural issues mean he is not always demonstrating his true potential in this aspect – strategies have been put in place.

Reading –100% good.

Writing –100% achieved good progress.

Literacy progress overall for these Years 6 pupils was good to excellent.

Mathematics

Number –75% good or above (1 pupil did not reach her target)

Shape, Space and Measure- 100% achieved their target.

Using and applying – 50% achieved good (numbers are small in this Year group, 2 pupils achieved their target, 2 made progress but did not reach the target).

Mathematics progress overall for these pupils was good.

Science

50% good and 50% excellent

Science progress for these pupils is good/ excellent.

Key Stage 3 – year 9

Literacy

Oracy (8 pupils) - (combined speaking and listening) 88% good or above,

Speaking (4 pupils) - 100% achieved good progress

Listening (4 Pupils) -, 100% achieved good progress
Reading – 83% achieved Good to Excellent.
Writing – 83% achieved Good to Excellent
The SDP targets reading and writing skills at KS3 to improve this.
Literacy progress overall for these Years 9 pupils was very good to excellent.

Mathematics

Number – 75% Good or Excellent.
Shape, Space and Measure – 84% Good to Excellent.
Using and applying – 84% Good to excellent.
Handling data – 90% Good to excellent.

Numeracy progress overall for these pupils in year 9 were good to excellent.

Science

Actual achievement was 100%

Science progress for these pupils was excellent.

End of Key Stage Data 2016

Year 2

Speaking and listening – 100% pupils made predicted progress and above.
Reading – 100% pupils made predicted progress and above.
Writing – 100% pupils made good and above progress,
Number, Shape, space and measure and Using and applying – all pupils made predicted progress achieving good and above progress.
Science – all pupils made predicted progress of good and above.

Year 6

(1 pupil left during the year; 1 pupil with complex needs was moderated this year and this has affected outcomes throughout all areas due to medical issues, he made adequate progress in most areas).

Speaking – 80% pupils made predicted or above progress. 20% (1 pupil made progress but not at predicted level)

(Listening – 80% pupils made predicted progress

Reading – 100% pupils made predicted progress ; 20%(1 pupil exceeded expected progress)

Writing – 80% pupils made predicted progress

Number - Shape space measure, and Using and applying – 80% made predicted progress

Science – 80% made predicted progress.

Year 9

Some pupils at KS3 are assessed on P levels and some on NC levels – this varies depending on aspects of subject.

Oracy – 88% pupils made predicted progress in comparison with predicted outcome of 100% (1 pupil (12%) did not make expected progress, this pupil will receive extra support)

Speaking – 100% pupils made predicted progress in comparison with 33% achieving above predicted progress.

Listening – 100% pupils made predicted progress with 16% achieving above their predicted progress.

Reading – 100% achieved predicted progress with 15% achieving above the predictions.

Writing – 93% achieved predicted progress (7% within that figure achieving above their target) in comparison with 100%

<p>predicted to make good progress Number– 93% achieved predicted progress (1 pupil (7%) did not make expected progress and will receive extra support) 21% exceeded their targets. Shape, Space and measure – 93% of pupils achieved predicted progress, 14 % exceeding and 7% (1 pupil) did not make expected progress. Using and Applying – 93% made expected progress (1 pupil (7%) did not make expected progress and will receive extra support) Science – 100% of pupils made expected progress; Science NC level – 63% made predicted progress; with 37% making adequate progress and not good as predicted.</p> <p>Learning experiences 2013/14, 2014/15; 15/16 - Learning experiences of 14-19 yr. olds effectively meet Estyn & WAG expectations.</p> <ul style="list-style-type: none"> • 2012/16 - All pupils in KS5 leave with accredited qualifications. • The school has an excellent track record of securing college; adult centre or individual packages for all pupils when they leave school. The trend of very good performance over the last 3 years continues. • 2013/14 – total of 6 leavers; 1 will attend Adult Centre (16%); 1 residential (16%) 4 will attend Pembs College (66%) • 2014/15 – total of 18 leavers 7 will attend Adult Centres (38%), 5 residential colleges (28%) and 6 will attend Pembs College courses (33%). • 2015/16 - total Of 14 leavers: 6 will attend Pembrokeshire College; 1 will attend Hijinx Drama College ;2 will attend Specialist residential colleges; 3 will attend SACs; and 2 will have bespoke social services packages. 	
<p>How good are the standards of groups of learners? (CIF 1.1.2)</p>	
<p>How well does the performance of our FSM pupils compare with non FSM pupils in the school? Is there a gap between boys and girls progress?</p> <p>Estyn 2013 “All pupils, including those entitled to free school meals and those who are looked after by a local authority, make very good progress compared with their previous attainments. Girls achieve as well as boys.”</p> <ul style="list-style-type: none"> • 2013, 2014; 2015, 2016 - Pupils are tracked and key stage analysis identifies that nearly all of FSM pupils do as well as their non-FSM peers in all key stages. Attendance and ill health do have an impact as expected on pupil progress. Pupil numbers are often very small and so data must be analysed with care. • 2013; 14; 15; 16 data shows that on average 3% of pupils are from different racial backgrounds. These pupils are tracked individually as the number is too small for analysis. • IEP pupil progress is analysed termly for categories such as FSM, non-FSM, LAC, boys and girls in each key stage. 	<ul style="list-style-type: none"> • Assessment data - Data base P/NC levels – Data booklet • pupil data SOLAR and portfolios • IEP Data Booklet

Foundation Phase

2014 There is no significant difference between groups of pupils – that is those receiving FSM; ASD; Boys/Girls. There are no LAC pupils.

2015 There is no significant difference between groups of pupils at FP (11% of FP pupils are FSM and there are no LAC).

2016 – There is no significant difference between groups of pupils at FP Pupils receiving FSM (25% 3 pupils); numbers are too small for meaningful comparison. There is 1 LAC pupil who only started school in Oct 15.

Literacy - 1 pupil achieving in each category of Excellent/Good or Adequate. Gender – Girls and boys appear to be achieving at similar levels in all aspects of literacy.

Mathematical development – Number_- all pupils made good or above progress; no difference B/G; eFSM or ASC.

K&U - pupils eFSM perform as well as peers at good level but fewer achieve excellent progress. Boys achieve slightly better than girls

KS2

2014. There is no significant difference in the achievement of pupils entitled to FSM or ASD; except FSM pupils do slightly less well in reading and writing ; there are no LAC pupils;- Boys have slightly underperformed in relation to girls in all areas other than reading and writing;

2015- Data analysis indicates that there has been improvement in all areas of English (Speaking, listening, reading and writing) compared to 2014 data due to targeted intervention strategies and the introduction of Uffculme. FSM has little impact on pupil progress. There are no LAC pupils in this Phase.

2016 – There are no LAC pupils in this phase.

There are 48% 12 pupils eFSM pupils who are performing at the same or slightly better than their peers in Literacy FSM has no negative impact on progress in this phase. Gender – Boys are achieving slightly better than girls in Speaking, Writing and Reading this result is affected by the fact that 3 girls in the phase made adequate progress in comparison with 1 boy. Interventions are in place to support these pupils.

Number - eFSM pupils perform slightly better than peers; little significant difference in B/G achievement or pupils with ASC.

Science - pupils eFSM achieve as well as peers although fewer achieve at excellent level. Boys overall do better than girls.

KS3

2014- There is no significant difference in the performance of FSM, LAC, and B/G in number; Girls perform slightly better than boys in writing; FSM pupils perform slightly less well in reading, LAC pupils perform better than their peers in listening, speaking, reading and writing. There are 3 ASD pupils who do slightly better than peers however numbers are too small to be significant.

2015- Data analysis has indicated that there is significant improvement across this phase in all areas of English due to targeted interventions and introduction of Uffculme. There are no key differences between pupil groups. FSM (23%) have progressed as targeted with non-FSM peers. LAC (3%) pupils have progressed as targeted with non-LAC pupils. 2016 - LAC – only one pupil so no meaningful comparison is possible.

Literacy - eFSM pupils (29%) appear to be achieving slightly less well than their peers in Speaking and listening, however achievements in Reading and Writing are equivalent to their peers.

- English, Maths , Science , ICT, PSD Co-ordinator report 2014, 2015, 2016
- Attendance records – Data Booklet
- SDP 2015-2018.

Gender – Boys are achieving better than girls in Listening and are equal to the progress of the group as a whole.
Boys and girls achieve the same in Speaking and Reading.
Girls achieve slightly better in Writing than the boys and the group as a whole.
Gender does not appear to have any major impact on progress in this phase.

Number – eFSM pupils achieve better than non eFSM peers; Boys do achieve better than girls; no significant difference pupils with ASC

Science - no significant difference in the achievement of eFSM pupils of B/G at P level or most NC areas except Physical processes where eFSM and boys (2 pupils) achieve slightly less well than peers.

KS4

2014 -No significant difference in the performance of FSM, LAC, ASD, B/G in number, listening, speaking, reading or writing. Numbers are too small to be of significance for LAC pupils.

2015 – Data analysis indicates that there are no significant differences in pupil progress and performance is consistent across all pupil groups. FSM (13%) and LAC (2%) pupils are performing as targeted.

2016 – FSM (19%) Numbers are small 4 pupils so comparative data has little credibility. All FSM pupils are making good or above progress.

LAC – 1 pupil has limited attendance (multi agency involvement) otherwise all LAC pupils in this phase are making good or above progress.

Gender – Boys and girls are all achieving good or above progress, with the percentage of girls making excellent progress, higher in reading and listening

Maths - Number – no significant difference eFSM (as numbers too small); gender or ASC.

Science Boys perform slightly less well than girls in NC levels but no difference in P level achievement.

KS5 Sixth Form

2014-No significant difference in the performance of FSM, LAC, B/G in number, listening, speaking, reading or writing, however girls achieve slightly better than boys. Numbers are too small to be of significance for LAC pupils or ASC but ASC pupils perform well.

2015 –Data indicates that FSM (24%) and LAC (3%) pupils have progressed as targeted

2016 – FSM (32%) all pupils performing equivalent to their peers.

LAC – 3 pupils mean data is not reliable for comparison, but all LAC pupils are making good or above progress.

Gender – Boys and girls achievements are similar in this phase, with all achieving good or above in literacy and number.

Do more able and talented pupils achieve their potential?

- Pupils are carefully tracked through the school. Individual pupils with high NC scores are supported with inclusion into mainstream if appropriate. See small number of past/current pupils achieving GCSE
- Estyn 2013: "Inclusion programme is excellent and sector leading practice".
- 2014 and 2015 - Thinking Skills Groups for More Able and Talented: Data analysis has highlighted students in Key Stages 4 and 5 as achieving "Excellent". These students have been attending a weekly group session focusing on students' skills in the using and application of mathematics which has maintained their excellent progress.
- 2016 – all pupils have individual predicted targets, based on expected progress and teacher assessment, ensuring all pupils have the opportunity to achieve their potential. More able are included into mainstream

- Data booklet – Attendance

<p>sessions as appropriate and those with skills in gymnastics are supported to achieve their best and take part in competitions.</p> <p>Attendance of different groups of pupils is monitored and assessed in relation to pupil progress Pupil attendance rates are monitored closely but continue and have risen slightly to just above the 90% due to a number of pupils with significant periods of time in hospital or too ill to attend school. Also due to distance to attend Bobath session's pupils' attendance is affected as the journey time each way is 2 hours.</p> <p>Whole school Statutory age attendance has improved in 2013-14 to 91.4% which exceeded the target set of 90.5%. Portfield School monitors attendance rigorously with first day absence calls to parents and close links with the PSO. The Attendance Officer meets on a monthly basis with the HT to discuss individual cases and plans are set and actioned to improve attendance % across all Key stages. Referrals are made to external agencies in certain cases. Attendance of pupils entitled to FSM is good and compares favourably to non FSM. There is no significant difference in attendance of boys and girls. LAC pupils attendance decreased slightly in 2015 due to one pupil with exceptional circumstances.</p> <p>Summary of attendance data for 13/14 FP 88.01%;KS2 88.48%;KS3 94.94%;KS4 92.98%;KS5 90.41%;Boys 85.62%;Girls91.42%;FSM92.98%;LAC95.07%</p> <p>Summary of Attendance data for 2014/15: FP 92.57% KS2 90.2% (1 pupil with complex medical needs)KS3 94.62%;KS4 88.78% (1 pupil with complex needs)KS5 91.08%; Boys 92.34%;Girls 92%; FSM 93.21%; LAC 89.28%</p> <p>Summary of Attendance data for 15/16 FP95.5%; KS2 92.5%; KS3 95%; KS4 93.8% ; KS5 92.3% School age 93.86% Boys 93.45% Girls 93.08% LAC 95.79% eFSM 94.47%</p> <p>Statutory age attendance - 2014/15 – Target 91% - 91.4% Achieved 2015/16 Target 91.5 % 93.86% Achieved Attendance target for 2016-17 has been set at 93%</p>	
<p>How good are pupils' achievement and progress in learning? (CIF 1.1.3) Have standards improved over the last 3 years? How well do pupils achieve in lessons?</p> <ul style="list-style-type: none"> Pupil standards in lesson are good or outstanding. <p>2013/14 Pupil standards judged good or above in 100% of lessons observed 2014/15 Pupil standards judged good or above in 100% of lessons observed. 2015/16 Pupil standards judged good or above in in all but one lesson observed (member of staff is leaving at end of term)</p> <p>End of key stage data shows mostly good and some outstanding progress where pupils have acquired new knowledge, understanding and skills. Overall three year trend of improved pupil standards in lessons. The development of PEC's, Uffculme, TEACCH and AFL are seen as important factors in improved standards.</p>	<ul style="list-style-type: none"> Classroom observation files 2013/14 ; 2014-15 and 2015-16 and reports Data base tracking all subjects P level/ NC data base SOLAR Routes for learning database. Data booklet LEA reports 2013; 2014;

Comparative data analysis 14/15 from CASPA Examples of how the data is used to challenge targets and provision.

SLD –

Speaking and Listening

Most KS3 and 4 pupils are working between the 50th and 95th percentile. These Year groups include pupils who have transferred from mainstream schools to Portfield for their secondary phase of education. Many of these pupils are in our satellite classes, accessing mainstream inclusion at Taskers and Preseli schools.

MAT – two pupils in Nursery/Reception are achieving at the 95th percentile, both pupils have been put forward for inclusion opportunities in mainstream. There are also a group of pupils at Y7 – Y11 working around the 95th percentile and for these pupils provision through literacy and numeracy is appropriately targeted to provide them with appropriate challenge e.g. Rapid reading and Dynamo maths.

Eight pupils across the school are achieving below the 25th percentile, these are those pupils who although initially categorized as SLD do demonstrate profound communication and learning difficulties and access a sensory curriculum. Of these eight pupils, four receive FSM but the impact of this variable is minimal as their cognitive ability means their results are as expected

Writing

Across the school there are 12 pupils achieving on the top of the 95th percentile. The majority of these pupils have accessed or are accessing our mainstream inclusion programme. 5 of these receive FSM and 3 are LAC pupils

Number

5 pupils are achieving on the edge of the 95th percentile.

The spread of pupil achievement reflects that of literacy. The Y7 – 11 pupils are working at the highest levels within our school population. There are also a number of Y12 pupils who achieve well in Number. These pupils have been identified and provision put in place to develop their talent. – GCSE Maths and Dynamo maths.

Teachers carry out annual target setting with SLT and the CASPA data did not provide any information that was not identified by teachers through the Portfield progression guidance and teacher knowledge of students.

CASPA was not used in 15/16 as individual target setting with SLT was found to be as effective using Portfield progression guidance.

How good is pupil behaviour in lessons?

- Pupils behaviour is managed effectively – see individual analysis and positive behaviour plans. 100% of parents in, 2013; 2014; 2015 agree the school achieves high standards of behaviour. There are a small number of pupils with behaviours that challenge. Support and strategies are provided for staff. Support and advice sessions are on offer to parents.
- The LEA in self-review noted pupil behaviour was very good and well managed in a sensitive way. No exclusions in 2012/13, 2013/14 ;2014/15 or 15/16 Class teachers implement reward systems consistently to support pupil achievement effectively.
- September 2014 – Behaviour Watch online system effectively implemented across school for recording, monitoring and analysis of ABCs, incidents, accidents and concerns (low level and high level). Updated in 15/16 to include 'Parental Contact' and 'External Agencies' slips. This was to ensure all information was held

2015;2016

- Behaviour register – Data booklet
- Behaviour policy
- Visit classrooms to see evidence of reward systems.
- Behaviour Watch analysis for individuals

- SDP 2015-18

<p>centrally which is easily accessible by SLT. 'Extremism' and 'Bullying' alongside other safeguarding information was added to 'Concern' and 'Incident' slips.</p> <ul style="list-style-type: none"> • Three year trend of improved behaviour and reduced incidents • Comprehensive review of behaviour watch to identify triggers and trends to inform teaching & behaviour management. • The behaviour of pupils in lessons is very good and in many situations outstanding when you consider the complex challenging needs of pupils – see lesson observations. • In September 2013. Challenging behaviours are exhibited by 67% of new admissions in FP and KS2, 12% of pupils in KS3, 1 pupil in KS4 and 1 student in KS5 (new admissions) • In September 2014 58% of new intake has behaviours that challenge • Pupils with behaviours that challenge have high quality Risk Assessments and Positive Handling Plans which are discussed with parents and reviewed on annual basis or as required. • Analysis of 'incidents' in autumn 2014 and spring 2015 have indicated that most are during the transition and 'settling in' period for new students. Implementation of TEACCH strategies alongside weekly 'Behaviour' meetings have impacted positively on pupil behaviour. Active referrals to PBIS and Educational Psychologist as well as meetings with parents has impacted and improved behaviours and data • Analysis of number of incidents and their location in summer 2016 indicates that there are more cases in the summer as compared to autumn and spring terms. This is due to the greater use of the outdoor spaces and education. • Analysis of number and frequency of accidents in summer 2016 has indicated that there are equal number of recordings throughout the terms (approx. 20 per term). These minor accidents are dealt with by trained first aid staff. Three year trend of reduced number of accidents. Refurbishment of lower school play area will improve safety for pupils with poor co-ordination. <p>Are pupils making the progress expected?</p> <ul style="list-style-type: none"> • School tracking systems highlight below, at expected and above expected levels of progress for IEP targets and end of year progress. Most pupils make good progress in their learning in relation to their level of ability • More able pupils agree IEP targets which are set in a child friendly manner and success criteria agreed. • 2013/14; 14/15 and 15/16 data analysis shows that nearly all pupils have made expected progress in their IEP's and annual assessments 	<ul style="list-style-type: none"> • Data Booklet
<p>How good are pupils' skills? (CIF 1.1.4)</p>	
<p>Do all pupils have skills in communication, numeracy, and ICT needed to access the whole curriculum?</p> <p>"Most pupils make very good progress in their communication skills; The development of pupils' communication skills is a notable strength. Pupils make good progress in applying reading skills; Pupils make effective use of ICT to enhance their learning skills, present their work and improve their communication skills. Most pupils apply their developing number skills in a range of activities. Pupils show well developed thinking skills that contribute effectively towards independent learning in a range of activities" Estyn March 2013</p>	<ul style="list-style-type: none"> • pupil progress in keys skills – data tracking; P levels/NC levels and tracking sheets Data booklet • teaching & learning policy, • key skills policy & curriculum policies, assessment policy • SOW

- LNF, Thinking Skills and ICT skills acquisition and development is given priority in accordance with school aims, LEA and Welsh Government guidance. Skills are identified for all lessons where appropriate. Schemes of work are skills based.
- Pupil assessment records effectively track pupils' acquisition of new knowledge, skills & attitudes. Assessment for learning and of learning is a strong feature of school provision
- Themed topics and enrichment days support the transfer of key skills

Reading /Writing

Three year trend of maintaining and improving high reading standards for pupils with a dip in key stage 3 in 13/14.

- In 2011/12 progress in reading was good/excellent for many pupils in Foundation (88%) and KS 2 (86%) and most (90%) of pupils in KS3; many in KS4 (72%) and all pupils in Sixth form.
- In 2013/14 progress in reading was good/excellent for 95% in Foundation phase; 82% in KS2. KS3 reading 54%, KS4 95%, KS5 100% achieving good or better. KS3 results include pupils who only have 6 months data available since their entry to Portfield in Sept 2013, the % is higher with these pupils removed.
- In 2014-15 progress in reading was good/excellent for 100% in Foundation Phase; 89% in KS2 and 83% in KS3; KS4 94% and KS5 100%. Improved progress in KS3 due to reciprocal reading intervention.
- In 2014/15 writing was targeted with "Talk for Writing" and KS2 writing improved from 68% to 89% and KS3 writing from 52% to 85% - achieved
- In 2015/16 progress in reading was good or above for 91% in FP; 85% in KS2; 85% in KS3; 91% in KS4 and 97% in KS5

Number

- In 2013/14 progress in number skills was good/excellent for 100% in FP; 82% in KS2; 96% in KS3; 83% in KS4 and 96% in KS5
- In 2014/15 progress in number skills was good /excellent for 100% in FP; 84% in KS2; 76% in KS3; 72% in KS4 and 93% in KS5.
- There is a trend of maintaining standards in FP, KS2 and KS5 with a significant dip in KS3 and KS4
- In 2015/16 progress in number skills was good /excellent for 100% in FP; 81% in KS2; 90% in KS3; 90% in KS4 and 97% in KS5.

Target improve number skills of KS2 pupils from 81% to 87%

Thinking skills

- Pupils **thinking skills** are developing throughout the school. Pupil tracking data **shows good and very good improvement for the majority of pupils** as seen in science except for KS3 data which was weaker in 2013/14. This was targeted in 2014/15 to improve standards in science and thinking skills. This improved from 45% of students in KS3 achieving good/excellent in 13/14 to 78% in 2014/15. This was achieved through Science day of 'Awe and Wonder', increased planning of science activities and raising interest levels in classes through Q+A sessions.
- In 2015/16 tracking through Science P level scientific enquiry shows pupil progress was good/excellent for 100% in FP; 86% KS2; 100% KS3; 91% KS4.

ICT

- **ICT** skills are very good in most key stages and good in KS3.

- Prospectus re. school aims

- LNF tracking

- Scrutinise evidence from history welsh heritage days – Discuss with History co-ordinator

- Examine reading progress records - discuss Literacy Co-ordinator
- English Co-ordinator report 2013; 2014 ;2015
- Evidence SOLAR
- Parent questionnaires 2012; 2014; 2015.
- SIP 2012-2015 evaluation.
- D o E co-ordinator and pupils.

- View, marking policy, and behaviour policy
- View pupil voice website

- Examine evidence of participation (certificates, planning & trophies).

- Science co-ordinator report 2015.

- Careers Award report 2012-2015.
- Careers Award Report 2015-2018.
- Basic Skills Quality mark achieved June 10.
- ICT Co-ordinator report
- SDP 2015 - 2018

- In 2013/14 pupil progress in ICT was good /excellent for 95% in Foundation Phase; 82% in KS2; 64% in KS3; 82% in KS4
- In 2014/15 pupil progress in ICT was good/excellent for 100% in FP; 84% in KS2; 76% in KS3; 89% in KS4.
- In 2015/16 pupil progress in ICT was good /excellent for 75% FP; 84% KS2; 91% KS3; 81% KS4 and 97% KS5
- There has been a general increase in pupil progress in all key phases over the last 3 years except for a dip last year for FP due to a number of PMLD pupils limited progress.

Target – to develop digital competence across all key stages.

Target To continue to improve pupil progress in ICT in FP

- In 2013, 2014, 2015 100% of parents agreed their child was making good progress.
- The 14-19 curriculums successfully promote entrepreneurship skills – Portfield runs has successful run a fruit and vegetable co-operative for the past 5 years. Currently fruits, vegetables and salad are sourced, sorted, bagged and delivered to over 35 customers. Other businesses such as Fair Trade Tuck Shop and Jacket Potato Company have also flourished in the past year. KS5 students produce beautiful soft furnishings which are for sale. Woodwork sessions give students opportunities to sharpen their skills in designing and producing decorative objects such as card holders and tea light holders all of which are available for sale
- Schools performance in D of E programme is of a high quality and numbers have doubled over the last 4 years. 2011/12: 5 pupils achieved Bronze award. 2012/13: 4 pupils completed silver and 5 bronze expeditions. 2013/14: 3 pupils completed silver and 6 bronze awards. 2014-15: 5 pupils completed Bronze Award and 7 pupils completed Silver Award. In 2015/16 8 pupils are working towards their gold award; 6 silver and 5 Bronze.
- Pupils’ participation in improving their own performance is positively promoted in KS 2/3/4/5. Pupils use tickled/proud pink and green for growth consistently in SLD classes.
- There is a clearly identified climate of achievement within the school characterised by, celebration assemblies, merit booklets; stickers; reward cards and vouchers.
- Annual School leavers / End of Key stage prize giving gives public recognition of pupil achievement.
- Schools performance is successful when benchmarked against Careers Quality Award criteria and Basic Skills Quality standard. Portfield achieved the CWW quality mark award – first in South and west Wales to meet the new standard in 2012 and was reaccredited in 2015.
- Estyn 2013 reported
 “All parents state that they are satisfied with the school, and feel that their child is safe and was helped to settle in well when starting at the school. They all feel that their children are making good progress and that they like the school” March 2013. 2014 (Jan) – 98% and 2015(Jan) – 96% of replies state “my child is well prepared for moving on to the next school/college”.

How good are pupils’ Welsh language skills? (CIF 1.1.5)

Do pupils attain well and make progress in welsh 2nd language?

- Examine data analysis – P level

- Pupil progress over the last 3 years has shown a variable trend with consistently improving standards in Foundation phase; around half of pupils achieving good /better standards in KS2 and the majority of pupils achieving good/better progress in KS3/4/5.
- Foundation phase – 2012/13 48% good/better (a number of new pupils who had complex needs) 2013/14 – 60%; 2014/15 - 75% ; 2015/16 50%
KS2 90% oracy good/better ;2014 – 59% (low score due to new admissions and PMLD pupils); 2015 57%; 2016 60%
KS3 88% Oracy good/better 2014 – 76%; 2015 - 75% (against Outcomes; slightly lower against NC levels) 2016 75% P level Outcomes and 50% NC outcomes.
KS4 Oracy 100% good/better 2014 - 87%; 2015 - 44% in Oracy, 2016 44%
Sixth Form 50% good/better (a number of pupils who are finding developing further welsh skills difficult) 2014 – 92%; 2015 63% Oracy. 2016 55% NC level; 35%P level outcomes.
- Estyn March 2013 reported “Most pupils respond appropriately to Welsh greetings and requests. Those pupils who communicate verbally achieve well in responding to and using short phrases in the Welsh language. Most pupils show a good basic understanding of aspects of Welsh culture such as St. David’s Day and the cultural history of Pembrokeshire”.
- In 2014-15, Standards in welsh in 2014/5 have improved in foundation phase but have dipped in all other phases. FP, KS2 and KS4/5 contain a number of pupils with complex needs.
- 2016 Pupil progress in FP has been limited due to the number of pupils with complex needs and the need to develop communication through English, sign and PEC’s
- KS2 improved, KS3 and KS4 maintained level of progress and KS5 reflects slower rate of progress.

/NC levels – Data base

- Evidence welsh monitoring – Class observation file
- Welsh Co-ordinator report 2015 and 2016.

Target - To improve pupils’ progress in Welsh oracy in all key stages.

Key Question 1.1 STANDARDS

Main strengths

- A strategic focus on raising standards has resulted in improved pupil outcomes
- Detailed analysis of a wide range of data enables the school to plan and prioritise, monitor and evaluate performance and set targets for improvement. Use of data is strength of the school.
- Good and excellent progress for many pupils recorded and analysed in core subject areas identified and moderated through use of PACE and standardisation meetings , ASDAN and OCN accreditation
- Most pupils make good or very good Literacy progress in Speaking and listening, Reading and writing through systematic implementation of POPAT, Uffculme and Accelerated Literacy, slight dip in reading in KS 2 and KS3 to 85% good or above progress.
- Very good development of speaking and listening in drama KS3/4 and KS5 - Shakespeare Festival for schools – only 2 special schools in Wales take part in this event – developing pupils skills in communication , drama and self-confidence. . KS2 have an increased percentage of pupils with PMLD and therefore communication issues for some pupils.
- Most pupils make good and very good progress in ICT skills in KS3 and KS5 and many in FP, KS2/4. Portfield has a history of achieving NACE / BECTA ICT mark which includes assessment of progress and was reaccredited in 2016.
- Nearly all pupils make good or above progress in number skills in all phases

Areas for improvement – What are we targeting in 2016/ 2017 from Data analysis?

To improve the setting of learning intentions /Success criteria and feedback to pupils including the introduction of MAPP assessment for pupils with PMLD

Target To maintain pupil attendance for 2016-17 at 93% or above

Literacy targets:

Target - To improve pupils reading at KS2 from 84% to 90%

Target - To improve pupils reading at KS3 from 85% to 90%

Numeracy targets:

Target – improve number skills of KS2 pupils from 81% to 87%

ICT/DC targets:

Target – to develop digital competence across all key stages.

Target - To continue to improve pupil progress in ICT in FP from 75% to 100%.

Welsh

Target To improve pupil progress in Welsh in all key stages

How do we evaluate wellbeing? (CIF 1.2)

Strengths (What does the school do well)	Evidence (How do we know)
How good are pupils' attitudes to keeping healthy and safe (CIF 1.2.1)	
<ul style="list-style-type: none"> • Estyn judged wellbeing to be good in March 2013. • Our mission statement makes it clear that one of our main aims is for children to feel safe and secure and enjoy their learning. • The school has successfully achieved all phases of the Healthy schools scheme in 2010 and Welsh Network of Healthy School Schemes National Quality Award in July 2012, 2014 and reaccruited in 2016 .This has led to a number of successful initiatives such as accessible drinking water, healthy fair trade tuck shop. • Students continue to make good progress in all aspects of keeping healthy, making healthy choices at snack times and lunch times. Parents are regularly updated with healthy options for lunch boxes and snacks through newsletters and health days .The majority of pupils who are working at P level 5 and above have a good understanding of keeping healthy – assessed by general teacher discussions. School meal menu is drawn up to ensure full nutritional value to pupils and therefore the choices available are healthy. The take up of meals has been encouraged and dips in some key stages when pupils are working on preparing and cooking their own lunches. The menu is discussed by school council annually. • The % of school meal uptake is approximately 60% due to pupils cooking their own meals on a regular basis. • Nearly all pupils felt the school teaches them to be healthy in 2013/4 and 2014/15 questionnaires. • Three year trend shows improved pupil behaviour with reduction in both incident and accidents over this period. • The school is very good at analysing behaviour and incidents and accidents which then improves pupil safety, wellbeing and behaviour. Significant incidents and all accidents are recorded and analysed and this has been computerised in 2014 through the introduction of an on line system -Behaviour Watch .Behaviour is analysed and tracked and pupils are reviewed weekly, monthly or termly depending on level of behaviour. Measures are introduced to safeguard pupils and staff. Pupils with challenging behaviour on Level 1 have PHP and Risk Assessments which are discussed with parents/carers at start of each academic year. Teachers of Level 1 pupils meet with DHT or AHT on a weekly basis. Teachers of level 2 and 3 pupils meet on monthly and half termly basis. Extra support is provided by daily Team meetings to analyse daily progress where appropriate. Meetings are set up with parents/ social services and behaviour support services to discuss progress and behaviour management. • The school council are active in anti-bullying week and developed a pupil booklet • Anti-bullying competitions were held during spring 2015 with posters and information leaflets developed as outcome. Pupils reported their views to the Safeguarding Monitoring group in January 2015. Inspectors commented that Portfield pupils felt safe at school and knew what to do to report any concerns or bullying incidents. Portfield pupils participated in the PCC's 'Bullying' survey in summer term 2016. • The school places a high priority on physical education. All pupils take part in 2hours of sport/ activity per week – see timetables – this includes swimming and PE sessions and includes physiotherapy, rebound and hydrotherapy for pupils with physical needs. Sporting activities provided by Disabilities Sport Wales 5/60 programme Range of sporting activities extended with students participating in numerous national and local 	<ul style="list-style-type: none"> • See Healthy school report 2010; • WNHSSNQA Report by Mr Mark Lancet-July 2012 and re-accreditation in July 2014. Mrs L Perry will be visiting Portfield in June 2016 to re-accredit the award with DHT. • View PSD curriculum, SOW • Data booklet -Uptake of school meals • View timetables • Scrutinise parental questionnaires for Rebound ; • Parental questionnaires – data booklet • Examine incident and accident records and trend- data book and Behaviour Watch • Skills for Life schemes of work- on 'staff' shared folder under SoW all KS • See monthly Newsletters. weekly memo • See PE Co-ordinators report. • See CPD files. • See PSD Co-ordinator's report. • See SOW. • See photographs on 'Shared' folder. • See photographs on 'Classes' folder. • See certificate in U/S. • See CPD data base

competitions. Staff trained in various support programmes Halliwick; Rebound. **The school successfully achieved Active Mark 2012 and AfPE award 2016.** 100% of parents feel that Rebound therapy has made a positive impact on their child's general health.

- The PSD curriculum provides appropriate progressive, age appropriate learning opportunities for pupils across school. This is supplemented by specific initiatives such as anti-bullying week, road safety kerb kraft and independent travel training, etc. and numerous visits from appropriate professionals such as police officers, school nurse; dental design to SMILE; RNLI/lifeguards; etc. regarding health and safety issues.
- The school has a very good "Skills for Life" scheme of work – a spiral curriculum for all students from FP to Post 16 to promote and encourage skills such as personal care, safety at home and travel safety. Crucial Crew visit – scheme operated by Dyfed Powys Police, West Wales Fire aimed at raising awareness of bullying, road/sea and fire safety offered to all students in Key Stage 3. This scheme has been tailor made to meet the requirements of students with additional needs at Portfield School. Community Liaison Officer from Dyfed Powys Police offers a variety of curriculum linked activities to key stage 4 and 5 students, e.g. - Internet Safety. This scheme was also extended to KS3 students, FP and KS2 pupils.

Target : To further develop appropriate life skills assessment as part of health and wellbeing areas of learning

- In 2012-13, Portfield School was awarded a certificate by the Community Liaison Officer (CLO) celebrating our extensive level of provision. This programme is embedded in the school's provision and commitment to continued involvement.
- Improved range of activities offered to students annually for example in 2013/14 design to Smile, Taking Flight, Dynamo project, Circus skills, Gong Bath Therapy
- In 2014-15, school has actively promoted work with CLO re-internet/cyber bullying, digital competence and introduced Pets at School Scheme and Yoga for Wellbeing providing first learning experiences.15/16 mindfulness introduced.
- During 2013-14, Portfield School's business ventures have aimed to provide a healthy option to staff and pupils. Fruit and veg co-operative, Jacket potatoes and salad, wraps are on offer as well as fruit salad. Other enterprise ventures included shoe polishing and car washing.
- Enterprise ventures have further developed in 2014-15 and continued in 15/16 including recycling in L/S and U/S, Fair trade Cafe in KS4/5.
- The school has been effectively involved in the Pembrokeshire Enterprise Fair for the past 5 years.
- Pupils are encouraged to brush their teeth after meals to maintain healthy teeth and gums. Portfield achieved Gold Award from Design to Smile team in 2014-15. This has been on-going in 2015-16.
- In 2015-16 two groups of KS4 and KS5 pupils (23 including 6 LAC) have been actively involved in Lead Creative School Project which has improved pupils' wellbeing and self-confidence.
- The JO Home Cooking skills have been adopted by 2 classes and elements are used during Food Technology sessions.

Target – to develop and complete new vocational courses and work placement and enterprise opportunities for 14-19 groups.

How much do pupils participate in and enjoy their learning? (CIF1.2.2)

- Pupils are engaged and motivated across the school. Lesson observations over the past 3 years record a high level of pupil participation and enjoyment.
- The majority of pupils demonstrate positive attitudes to learning as seen in class observations. ASD pupils are provided with consistent routines, visual timetables and specific individual strategies appropriate to support them in class to focus on learning. Social stories are used effectively to manage challenging situations
- **The five year trend is continuous improvement of overall attendance**
- Whole school attendance 88.6 % (2010/11) and 89.4% 2011/12; and 89.9% 2012/13 and 91.4% 2013/14; 91.2% 2014/15 (Primary attendance rate is 91.27% with Secondary at 92.28 %.) and 2015/16 93.8% (Primary 92.7% and Secondary 94.4%) Targets set over last 3 yrs. have been achieved. .
- Attendance is analysed rigorously and the school meets monthly with PSO. In the majority of cases medical issues have been the major cause of absence.
- There is little significant difference in the rates of attendance of ASD pupils; boys and girls and FSM pupils who all achieve close to the whole school average.

Target – To maintain attendance rate at 93% during 2016 - 17

**Pupils' behaviour is very good. Nearly all pupils relate well to others. Estyn
March 2013**

- The standard of behaviour in class and around school for most pupils is very good (see lesson observations). The children respond to very well to clear, consistent expectations and routines. A small group of pupils display highly challenging behaviour and these are managed in line with consistent behaviour plans. These pupils are tracked effectively and data evaluated. A new system to level behaviour was introduced in May 2011 to track progress more effectively. Behaviour is tracked through Behaviour watch data analysis. There is a general trend of increased 'incidents' and 'accidents' in autumn term as compared to spring and summer terms due to new pupils "settling in".
- The focus is always on celebrating positive behaviours and to turn negative behaviours into learning situations
- Pupils with challenging behaviours are tracked and scored on a scale of 1 to 3 with 3 being least challenging.
- Weekly 'Celebration' assemblies are held where pupils celebrate their achievements with 'The Star of the week' award.
- Pupils with challenging behaviours have up-to-date PHP and Risk Assessments.
- There have been no exclusions from 2009/10 to 14/15. One pupil transferred to the PRU in May 2011 for an assessment period and was subsequently offered a PRIDE place for his KS4 education. This pupil returned to Portfield provision in January 2015.
- Most pupils in Foundation phase, KS2 and KS3 plan some of their learning through plan, do, and review effectively. Many of SLD pupils in KS3; 4 and 5 assess their own learning (Assessment for learning) effectively through Tickled pink / proud pink and green for growth; peer observations and success criteria.
- Pupils in KS3 identify topics within a set theme for their own learning.
- 14-19 students at Portfield School and other Pembrokeshire secondary schools (with ALN) have benefitted

- Attendance analysis Data booklet 2012/3-16. Includes analysis of groups of pupils
- Scrutinise pupil ABC charts for individual pupils e.g. KD KS3; Scrutinise Data booklet
- Interview Deputy head / Asst head / discuss case studies
- Student portfolios
- View Behaviour policy, individual behaviour plans
- Examine evidence of regular review, identification of patterns to inform teaching & management plans. Reports from Education Psychologist.
- View lesson observations files
- Visit classrooms to see evidence of reward systems; Foundation phase /KS2 plan ,do, review; KS3 mind maps
- See Options Day schedules.
- Speak to staff and students.
- See AGPM reports

from a major Welsh Government initiative; ANDP, which enables additional vocational activities to be provided for students. This scheme has completed its fourth successful year 2013-14. WG funding for College taster sessions through the ANDP initiative ceased in July 2014 and capitation from school was budget allocated to maintain some taster sessions at Pembrokeshire College. New pupils in KS4 and 5 were targeted to access taster sessions in Animal Care, Cooking, Boat Building and Hair and Beauty.

- Options Day for 14-19 enable students to make curriculum activity choices from a large selection of activities, some of which are accredited. Local providers are involved and suitable links are made with the community. The number and range of options has increased over the three years to provide differentiation and popular choices are offered every year. This scheme is offered to all 14 to 19 year olds (ASD, SLD, and PMLD).
- Some of these new activities have been suggested by the school council, e.g. - creativity group. Options Day is open to pupils with ALN from other secondary schools in Pembrokeshire. Over the last 3 years pupils from Fishguard Comprehensive, STP and Tenby Comprehensive have attended.

Target – To develop 14-19 credited units provision including life skills.

Target – to develop work experience placements for 14-19 pupils.

- The range of outdoor opportunities has increased year on year. The school become a forest school in 13/14 implementing the approach in KS2 and KS3 and pupils also achieved the John Muir award.
- During 2014-15 and 15- 16, school has continued to develop outdoor education provision for pupils continuing to provide John Muir Award and FS outdoor education in FP and KS2. Portfield School has been awarded a commendation award for exemplary and inspirational work in outdoor activities and community citizenship by Royal Forestry Society. School's participation in Portfield Woods has been celebrated by being filmed by ITV Wales documentary. PMLD pupils have continued to develop the 'allotments' in U/S with help from Tesco staff and volunteers.

What is the extent of pupils' community involvement and decision-making? (CIF 1.2.3)

- Pupils' community involvement is very good. A well-established community programme runs throughout the year, with different phases undertaking visits and working with different community groups e.g. Community gardening project at Albany church, Litter picking, John Muir. All pupils take part in the annual Christmas concert/pantomime; sports day and celebration events. Pupils are given the choice of whether to participate as actors in Christmas concert or sing in the choir, support with scenery etc.; take part in the annual Shakespeare festival; participate in football, swimming and gymnastics competitions.
- Pupil involvement in fundraising is very good. This increases pupil awareness of caring and sharing, in line with our mission statement. All pupils take part in fundraising events through sponsorship; purchasing items and producing products as part of whole school community efforts to raise funds for example for Jeans for genes day, Ty Hafan, Children in need and Comic relief; Paul Musisi orphanage; Urdd. The school choir raises funds with the Friends of the School singing carols at Tesco. The school Council organises an annual event to raise funds for UNICEF. Pupils volunteer to help at the school Christmas Bazaar.
- The school council's contribution to the school is outstanding. Elections take place annually in the autumn term and the school council meets on a fortnightly basis throughout the year. It is active and effective in decision

- Examine visitor information in Termly HT reports to GB –
- Talk to learners
- Examine financial report in HT termly report to Governors
- GB Finance minutes
- School council minutes and file; Press cuttings
- School Council file
- Scrutinise wellbeing self-assessment
- Discuss with School Council.

<p>making – see minutes of meetings. They influenced the local community decision of installing a crossing in Snowdrop lane for pupils with mobility problems. Pupils planned the courtyard for the new Secondary school building. In 2012 designed the outdoor play area in upper school with Sovereign. In 2013/14 school council decided on sports equipment for upper playground. In 2014/15 School Council members devised new questions and took part in interviews for Assistant Head Teacher posts. Council work increases pupil involvement, participation and enjoyment. In 2015/16 School Council further developed enterprise Portfield Planters.</p> <ul style="list-style-type: none"> • The school eco club has raised awareness of environmental issues and all classes take part in recycling. • Pupils’ participation in improving their own performance is positively promoted as seen in assessment for learning. • Portfield was awarded the Pupil Participation kite mark in 2016 • The school council presents their progress at the start of each termly full GB meeting. The WGHSSNQA report praised the school council and stated it was a highly effective team. • Pupils have a history of being involved in interviewing candidates for posts .Pupil views are sought as part of the interview procedure for all LSA’s when they visit classes. • Pupils have been involved in surveys as part of self-evaluation – what they thought of new building, pupil questionnaires and PASS survey is used annually. The results are used to identify, target and track pupils who are low in confidence or not happy. Interventions have impacted positively on pupil wellbeing. • The school encourages pupils to take part in a wide range of activities including sports events, music events, concerts, Youth forums, educational visits to the locality and further afield residential visits. • Pupils take part in Shakespeare productions - autumn 2010 Midsummer Night’s Dream; Autumn11 Macbeth, Autumn12 the Tempest Autumn 13 Romeo and Juliet, Autumn 14 Julius Caesar, Autumn 15 As you like it. Pupils have raised funds to ensure continuation of this scheme. • The local minister Rev Huw John Wilson visits the school on a monthly basis to lead collective worship. • Portfield has run an effective Youth Club for the last 5years. This is aimed at pupils in 14-19 age groups and offers a range of activities to pupils to improve social and independent skills. Funding was approved for 2015-16 youth club provision following successful evaluation of 2014-15 targets. • In 2015-16 the Youth Club accommodated 15 pupils from KS3 to KS5. Youth Club will continue into 2016-17 with funding from LA 	<ul style="list-style-type: none"> • Assessment policy & practice, marking policy and behaviour policy, • Success criteria. • Parent Questionnaires Estyn 2013 ; 2013; 2014; 2015 • Candidate class observation <p>Jane Richards – Youth Club co-ordinator and leader.</p> <ul style="list-style-type: none"> • SLA Youth Club.
<p>How good are pupils’ social and life skills? (CIF1.2.4)</p>	
<ul style="list-style-type: none"> • Pupils care ,concern and respect for each other is very good – see class observations The school teaches values and rights directly and each SLD class has developed a class charter. The school has achieved the Rights respecting schools award Level 1 and 2. This has impacted positively on the school ethos and helped to further foster a sense of school community. Nearly all SLD pupils have some understanding of rights and responsibilities appropriate to their age. There are effective inclusion programmes with Fenton Community primary in KS2 and Taskers/Preseli Comprehensives from KS3. 	<ul style="list-style-type: none"> • LA Student Voice Evaluation report July 14 • Pupils WRE logs • Rights Respecting School report and file. • Transition project reports

Target: To maintain a high profile of pupil and staff Safeguarding To train teachers in the PREVENT agenda To update staff on CP and SG issues – rolling programme of training for 2016-17. To ensure the 9 protected characteristics are appropriately highlighted in health and wellbeing SOW (PSE).

- Curriculum policies effectively promote good social & moral development (PSD & Citizenship, RE). Pupil progress in personal social & moral development is very good & effectively tracked & evaluated. All classes have a beneficial system of monitors to develop pupils' confidence and self esteem
- Portfield has a successful trend of benchmarking the schools performance against Careers Quality Award criteria which was first achieved in 2008. In July 2012 and 2015 Portfield School was awarded the prestigious Careers Quality Award. Portfield School became the first special school in South Wales to receive this award from the Chief Executive of CWW.
- A worthwhile Choices Road show was held at Portfield School in March 2015 and was attended by parents/carers of many pupils with ALN from across Pembrokeshire secondary schools as well as Portfield pupils' parents to discuss provision with professionals. Evaluation of the day showed that this event will be beneficial to parents/carers to make informed decisions about their children.
- Careers Education and Guidance is taught well from KS3 onwards through such schemes as: ASDAN New Horizons at KS3, OCR LLS curriculum components World of Work (pre entry level) and Practical Work Skills (Entry level 1-3) at KS4 and 5.
- KS4 and 5 students are well prepared and participate in a range of supported work experience either in-house (within school), local (Holly House) or community. During 2012-14 placements were supported through the Transition project and Mencap. Transition project provides a range of independent life skills programmes and works with students in the holidays developing travel training, independent living skills and developing social skills. Since the withdrawal of funding in 2014, Portfield School has arranged and continued to offer pupils work related experiences. Community based work placements have taken place at Stackpole Walled gardens, Scolton Manor, Clynyw Farm, Bowlings Riding Centre, PMS Garage, and local shops.
- Successful transition reviews are carried out with the Careers Wales service from year 9 to provide essential information/ advice on future courses for parent/carers and pupils – see individual pupils' transition reviews in pupil files.
- Person centred planning in the form of one page profiles has been successfully developed with all pupils. Class teachers update One Page Profiles prior to Annual Review meetings and these are shared with other professionals with consent from parents/carers.
- The school has effectively used PASS survey data since 2011 to assess pupil's self-esteem and highlight pupils who may require additional support with self-confidence and their perception of school and themselves as effective learners.
- In 2013-14 the Pyramid Club was established to support pupils highlighted by PASS survey scores and effectively supports pupils' development of literacy skills and self-esteem. This has continued.
- Pupils with low PASS scores are also targeted for support through referral if appropriate to the School Counselling service and the development of 'Intervention' plans in order to support pupils.
- Pupils in KS3 and upwards who have full understanding of the role of the counsellor are able to self-refer.
- Parents are informed of their child's wishes to access the service and consent forms are completed prior to sessions.

- Class observations, talking to pupils.
- PSE – see P Level/NC data base
- Scrutinise PSD Co-ordinators report.
- IEP targets include personal & social targets and progress is tracked and recorded. Data booklet
- Examine curriculum SOW, policy documents.
- Examine Annual Review surveys – Data Booklet
- PASS survey results Data booklet
- Memos see example
- See/ speak to School Counsellor.

- School Counselling service is effectively accessed by pupils, parents and staff through a confidential referral process via the DHT.
- Teachers effectively enhance the pupils social and life skills through the use of experts / visitors and educational visits out of school
- All pupils make good/excellent progress in PSD in all phases.

KEY QUESTION 1.2 WELLBEING

Main strengths

- The ethos of the school is built on high quality care of children, pupil wellbeing and meeting individual needs. Our mission statement encapsulates our values and priorities and The Rights respecting school Level 2 award verifies this.
- Most children enjoy school very much and are highly engaged and motivated. They display positive attitudes to learning.
- An enriched PSD and PE curriculum with much input from multi agency and community partners helps pupils to learn about healthy lifestyles and making the right choices; WGHSSNQA 2012 ;2016 – identifies good pupil outcomes in healthy eating and fitness
- Pupils have very good skills and awareness of sustainability and care for the environment - School has been awarded Sustainability Bronze, Silver, Gold Awards, Eco schools award showing very good progress of pupils' knowledge in this area. Royal Society of Forestry has awarded the school the commendation award for inspirational work within the community local nature reserves (Portfield Woods, Withybush Woods) and within school grounds.
- The school council gives pupils a voice and their decision making has led to successful school improvements
- Work related education/ experience for KS4 and Sixth form are good – see Careers Wales Award.
- Pupil's attendance has consistently improved through targeted and on-going monitoring and support from other agencies over the last 3 years and the school has annually achieved target set with LA.
- Use of PASS survey to highlight and target pupils in KS3 with self-esteem.
- Pupils in the majority of key phases make very good progress in PSD

Areas for improvement in 2016-17:

- **To maintain attendance rate of 93% during 2016-17.**
- **To further develop appropriate life skills assessment as part of health and wellbeing areas of learning**
- **To develop and complete new vocational courses and work placement and enterprise opportunities for 14-19 groups.** New credited unit courses will be introduced to 14 to 19 curriculum following remodelling of provision. New units will be a mixture of units from exam boards such as OCR, EDEXCEL Agored Cymru and ASDAN
- **To develop 14-19 credited units provision. To review other accredited PE courses/activity suitable for pupils (other than DoE)**
- **To develop independent life skills through SOW and credited course units for 11-19 pupils.**
- **To maintain a high profile of pupil and staff Safeguarding to train teachers in the PREVENT agenda To update staff on CP and SG issues – rolling programme of training for 2016-17. To ensure the 9 protected characteristics are appropriately highlighted in health and wellbeing SOW (PSE).**

**Key Question 2: How good is provision?
How do we evaluate learning experiences? (CIF 2.1)**

Strengths (What does the school do well)	Evidence (How do we know)
How well do we meet the needs of learners, employers and the community? (CIF 2.1.1)	
<ul style="list-style-type: none"> • Estyn judged learning experiences to be excellent. March 2013 • All staff carry out the Teaching and Learning policy effectively • Very good detailed SOW have been developed with identified key skills for each key phase which enable pupils to develop skills for life. Key stage overviews ensure breadth and balance. All pupils access a broad and balanced curriculum including therapy support as appropriate which is of high quality. Language and maths are given priority in the morning. Teachers plan the rest of the curriculum creatively and flexibly, ensuring appropriate skills coverage and making the best use of time and incorporating community based education and extracurricular activities e.g. <i>sensory approach, Rebound therapy, hydrotherapy, community visits / visitors, Artists in Residence, visiting musicians, sports festival, competitions; theme days</i> • SOW are flexible to enable teachers to select learning activities for pupils with a wide range of needs. A new PMLD SOW has been developed and implemented in 2014 and assessment arrangements have been reviewed in a PLC in 2015/16. • The match between curriculum provision and the whole school pupil profile is a strong feature. It is well balanced to match pupil's needs and interests, as a result effective learning is promoted • The curriculum is effectively delivered through a thematic approach across all key stages. <p>Target To audit, review and initiate a plan for developing SOW for PMLD and SLD in relation to the 4 key purposes outlined in Donaldson "Successful Futures" incorporating Digital competence and LNF.</p> <ul style="list-style-type: none"> • PSD is given recognition as a core area of the curriculum positively promoting social, spiritual & moral & cultural education. The schools PSD provision is of high quality across the school and effectively supports pupil learning via a successful community based programme i.e. <i>visits to local places of worship, work experience programmes, visits from people in the world of work,</i> <p>Target; to develop appropriate life skills assessment as part of health and wellbeing areas of learning</p> <ul style="list-style-type: none"> • Effective three year programme for all 16 Habits of Mind skills • The School provides effective provision for pupils to develop an understanding of their rights through the UNICEF Rights Respecting Schools articles incorporated into PSD and RE curriculum. The school achieved the UNICEF Rights Respecting School's award Level 1 in July 2011 and level 2 in 2013 and 2016. • Very good support is provided for pupils for emotional development through class teacher and LSA support; pupils in the secondary phase also have access to the school counsellor on staff and self-referral basis. Learning Coach timetabled to work with targeted KS4 students in year 10 and above. • Special event days and weeks have proven effective at delivering cross curricular projects which develop integrated skills such as welsh heritage week and multicultural days. 	<ul style="list-style-type: none"> • Teaching and Learning Policy • Examine individual & group timetables • Scrutinise curriculum co-ordinator – reports 2013 2014 2015 2016 • LA Adviser reports • AfPE award • AGPM reports 2012 2013 2014 2015 • Teachers Planning • Observe classroom practice to view full range of teaching & learning approaches. • View subject co-ordinators portfolios, pupil evidence on SOLAR • Examine policy & SOW, RE Policy & SOW, • Collective Worship Policy Year 1 cycle and Year 2 cycle • Examine Behaviour Policy, Individual Behaviour plans. • Review community visits in planning; weekly memos; • HT report to GB; • Scrutinise RRS report Level 2 • Interview Vicar; community groups, business partners, members of The Friends; • Timetables.

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| <ul style="list-style-type: none"> • Successful partnerships add value to the school curriculum and pupil progress which include; parents, health professionals & peripatetic services, social services, other mainstreams schools, Further education college, 14-19 network, local religious groups, SNAP play scheme, business partnerships (Enterprise), training providers, Friends of the school. Links with the local and wider community are strengthened by visits from people such as the Police liaison officer, members of local Churches, fire service, Milford haven port authority, local theatre, dance and poets/authors. These events increase pupil participation and enjoyment in learning, raising knowledge and aspiration and impact positively on wellbeing. • Estyn identified partnerships as sector leading, March 2013. • Worthwhile visits into the community are regular occurrences to provide first hand learning experiences. Forest schools in KS2 are undertaken locally. Close links are established with Tesco, Narberth Museum, Rotary Club, Nursing Homes, Arthritis Care Group and others. • Nearly all pupils access all curriculum subjects. Very few pupils through parental choice do not participate in collective worship, RE or MFL. • The 14 to 19 curriculum is enhanced through partnership with Pembrokeshire College which provide a range of taster college courses and a wide range of vocational and skills based activities. The range of options is diverse and caters for a wide range of student's needs. Options include bricklaying, hair and beauty and in 2015/16 painting and decorating. • Pupils are grouped effectively in relation to need and key stage where possible. Pupils requiring sensory and therapy input are grouped together to facilitate a pace of learning that accommodates response time. More able pupils are taught by subject specialists where possible in DT, Science and PE at Tasker Milward Comprehensive and PE and DT at Ysgol Preseli. Also individual pupils with a particular talent are taught by subject specialists in Tasker Milward Comprehensive e.g. – Maths This has led where appropriate to pupils accessing GCSE/Entry level qualifications – Science 2010; Land Studies 2011; 2 pupils achieved Maths and Single Science GCSE 2012, and 2 pupils achieved GCSE Science and Maths in 2013; 5 Maths and Foundation GCSE Science in 2014, 2 pupils achieved GCSE Art in July 2015, no pupils achieved GCSE in 2016 but 3 pupils are studying for Art in 2017. • Pembrokeshire College taster sessions provided credited units for year 10 pupils in the following areas: Brick building, Animal Care, Hair and Beauty, Carpentry and new for 2015-16 plastering skills. • Portfield students from KS4 and 5 and 2 KS4 pupils from Ysgol Bro Gwaun participated in the highly acclaimed John Muir Award in autumn term 2013. Tutors from Pembrokeshire College and National Parks worked alongside Pembrokeshire College students to successfully mentor Portfield students. During 2014-15 and 15 – 16 pupils have participated in John Muir Award activities completing tasks at Portfield Woods, Withybush Woods and other natural areas around Pembrokeshire. • All pupils in KS4 and 5 have access to a good range of qualifications at an appropriate level – Asdan personal progress; literacy and numeracy in adult life; OCR Life and living skills; communication; numeracy; ICT; world of work; Art; OCN food technology; Duke of Edinburgh etc. Aspects of new courses such as Jamie Oliver where introduced in 2015/16 • Pupils in KS4 and Sixth form are successfully involved in work experience programmes with in school and in wider community. Pupils participate in a range of placements to meet their individual needs including placements at hairdresser, McDonalds, Post Office, Garage, Silent world etc. However the withdrawal for | <ul style="list-style-type: none"> • Police liaison programme • Inclusion data – see class list • Interview class teachers. • 14 to 19 Accreditation data base • Examine leaver destinations data booklet • Listen to learners • Examine Annual Reviews / Transition planning. • Examine evidence of involvement in work experience provision, D of E programme, & enterprise programme • Discuss transition arrangements for pupils with DHT. • View newspaper articles; HT report re. involvement in fundraising for others (Operation Christmas Child, Red Nose Day) • Interview Tots to teens and Youth club leader, look at register, observe clubs in action. • Private funds records show commitment of local community towards school – HT report to GB • School events such as annual concerts , Eisteddfod are well supported – interview governors • View Parent questionnaires – Data booklet |
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<p>European funding in 2013/4 has limited pupil opportunities and Portfield has now successfully bid for further funding. The School organises transition well to support pupils' future development e.g. link visits for pupils depending on needs to ensure smooth transition to adult placement or college. Pupils attend Pembrokeshire College taster courses in preparation for transition.</p> <p>Target : To further develop work experience, enterprise through Cynydd project</p> <ul style="list-style-type: none"> • Portfield supports and promotes activities to develop effective friendships through after school Tots 2 Teens club and Youth club. • The local community has a positive view of the school – see increase in pupil numbers from 63 2002 to 148 FTE January 2015 and proposed 155 September 16. • The outdoor area is used to develop pupils' skills effectively through the forest schools approach and Foundation phase curriculum. The FP outdoor area has been designed with support from the LA FP Adviser to further develop outdoor learning and will be completed in Summer 16. • Cwricwlwm Cymreig is effectively promoted through e.g. History – visits to Welsh museum of folk life; Geography – visits to local places e.g. Withybush Woods, beaches; Art through the study of Welsh artists; PE through the study of Welsh folk dances. An Annual Eisteddfod includes the presentation of Welsh poems and songs and art for parent. <p>.</p>	
<p>How well do we provide for skills? LNF, ICT and Thinking skills (CIF 2.1.2)</p>	
<ul style="list-style-type: none"> • Key skills (LNF, ICT and Thinking skills) are developed effectively across the curriculum. The high quality curriculum provides opportunity for successful acquisition, consolidation and maintenance of key skills and development of subject knowledge via a good range of activities / experiences. Schemes of work are well designed to a high standard to ensure continuity of skills in each key phase. All SOW highlight key skills. Medium term plans identify skills to be covered as appropriate in all lessons. Class LNF skill tracking sheets ensure coverage across and between key stages. Pupil individual targets (IEP's) focus on key skills and life skills. These are taught and effectively tracked on an individual basis. • Significant time is allocated to the teaching of communication and number skills, to ensure pupils learn and develop these effectively across the curriculum. Opportunities for the development of ICT skills are good and teachers make effective use of switch technology; class computers; ipads and laptops. Portfield is a pioneer digital competence school and has audited and developed a plan for the introduction for the framework in September 16. <p>Target To improve provision of Digital competence and improve pupil skills in Digital competency.</p> <ul style="list-style-type: none"> • Extensive support from a large team of skilled LSAs effectively supports skill development. Analysis of reading data is used well to identify specific programmes of support. Accelerated literacy has had a significant impact on pupils reading progress. • Work is successfully differentiated according to the needs of learners. Planning is creative to ensure skills are taught well in a range of situations and through a mainly thematic approach. Some specific subject teaching is 	<ul style="list-style-type: none"> • Scrutiny of pupil progress – SOLAR • Review examples of IEPs and national accreditation schemes e.g. OCR ; <i>Asdan skills progress</i> • Scrutinise SOW for each key phase (staff shared folder) • Scrutinise planning for each key phase/class ; LNF skill tracking • Class observations • LA CA reports 2013, 2014, 2015. 2016

<p>also carried out as seen in planning to ensure skills are effectively developed and progress built upon such as Food Technology and gymnastics.</p>	
<p>How well do we provide for the Welsh language and the Welsh dimension? (CIF 2.1.3)</p>	
<ul style="list-style-type: none"> • Teachers take every opportunity to speak bilingually as appropriate to the needs of pupils. 100% of parents are happy with the range of appropriate curriculum activities. • Welsh is taught daily in all classes with all pupils having registration bilingually as appropriate to their needs. Skills boards are differentiated in classes to support the teaching of appropriate vocabulary. Each class has a list of welsh vocabulary that is appropriate and integrated throughout the day. Fluent welsh speakers support the learning of more able SLD classes. Much emphasis has been placed on improving staff and pupil skills in welsh during 2013- 16. Provision for Welsh language is good in most key phases; however pupil progress is lower than all other core areas due to the emphasis on communication through English for nearly all pupils. This is appropriate to the context of the pupil's needs but the school continues to place emphasis on improving staff and pupil skills. • Pupils' cultural knowledge is very good. Portfield School has won the Welsh heritage award since 2011. In May 2013, 2014, 2015and 2016 Judges were extremely impressed with all projects across the school and the school was awarded top Jane Hodge Award to Portfield School in 2013 and 2015. • All pupils' attainment in Welsh is assessed and informs teaching and planning. In 2012-14 significant improvement has been made for all key phases; however pupil progress has been variable over the last 2 years. The bilingual skills of pupils in Y Porth are good in relation to previous baseline. • A very few pupils are disapplied from welsh language teaching and constant efforts are made with parents to remove this from statements of educational needs. • Pupils in KS3 visit Welsh Urdd camp in Llangranog which supports life skills, increased self-esteem and team building skills. • A successful Eisteddfod and welsh week are held to celebrate St David's day annually and all pupils participate in a range of activities during welsh week. In 2016 twelve pupils gained awards for their excellent art work in Urdd competitions with eight students work going on to the national Urdd Eisteddfod • The school follows the LA Welsh language policy and reflects the WG policy and guidance. <p>Target - Provide training to maintain and improve staff skills to support pupil progress in Welsh in all key stages</p>	<ul style="list-style-type: none"> • Examine scheme of work, • See CPD records • See welsh 2nd language policy • Welsh Co-ordinator reports 2012, 2013, 2014, and 2015. • Urdd competitions with successful medal winners in the art competition. • Examine Welsh Heritage CD's. • Lesson observations • Scrutinise Pupil assessment P level/ NC level, Moderation of work. • Llangrannog portfolio 2015 and DVD. • Interview subject co-ordinator.
<p>How well do we provide education for sustainable development and global citizenship (ESDGC)? (CIF 2.1.4)</p>	
<ul style="list-style-type: none"> • ESDG is developed through thematic and subject areas of the National Curriculum i.e. Science, geography and PSD. "The school provides a good range of activities for pupils to develop their understanding of sustainable development. Pupils are beginning to have good opportunities to learn about the global citizenship through links with schools in Nepal and Uganda. However, this work is at an early stage." Estyn March 2013. • The school has developed the curriculum more effectively and meets statutory requirements in relation to ESDGC and provision is good. 	<ul style="list-style-type: none"> • Data booklet – PSD progress • Scrutiny of RE, Geography, PSD policies , planning and SOW.

- The school has implemented whole school sustainable strategies- recycling, waste minimisation and energy efficiency, composting and gardening. Pupils achieved gold sustainable award 2008; Bronze eco school award gained in 2010 and silver in 2012 and the first eco flag in 2016. Pupils regularly reuse, recycle and reduce consumption e.g. Switch off lights, conserve water, non-electric day.
- The school eco committee is effective and instrumental in planning activities and is working towards further Eco Green Flags.
- Links with University in Germany raise pupils' awareness of global issues. The school links with a German university and 2 students worked effectively with pupils for the summer increasing awareness of German culture – summer 2013 and summer 2014 and summer 2016.
- The school also links with an orphanage in Uganda. Fund raising has taken place to support Paul Mussisi orphanage in Uganda and pupils are aware of the vast differences of life in a poor country.
- Achieved international schools intermediate award 2013.
- Sixth Form pupils' links with school in Uganda – Cafe raised funds for charity. Regular links via email established.
- Portfield School awarded 'Highly Commended' award from Royal Forestry Society for outstanding and inspirational work carried out in the local community renovating Portfield Woods and the extensive outdoor educational sessions.
- The school has a successful track record of raising funds for local and national causes.
- Multicultural and American Independence day celebrations provided worthwhile educational and enjoyable sessions for all pupils developing awareness and global citizenship. Pupils participated in such activities as arts/crafts, musical and dancing sessions. Each year multicultural themes develop pupil's knowledge of different cultures; pupils research their chosen country and dressed according to the local custom.

- Talk to pupils regarding evidence of consistent programme of recycling, compost making.
- See energy efficiency monitoring.
- Discuss with Geography co-ordinator.
- Eco committee
- Photos on shared folder of multicultural days.

KEY QUESTION 2.1 :LEARNING EXPERIENCES

Main strengths

- Individualised and group support to meet pupil need is a real strength with very good literacy skill development
- The school offers a wide variety of real life, practical learning experiences
- The school has strong and well established community links and makes extensive use of experts and the locality to enrich the curriculum.
- Work experience is effectively provided in house
- Pupils choice (14 to 19) re options in Learning Pathways – offering courses and educational programmes for pupils with SEN throughout Pembrokeshire e.g. legotronics; carpentry, dance/drama Shakespeare for schools; etc.
- The school has good provision for developing pupils health awareness and skills - W\NHSSNQA award 2012, 2014,2016 .; sustainable awareness and skills - Sustainable schools Gold award Jan 09; Eco silver 2012; Eco flag 1 2016; world of work awareness and skills - Careers Wales award 08,12,15; first Special school in SW region to gain award; and welsh awareness and skills -Welsh Heritage Award July 09.to 16; St Fagan's shield July 2012, Julian Hodge Award in July 2013, 2014 and 2015.
- Pupil's voice – very active school council participates in many events. Pupil Participation kite mark award 2016. Pupils active in making a difference – petitioning Councillors and achieved a drop kerb in Snowdrop lane and crossing. **Sector leading** – see also Estyn good practice in Disability awareness good practice guide.
- **Sector leading partnerships** - inclusion with Tasker Milward Comprehensive school , Preseli Comprehensive and Pembrokeshire College improve pupil skills in specific areas and more able who are following GCSE as appropriate. **Sector leading** – Estyn good practice case study 2013.

- Three year trend of improving and maintaining attendance.

Areas for improvement 2016-17:

Target

- To audit, review and initiate a plan for developing SOW for PMLD and SLD in relation to the 4 key purposes outlined in Donaldson “Successful Futures” incorporating Digital competence and LNF
- To develop appropriate life skills assessment as part of health and wellbeing areas of learning
- To improve provision of Digital competence and improve pupil skills in Digital competency
- To provide training to maintain and improve staff skills to support pupil progress in Welsh in all key stages
- To further develop work experience, enterprise through Cynydd project

How do we evaluate teaching? (CIF 2.2)

Strengths (What does the school do well)	Evidence (How do we know)
<p>How well do we evaluate the range and quality of teaching approaches? (CIF 2.2.1)</p>	
<p>The three year trend shows a continued improvement in teaching.</p> <ul style="list-style-type: none"> • “The quality and consistency of teaching is a significant strength of the school. All teaching during the inspection was judged to be good or excellent”. Estyn March 2013 • The senior leadership team and all teachers carry out rigorous, regular lesson observations which are both formal and informal. Feedback and support has maintained and improved high standards with the growing number of classes annually. Greater levels of support, targeted training and peer supported observations have been provided where aspects of teaching have been identified as adequate and has led to improvement. Peer observations are also used through a lesson study approach to share good practice. <p>Target to further develop improving and sharing of good practice through the use of iris connect technology</p> <ul style="list-style-type: none"> • Senior Leadership Team (SLT) judge percentage of lessons good / very good to be well within national average set by Estyn. This has been moderated by colleague special school senior leaders and LA Challenge Adviser who support in class observations. In 2015/16 further rigour was introduced using the ERW lesson observation framework. All teaching was judged good overall in summer 2016 with 16% (3 teachers) displaying some adequate aspects overall. Areas for development have been identified as pace, challenge and feedback to pupils. <p>Target :</p> <ul style="list-style-type: none"> • To improve teaching and learning to ensure all aspects of teaching are good or above in all classes and teaching is rated overall as good or above in all classes. • TEACCH strategies have been effectively implemented across all KSs through training and a TEACCH PLC in 2014/15 • There is a 3 yr. trend of parental satisfaction with the quality of education with 100% satisfied with the school; my child has appropriate range of curriculum activities (Dec13, 14, 15). • Slight improved trend of parents strongly agreeing that teaching is good in 2015 (93%) with a 3 yr. trend of 100% of parents agreeing that teaching is good. 	<ul style="list-style-type: none"> • Lesson observations file 2014/15/16 • Support records • LA reports • Pupil achievements – data booklet • Parents survey – data booklet • Subject co-ordinators reports 2013, 2014, 2015, 2016 • Book audits 2013, 2014, 2015 2016 • Monitoring of planning 2013;14;15;16 • Examine CPD records and interview Asst. head and sample of staff – see CPD evidence in HT reports • PLC reports • TEACCH PLC report – June 2015. • Examine pupil groupings, class groupings. • Examine timetables for different groups of pupils. • Interview leadership team. • Data booklet

- Teachers have good subject knowledge and are confident in teaching most subjects.
- Pupils identified as more able in a subject are taught effectively by specialists in the comprehensive school Support of specialists continues for music and PE. Welsh – fluent speakers appointed to more able classes to support skill development.
- School assessment systems are effective at providing teachers with very good information of pupil abilities and attainment which inform planning and facilitate pupil progress. ESTYN – Chief Inspectors Annual Report 2013
- Assessment for learning is a major strength of the school. ESTYN – Chief Inspectors Annual Report 2013. However the school has rigorously monitored pupils work in 2015/16 and identified the quality of feedback to pupils as in need of improvement.

Target: To continue to improve teaching through visible learning – improve the setting of learning intentions /success criteria and feedback to pupils including the introduction of MAPP assessment for pupils with PMLD

- Teacher’s medium and short term planning effectively integrates learning outcomes directly informed by individual pupil assessment and IEPs. Planning for LNF skills is effective but continues to be refined.
- The majority of pupils successfully participate in all subjects – a very small number of pupils through parental choice are disapplied from Welsh, however this number is reduced on an annual basis following consultation with parents during annual review meetings. All pupils are provided with equal access to curriculum opportunities. Pupil attainment in previous key stages is successfully built upon due to strong assessment and continuity and progression in planning.

Target: To deepen understanding of Successful futures curriculum and assessment recommendations

- Teachers manage pupil’s behaviour very effectively. There are clearly understood principles that are adhered to. Work is pitched at the right level to ensure every child has a successful lesson. The emphasis is on positive interactions between staff and pupils. Good work and good behaviour are rewarded in achievement assembly on Fridays. Behaviour plans are effectively utilised to improve behaviour. .
- The school is very well staffed with LSA support. Staff; pupil ratios are consistently very good and enable effective supervision and learning. LSAs contribute their observations from group and individual work to the teacher in order to inform future planning.
- All staff have clear job descriptions appropriate to their roles.
- Whole school and specific staff training is a strength and is provided in priority areas identified through self-evaluation, performance management and data analysis enabling staff to effectively meet learning needs and interests of pupil. Several staff have shared their teaching practice with colleagues and this has led to improved practice and consistency .A training cycle is in place which effectively supports classes having access to appropriate levels of staff members with first aid training, administration of medication and epilepsy training, food hygiene, manual handling, positive behaviour management – Team Teach and specific needs of pupils e.g. Gastronomy feeding, communication skills. Those who wish to drive the school minibus are appropriately trained – achieving the MIDAS test. An effective rolling programme of training exists to provide and refresh staff in the above skills. All staff have achieved Level 1 child protection training and designated staff level 2.
- There is very good specialist provision for pupils who have difficulty accessing teaching & learning provided in multi-sensory or ASD bases. These benefit vulnerable individual pupils who may otherwise underachieve.
- The majority of teaching staff have successfully achieved ELKLAN speech and language training programme,

- Behaviour plans
- Examine supervision ratios for lunchtime, arrival, departure.
- Audit class group nature and range of need.
- Scrutinise health and safety policy, risk assessments, child protection and safeguarding policies.
- View Job descriptions for all categories of staff
- Scrutiny of school Speech and Language records, staff meeting agendas, discussion with Speech & Language Therapist (SALT), interview sample staff
- Scrutiny of communication passports, One page profiles
- Speech and Language report in HT report
- HT reports to GB

<ul style="list-style-type: none"> ensuring they are all able to effectively communicate with pupils. • There is consistent use of music cues and symbols to identify the days of the week; consistent use of signing and symbol GRID system for pupils throughout the school to ensure consistency and pupil progress. Some pupils have communication passports which tell all staff and community their likes, dislikes and important information about them. • PEC's is successfully used with a small group of pupils to develop communication skills. • Speech therapists conduct audits of effective communication in individual classes and agree action plans which positively promote improvement in provision and benefits pupil progress. • Visual timetables are used effectively to support pupils understand the daily routines. <p>Target - Continue to train new teaching and support staff in ELKLAN.</p>	
<p>How well do we raise pupils' achievement through assessment of and for learning? (CIF 2.2.2)</p>	
<ul style="list-style-type: none"> • "Assessment for learning is a major strength of the school. The school's procedures for the assessment, recording, tracking and evaluation of pupils' achievements are very rigorous". Estyn Annual Report of HM Chief Inspector 2012/3 • "The school's assessment strategies are of a high quality and are an excellent feature that very effectively meet the specific needs of all pupils" Estyn March 2013 • Teachers continually assess and track pupil progress. Assessment for and of learning is good – see class observation reports, SOLAR system, pupil portfolio's and book audit. Teachers effectively use tickled pink/proud and green for growth. Work scrutiny in 2014/15 identified a need to improve consistency of feedback. <p>Target: To continue to improve teaching through visible learning – improve the setting of learning intentions /Success criteria and feedback to pupils including the introduction of MAPP assessment for pupils with PMLD.</p> <ul style="list-style-type: none"> • All pupils have a high quality IEP which successfully meets school agreed criteria. They contain relevant and challenging targets related to longer term aims in pupil statements. IEPs are a consistently strong feature of provision across the school and effectively provide comprehensive assessments of pupil strength and weakness. Effective moderation over a three year period ensures consistency across the school. This is a very good feature • Annual review reports /end of year reports are of a high standard and effectively identify pupil progress towards targets set in previous year and targets for the future. All parents are asked to comment on their child's progress either in written format or verbally during the annual review. • There is a three year trend of excellent parental views on the school's annual review process. Nearly all parents feel the Annual review effectively reviewed their child's provision, set appropriate learning targets and the reports clearly outlined pupils' progress. • All pupils' level of achievement and progress in key skill areas & subjects is effectively tracked and reported annually. The staff use a standardised assessment tool (EQUALS PACE2) as well as school generated subject portfolios to positively support and effectively moderate teacher judgements. See moderation files. • Effective moderation systems are a very good feature of school provision, Estyn March 2013. These operate on a LEA and National level to ensure accurate judgements when reporting pupil achievements. 	<ul style="list-style-type: none"> • Book audits/ Work scrutiny reports • Class observations Data booklet • Examine a sample of IEPs, pupil portfolio assessment file, assessment data, timetables. • See IEP moderation file • See class planning including LNF. • Assessment policy, sample of reports by Educational psychologist. • See Annual Review parent questionnaires 2013, 2014,15,16 • Challenge Advisor reports 2013, 2014 2015 and 2016 • Sample Annual Reviews reports and parent statements about child's report and progress • Examine school & LEA standardisation files. • Interview Assessment co-ordinator • SOLAR data • Accreditation data base

- In 2013/14 the school established a west wales moderation group with other special schools to moderate LNF progress. This has been recognised by Estyn in 2014 as sector leading practice during Crownbridge inspection.
- Most pupils who are able effectively review their own learning. Pupils throughout the school select pieces of work they feel are their best to add to their portfolios of evidence of progress. In Foundation phase and KS2 pupils effectively use plan, do review to make decisions about their own learning and assess how well they have achieved.
- There is consistency across the school for pupils able to assess their own learning and teachers effectively use pink and green (tickled pink/proud to be pink and green for growth) colours to support pupils. Support staff are developing their skills in this area through working with teachers. Feedback has been identified as an area for development.

Target: To continue to improve feedback to pupils.

- Pupil progress data is examined and utilised to set targets for the future – both at a classroom level and by SLT. This is of a high quality with a range of analyses taking place to look at different groups of pupils, impact of attendance, FSM, and needs of pupils. Tracking is of a high quality across all subject areas using Routes for learning, P level and NC levels and the Foundation and NC outcome measures. In KS4 and 5 pupils progress is tracked in terms of qualifications working towards and achieved and key skill and IEP progress.
- All pupils comment on their progress over the last year – some in pictorial form which is supported by staff. Person centred planning has successfully been utilised in Annual review meetings and all pupils have an effective one page profile. Many pupils contribute well in Annual review meetings.
- The Assessment policy and the Marking policy successfully promote pupil strategies to inform learning & teaching.
- Collaborative work with visiting professionals (including setting individual pupils targets) is of a high quality. Effective collaborative working with local schools and colleges enables KS3 & KS4 pupils to access improved subject facilities and expertise
- All parents/carers are invited to termly parent’s evenings and Annual review meeting to effectively review pupil progress and develop/agree IEP’s to support pupils’ learning. The school appointed a full time Parent officer to improve links with parents and have successfully piloted an app to share pupil progress on a regular basis. This will be extended in September to further classes.

- See evidence of moderation meetings
- Marking policy
- See annual review reports pupil comment sheets
- View Inclusion records and timetables
- Interview staff and pupils
- Multi agency meeting files
- Challenge Advisor reports 2013 to 2016

KEY QUESTION 2.2 TEACHING

Main strengths

- Learning experiences and teaching judged excellent by Estyn March 2013 and continues to be of high standard
- All teaching judged good overall with 20% very good/excellent teaching across the school.
- All pupils have personal LNF, key skill targets identified, SMART IEPs, and other programmes/plans as required e.g. Positive behaviour programmes, feeding plans.
- A good range of communication strategies are used including objects of reference, sign a long, symbol communication systems (PEC’s) and low and high tech aides.
- Assessment for learning is embedded and of a high standard.
- Pupil’s voice is well developed – very active school council participates in many events. Pupil participation kite mark achieved January 16.
- Staff are well trained to meet the needs of all pupils.

- Sector leading partnerships – inclusion with Tasker Milward, Ysgol Preseli Comprehensive school) to develop skills of pupils in specific areas and more able who are following GCSE as appropriate.
- Extensive use of school data to measure and track progress – **LA Adviser and Estyn identified as very good practice.**
- Moderation of pupil progress is a strength of the school.

Areas for improvement 2016-17:

- To further develop improving and sharing of good practice through the use of iris connect technology
- To improve teaching and learning to ensure all aspects of teaching are good or above in all classes and teaching is rated overall as good or above in all classes
- To continue to improve teaching through visible learning – improve the setting of learning intentions /Success criteria and feedback to pupils including the introduction of MAPP assessment for pupils with PMLD
- To deepen understanding of Successful futures curriculum and assessment recommendations
- Continue to train staff in ELKLAN - Train 10 Portfield staff in ELKLAN;

How do we evaluate care, support and guidance? (CIF 2.3)

Strengths (What does the school do well)	Evidence (How do we know)
How well do we meet the provision for health and wellbeing, including spiritual, moral, social and cultural development? (CIF 2.3.1)	
<ul style="list-style-type: none"> • The school actively promotes healthy living and wellbeing. A wide range of extra-curricular and after school physical activities has a positive impact on pupils’ healthy lifestyles. Estyn March 2013 Estyn judged care support and guidance to be good. • Very good arrangements are in place to support pupil’s health and wellbeing. We have successfully achieved WGHSSNQA in 2012, 14 and 16. This award is fundamental to successful running of the school as every aspect of school life is addressed. Healthy School’s aims are embedded into school’s ethos and future plans. • Pupils and teachers respect one another and 100% of parents state their child likes going to school in Dec 2011,12, 13,14 and 15 • The school places a high priority on physical education throughout the school. All pupils have access to at least 2 sessions of PE a week. The range of activities during the year includes for example swimming, hydrotherapy, rebound, football, multi skills, dance, athletics, gymnastics, cricket, etc. The school has successfully achieved the active mark award in 2012 and Nov AfPE award 2015. Portfield School is the first special school in Wales to achieve this award. • All pupils (where appropriate) participate in swimming sessions at Haverfordwest pool or hydro pool successfully promoting healthy activity. • Pupils across all KSs have beneficial access to outdoor education. FP have immediate access to outdoors; KS2 pupils participate in Forest Schools ;KS3 pupils participate in the John Muir Award ;KS4 and 5 pupils participate in Options Day activities with U/S allotment and Duke of Edinburgh award and KS5 pupils work at Albany Church allotments on a weekly basis. • The school places a high priority on Health and safety which is managed effectively to ensure wellbeing of all members of the school community and visitors are protected. The site manager has day to day responsibility for all aspects of health and safety. The school has very good policies to ensure all pupils are safe, secure and well cared for. A detailed health and safety policy; child protection policy, positive behaviour policy for safe 	<ul style="list-style-type: none"> • View WG HSSNQA report 2012, 2014 ; Interview DHT • Examine child protection policy and CPD training records • Scrutinise accident analysis; forms/RIDDOR forms. • Review emergency procedures. • Scrutinise wellbeing policy. • View manual handling plans for pupils, health care plans, Positive behaviour plans. • Examine Health and safety meeting minutes of the GB. View Individual class risk assessments, records for additional risk assessments. • Key staff have achieved Level 3 Risk assessment training. Discuss with site manager • View Rebound therapy, Swimming, horse riding risk assessment;

- pupil restraint are all in place and action plan ensure that security and safety issues are reviewed regularly.
- The school has an effective Health and Safety committee of the Governing body which carries out a termly walkabout and meeting identifying any areas for development which are subsequently auctioned. Comprehensive risk assessment procedures are in place in relation to school buildings and staff and reviewed regularly.
 - High quality risk assessments are carried out by Teachers who risk asses class activities supported by Site manager, SLT and Y Porth class teacher who have trained in risk management. LEA School visits assessments are consistently completed for all out of hours excursions. Staff training & CPD records are a good match to skills required to provide appropriate support to range of pupils.
 - An Emergency Planning file is in place to effectively advise designated staff on procedures to follow in case of emergency. The school has an appropriate number of First Aiders and Senior LSAs have one day emergency first aid training.
 - The school complies with legislation on issues such as asbestos and all electrical equipment is PAT tested annually.
 - Vulnerable pupils are well supported by multi-disciplinary consistent behaviour plans and pupils with physical needs manual handling plans
 - Individual medical needs are detailed in Health care records, signed administration of medicines forms and delivered via close and effective partnership with the School nursing team.
 - Close working partnerships with health professionals are a strong feature of school provision.
 - 98% of parents surveyed in 2013 (2% did not complete question) and 100% in 2014 and 2015 stated the school is a safe place for their children
 - School Ethos 100% of parents were satisfied with the school in Dec. 2013; 98% in Dec 2014 and 100% in Dec 2015.
 - Pupils' views are listened to and acted upon as appropriate – see School council minutes. In 2012 the school council secured change to school uniform for Sixth Formers and in 2013 reviewed common room arrangements. 99% in 2015 and 100% in 2016 of pupils said that they know who to talk to if they are upset. In 2013 Estyn reported” Of the 81 pupils who responded to the questionnaire, all state that teachers help them to learn and that they know whom to talk to if they find things difficult”
 - Pupils' wellbeing is supported and tracked effectively in close partnership with families, social services, key workers, and LEA and health professionals. Excellent support to pupils is provided by the school Counsellor to enable pupils to discuss their feelings. Teachers are also innovative in helping pupils to manage their feelings e.g. Walk and talk; thinking time etc. Portfield School promotes positive relationships with parents and carers, who are encouraged to come into school when they have any concerns, attend termly parent meetings, concerts and functions and Friends of the school meetings.
 - New pupils receive effective individually tailored Induction arrangements to ensure they have a successful start to their school career. The Induction success rate has improved from 78% in 2011 , 92% in 2014 and 100% in September 2015 (Parent Survey on Induction).The only issue for September 2014 was due to one parent's discussions with Pembrokeshire County Council transport department and dispute over distance from school and provision of free minibus. The issue was resolved quickly and the pupil was transported by PCC transport service from end of September 2014.
 - A home School agreement positively promotes features of close collaboration. This includes a symbolised pupil

- PE SOW
- Observe daily practise in classrooms (nurse & class staff working together).
- Interview staff
- View evidence of joint multi agency & teacher planning meetings
- View parent questionnaire,2011,2012 2013 2014 2015
- Scrutinise Pupil views - Data booklet
- Interview school Counsellor; class staff
- Interview HT - Designated person for Looked after children
- See Parent views on concerts
- See Annual review reports
- View New Pupil admissions pack.
- View pupil induction arrangement visits - Data pack
- View Home School Agreement and symbolised
- Friends of the school – see minutes of meetings. .
- Talk to school counsellor; learning coach and pupils
- View PSD policy, SOW.
- Parents' views on AR and parents eve data see Data booklet
- Discussion with LEA transport department.
- View Behaviour/anti-bullying policy. Positive behaviour/Safe pupil restraint policy
- View school charters in each class.
- Examine Transition Annual Reviews /career interviews
- Interview School Counsellor, EP,

agreement. Pupil and parent views are sought annually through questionnaires and are very effectively analysed and utilised to improve the school. 100% of parents feel welcome when they visit Dec 2013, 99% in Dec 2014 and 100% in Dec 2015.

- Governors have agreed a worthwhile sex education policy and programme of work - see PSHE policy; sex education policy. Parents have the opportunity to see the content of the programme before it is taught and have the right to withdraw their pupil. An excellent programme of visits to support older pupils understanding of relationships and substance misuse is utilised effectively.
- Regular informal meetings with the transport department ensure the safety of pupils on school transport and to address and issues promptly. Portfield school health care plans are used to provide Escorts with health information to ensure the safety of pupils on buses and taxis.
- Pupils are encouraged to take responsibility for their actions and consider the feelings of others at all times. Each class has devised its own class charter through discussion.
- There is a zero tolerance regarding Bullying. Any potential allegations are investigated without delay. An anti-bullying policy is in place and has been benchmarked against LA expectations. 100% of parents state that behaviour in school is good Dec 2015; (98%Dec 12, 100% in Dec 2013 and 98% in Dec 2014) and 100% stated children receive good praise and encouragement consistently in surveys from 2010 to 2015. A pupil version of the anti-bullying policy is available.
- Pupils receive high quality personal support to ensure they are developing towards their full potential, including appropriate in class support, appropriate Educational psychologist support where specific pupils are identified as vulnerable/underachieving; school Counsellor Support; PBIS support; health and LEA personnel support. Strategies to support improvements in behaviour are in place for a number of pupils effectively reducing disruption to their education and that of their peers. The school has a highly comprehensive behaviour policy which identifies measures to support positive behaviour and strategies to minimise disruptive and challenging behaviour. Positive behaviour is effectively rewarded through a whole school stamp book system, individual class systems of star charts or reward cards. Certificates are awarded in Celebration Collective worship on Fridays. Behaviour management in lesson observations is referred to as very good.

Target - Support parents with behaviour management at home through training sessions on behaviour management for parents/carers.

- There have been no pupil exclusions in 2011/12./13/14/15. Incident and accident data is effectively analysed to ensure patterns and trends are identified and actions to reduce both implemented.
- 'Looked After' pupils are effectively tracked and school places high priority on working closely with other agencies to ensure these pupils are well supported and PEP's in place.
- Attendance is tracked to a very high standard. Three year trend of improvement. Attendance information is provided to Governors through the Headteacher's termly report .Punctuality is monitored by the Headteacher and the Secretary.

Target – 2016/17 attendance at 93%.

- All pupils are included effectively in school provision regardless of their individual needs (risk assessment

PBIS (positive behaviour Intervention Support); Advisory teachers for HI and VI.

- View individual pupil PSD assessment & records;
- LA Challenge Adviser Reports
- Staff training & CPD records
- Interview designated governor for child protection/ behaviour management.
- Examine teaching & learning policy ;subject polices
- Scrutinise lesson observation records.
- Scrutinise pupil PEP's
- View evidence of inclusion programmes with mainstream schools.
- Scrutinise Provision mapping and intervention data
- Interview visiting professionals & staff.
- Review individual IEPs.
- View examples of individual timetables.
- Review individual behaviour plans & records.
- Scrutinise ABC charts for individual pupils.
- View accident and incident; Data booklet
- Scrutinise G2 electronic registration information; notes on individual pupils.
- Review attendance tracking data file.
- Issues reported to the Transport department of persistent lateness

permitting).

- Individual attributes and characteristics are well respected & celebrated in collective worship and through classroom ethos. School values all pupils regardless of ability, gender, and background. UNICEF Rights respecting schools Level 1 award achieved in 2011 and Level 2 in 2013.
- Daily collective worship is good and meets statutory requirements and is held as class, phase or Primary/Secondary. A highly effective collective worship scheme of work identifies whole school values which are discussed and celebrated and encourage curiosity, knowledge, tolerance and respect. Worship contains appropriate teaching, school songs, prayer and reflection. Reverend Huw John Wilson regularly visits and addresses pupils in collective worship. RE is taught throughout the school.
- Staff act as excellent role models, discussing values with pupils through language groups and general classroom activities.
- Pupils are keen to take on duties in each class e.g. register collection, monitors, recycling.
- A very effective school council impacts on school decision making and on the community. Democratic election system is carried out to elect members and Head boy and girl.
- Each class has a class charter which is developed in conjunction with pupils as appropriate. Ideas are brought to SLT e.g. change to Sixth form uniform. Pupils effectively use strategies for decision making – e.g. diamond ranking in KS3; plan, do, review in Foundation and KS2; Think-pair-share; PEC's.
- Pupils' views are regularly sought both formally and informally through questioning and written surveys. PCP is incorporated into Annual reviews to enable pupils to voice aspirations.
- Pupils knowledge of cultural diversity is enhanced through careful choice of resources in Schemes of work (see examples in Literacy, Geography).
- Portfield school promotes equal opportunities and challenges stereotypes e.g. KS4 access horticulture, equine management whether boys or girls. All pupils encouraged to participate in football etc. Play areas of the classroom promotes equal opportunities e.g. F/KS2 hospital corner acting as Doctors, nurses irrespective of sex.
- Global citizenship has been enhanced with link with Nepal 2012. Estyn stated in 2013 "Pupils are beginning to have good opportunities to learn about the global citizenship through links with schools in Nepal and Uganda. However, this work is at an early stage". In 2013 2 teacher students from Germany worked with all classes to develop their awareness of German culture. .
- Good provision for equal opportunities - 96% of parents in 2010 felt their children are treated fairly; 96% of parents agree that the school is effective in promoting equality and diversity in 2012; 98% in 2013 and 95% in 2014.
- The school is very effective in enabling pupils to engage in a range of art activities, sporting events and cultural activities throughout all key stages. Portfield's over 16 team are Welsh football champions (May 11 and May12). In 2013 the older pupils moved up a league and performed well.
- 9 pupils in spring 2014 achieved awards in Urdd art competitions; in 2015 15 pupils entered with the Yr7/8/9 entry achieving 2nd place in the national Eisteddfod and the under 25 group entry winning 2nd place in the local Urdd.

by contractors.

- Interview PSO.
- Examine the Strategic Equality plan and Disability access plan SDP.
- View Estyn good practice guidance – Portfield case study
- Review programme & SOWs PSD RE
- Collective worship SOW ,
- View individual achievement stamp books, observe celebration collective worship, annual prize giving.
- Interview Speech and Language therapist and Asst – Sulp and language groups.
- www.pupilvoicewales.org.uk website
- Examine newsletters to parents Newsletter
- Newsletter Y Porth.
- Observe school council minutes file and web site; interview pupils.
- See pupils' questionnaires. Data booklet 2012-15.
- Scrutinise Geography, Literacy SOW.
- View Welsh policy,
- Scrutinise displays around school and in classes
- Observe lessons
- scrutinise planning
- See Art, PE, Welsh and bilingualism, Music scheme of work, memo , budget allocation, Welsh heritage winner, sporting events winners , football competitions, gymnastic competitions, bowling, Urdd

	competition, UNICEF whole school events, history enrichment days – WW2,
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How well are pupils supported with specialist services, information and guidance? (CIF 2.3.2)

<ul style="list-style-type: none"> • Pupils receive good support from a range of specialist services. • The schools teaching staff profile is a good match to pupils' age and SEN needs and therefore supports pupil progress effectively. Teachers and Support staff competency profile has a balance of experienced and new staff, with qualifications in SEN and specialist subject training, The majority of teachers have received training in relevant teaching approaches (e.g. TEACCH, PECs, Team teach; ELKLAN speech and language qualification) The school has supported a small number of teachers study for post graduate qualification in SEN or masters qualifications. All staff are trained in core health and safety approaches. • Unqualified LSA staff are provided with pathways to achieve NVQ qualifications. • There is very good specialist provision for pupils who have a range of needs through specific groupings of pupils; high staffing ratios; adapted curriculum; access to specialist therapy such as rebound, hydrotherapy, massage, speech and language groups and individual programmes and use of specialist programmes – PEC's; GRID, POPAT, Accelerated literacy, Rapid reading, Busy days. Many staff have achieved specialist skills e.g. ELKLAN speech and language certification at level 2 or 3 in either severe or complex needs , ensuring they are able to effectively develop communication skills; TEACCH, Intervener training for supporting deaf/blind students etc. • Health professionals and LA Advisory teachers effectively support pupils including Educational Psychology, Speech therapy, Physiotherapy, Occupational therapy, physical needs, Autism, Advisory teachers for HI and VI, Positive behaviour service, Design to Smile, RNIB eye testing to support assessment of need, planning improvement programmes and advise parents. • The school successfully commissions service level agreements with the Hywel Dda Health Trust to provide increased Speech therapist, Physiotherapy support and OT which positively promotes improvement in provision & benefits pupil progress. • Physiotherapy provision is good and pupils benefit from hydrotherapy and rebound programmes. RDA is provided to a small number of pupils and tracking training and manual and electric wheelchair skills developed effectively through support from Whizz Kids workshops. • The specialist school nurses provide excellent support to a small number of pupils • Pupils are well supported by the community police, school Councillor; learning coach, social services and Action for children key workers. The police liaison officer carries out a comprehensive programme of health and wellbeing throughout the year and Secondary age pupils attend crucial crew annually. • Very good advice is given by Careers Wales. The school achieved Careers Wales award July 2012 and 2015 in recognition of support given to pupils (first special school in SW Wales) Careers Wales identified the work as very good practice. • Portfield has a high success rate in ensuring all pupils have a placement /package when they leave Portfield. 	<ul style="list-style-type: none"> • Staff professional development records/ CPD, accredited qualification. • Parent and pupil prospectus. • Newsletters to parents • Pupil and parent views at annual reviews • Scrutiny of timetables, • Interview professionals, • IEPs to assess evidence of appropriate guidance and support. • Scrutiny of Communication records, staff meeting agendas, discussion with Speech & Language Therapist (SALT), interview sample staff, • Multi agency meetings • HT reports to GB • Parent questionnaires 2013 2014; 2015 Interview parents, talk to pupils • Scrutinise whizz kids records, pupil physiotherapy files, manual handling plans, • Hydrotherapy Halliwick progress and rebound reports. • Discuss with School nurse • Talk to pupils about support from School Counsellor; • Talk to Careers Wales. • Pupil destinations – Data booklet
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<p>Over the last 3 years - 100% of pupils have secured placements at end of Sixth form in Pembrokeshire College, Residential College, and Social Activity Centres or on Social Activity Centre/ independent living package. It is difficult to determine a trend as pupils have very individual needs</p> <ul style="list-style-type: none"> • Most parents felt the school prepares their child effectively for moving on in 2013, 2014 and 2015. • The SEN Transition to Employment” project provided effective access to work placements and social activities and also provided a range of accredited options such as understanding relationships, personal safety, personal care and hygiene, understanding sex and relationships, road safety, drugs and alcohol awareness and personal awareness. This project ceased in 2014. In 2015 Portfield staff continued to provide accreditation courses as appropriate as part of the post 16 curriculum and provide support for WRE. A successful bid has secured Cynnydd funding for Sept 16 to enhance this provision. <p>Target : Develop SRE courses for parents /carers to support pupils emotional and sexual development</p>	<ul style="list-style-type: none"> • See AGPM report to parents 2013 ,2014,2015, 2016 • Records of careers advice
<p>How good are our safeguarding arrangements? (CIF 2.3.3)</p>	
<ul style="list-style-type: none"> • Safeguarding arrangements are comprehensive and in line with recommended practice. The school's annual health check was rated Blue- best sector leading practice by the LA in December 2013 and January 2015. • The Child protection policy has been ratified by the governors and is based on the model ERW policy. The policy is reviewed annually by the Governors who have a nominated Governor for Child Protection. All staff and Governors attend level 1 Child Protection training; new staff are trained as soon as possible- and key teachers at Level 2. The HT has ultimate responsibility for child protection but shares the role of designated Child protection officer with the DHT and AHT's so that there is always a member of staff on the school site with responsibility. The HT meets regularly with the Governor responsible. • All concerns, major or minor, are logged on Behaviour Watch online system. A printout is given to SLT to action and then outcomes are recorded. Printouts are securely kept in a file located in both Upper and lower school HT/DHT office to ensure all pupils are tracked effectively. • Health and safety procedures are effective and in place with appropriate risk assessments carried out as required for activities both on and off site. LEA procedures are adhered to rigorously for all off site visits. • Staff are reminded of the school's child protection policy, system and practice annually and receive regular reminders during the year. Notices remind staff of procedures. • Guidance on Safer working Practice has been adopted by the Governing body and shared with staff. • The school has adopted the LA whistle blowing policy and complies fully with the LA “Managing Allegations of Professional Abuse” Protocol. Each class has a safeguarding file with policy and procedure. • Staff interview and recruitment procedures comply with LEA guidance and safeguarding procedures. The HT, DHT and Chair of Governors have undertaken training on safer recruitment. • The school keeps the statutory data base of DBS checks on all personnel. All staff, Volunteers, Governors, relief and supply teachers and LSAs and professionals who work in the school have the required DBS checks and no staff member is employed without DBS disclosures and necessary checks. • An electronic system for entry to the upper and lower building is in operation and all visitors sign in on entry. All visitors remain in L/S and U/S entrance halls to be escorted by members of staff. • All visitors sign in and wear a ‘visitors’ badge and are provided with safeguarding information. 	<ul style="list-style-type: none"> • Safeguarding reconstruct health check report 2013; 2015 • Safeguarding self-assessment Estyn • Scrutinise CRB records, child protections policy, health and safety policy, safeguarding policy; Whistle blowing policy; Guidance on safer working practices – Safeguarding file. • Interview Governor for child protection. • Scrutinise Child protection referral records. Concern files • Scrutinise risk assessments • CPD Training records • Scrutinise staff files. • Interview LEA personnel dept. staff

<ul style="list-style-type: none"> • Pupils have access to School Counsellor’s services through self-referral, parental or teacher requests. Parents sign consent for this. 	<ul style="list-style-type: none"> • Prevent self-assessment /plan
<p>How well do we meet the needs of pupils with ALN? (CIF 2.3.4)</p>	
<ul style="list-style-type: none"> • The school has very good arrangements with a range of professionals to ensure pupils’ individual needs are identified and met. The SLT evaluate the success of interventions and support in multi-agency meetings held termly and through staff meeting discussions. Feedback is acted on and improvements made. • Good use is made of Peripatetic Advisory teachers for HI, VI including EAL as required and SENSE e.g. to support pupils with a hearing or visual difficulty – see Individual pupil files to support programme planning and achievement of individual targets in IEPs. • Very good use is made of PBIS, School Councillor, EP, Social workers, Key Workers; to support children with challenging behaviour or issues such as Obsessive Compulsive Disorder (OCD) to develop behaviour plans and programmes of support. • All parents rate the support group set up in 15/16 for behaviour as good/excellent with EP and Clinical Psychologist input. • Excellent working arrangements exist within the resources available with Physiotherapists, Occupational therapist and Speech therapists to ensure pupils needs are met within the curriculum and targets achieved. • All pupils receive a broad and balanced curriculum and very few pupils are currently dissatisfied from any subjects. Observe timetables and pupil portfolios of evidence. • Deaf blind pupils are effectively supported by interveners • There are excellent integration opportunities provided for a large number of pupils – sector leading practice (Estyn 2013) in Tasker Milward and Preseli comprehensive schools and Pembrokeshire college. A small number of pupils access Options day from mainstream schools. • The school has very good person centred Annual reviews and parents’ evenings which regularly involve parents in reviewing their child’s achievements and setting IEP targets termly. Annual review reports are comprehensive and identify achievements and future targets • Portfield School has an open door policy of consultation with parents through good home school diary, telephone contact with teachers and a recently trialled app for parental engagement. . • Home visits to support communication were established in spring 2012 and have been positively received. These have led to improved progress of pupils’ communication skills. • All pupils’ attainment is effectively tracked and provision in place to support the achievement of “able” and “underachieving”. See intervention data e.g. reading where pupils are provided with accelerated literacy support and numeracy where provided with numicon intervention. • More able and talented pupils are identified and supported e.g. Art, Maths lessons in Tasker Milward comprehensive; gymnastics support and competitions; football skills development and competitions; music support. • Assessment, recording and reporting are highly effective and comply with statutory arrangements. • The school has good systems in place for evaluating the contribution of a range of support to pupils e.g. Rebound, Halliwick, PEC’s, reading support through assessment data and IEP’s. • Pupil/staff ratios are worked out on a numeric system taking account of data and discussions with teachers of 	<ul style="list-style-type: none"> • Scrutinise individual pupil portfolios of pupils with e.g. HI or VI. • Interview Advisory teachers for HI; VI; SCOPE ;Speech therapist, physios, OT • Scrutinise speech therapy records, physio files, records of rebound, RDA. • Scrutinise a selection of statements and IEPs. • HT reports to Governors • View timetables • SOW, planning, • Interview pupils. • Scrutinise pupil assessment, SOLAR; tracking portfolios • Scrutinise sample of Annual reviews, sample home school diaries and parental phone contacts in pupil portfolios; • parent questionnaires – Data booklet • IEPs. • AGPM report, Prospectus. • Home school contact • View multi agency records – Specialist Nurse, Physiotherapist, SALT • View assessment policy • Discuss with parents

<ul style="list-style-type: none"> physical, behavioural and academic needs of pupils and groupings. Each pupil's progress is constantly monitored and reviewed each term and changes made accordingly. Monitoring and tracking progress, discussions with teachers in relation to pupil needs ensures the value of additional services are analysed e.g. Accelerated literacy – see outstanding progress of pupils; Numeracy support, speech therapy – see tracking data. Specialist school nurse provision is highly effective in supporting the complex medical needs of a small group of pupils. The school effectively provides specialist equipment e.g. Communication aides as assessed by Speech therapy in conjunction with parents. There is a very good range of IT resources to support pupil's additional needs. 	<ul style="list-style-type: none"> Lesson observations.
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KEY QUESTION 2.3 – CARE SUPPORT & GUIDANCE

<p>Main strengths</p> <ul style="list-style-type: none"> Estyn judged care support and guidance to be good in March 2013 Effective equality of access to all areas of provision as appropriate to pupils needs Safeguarding processes and systems are robust and sector leading/best practice. Proactive collaborative working with a wide range of partners enhances pupils health and well being Staff are well trained in Manual handling, Team Teach, first aid, child protection and MIDAS as appropriate see CPD file to ensure safeguarding. Detailed Health care plans, Manual handling plans, Positive behaviour plans, feeding plans and Individual educational plans and Risk assessments(– see Pupil files) support pupils individual development Very effective PSHE curriculum develops independence and personal care skills; PASS data used to target support; Careers guidance provided with very good provision for all pupils in KS4 and Sixth form; Careers award achieved July 12 and 15. Individual induction arrangements for all new pupils support effective transition. Very good behaviour management strategies Very good support to develop pupil's health and wellbeing –WNHSSNQA achieved and reaccredited summer 2012, July 2014 and 2016. Very strong relationships with parents, termly parent meetings and person centred Annual review meetings, Facebook and newsletters. Very good provision of aromatherapy and massage – staff trained to deliver Highly effective inclusion in mainstream comprehensive for a large number of pupils supports self-esteem and skill development.

Areas of improvement 2016-17:

<ul style="list-style-type: none"> Maintain attendance at 93% and above. To maintain a high profile of pupil and staff Safeguarding Support parents with behaviour management at home through training sessions on behaviour management for parents/carers. To provide SRE and Health workshops and training for parents as a rolling programme- one per term.

How do we evaluate the learning environment? (CIF 2.4)

<p>Strengths (What does the school do well)</p>	<p>Evidence (How do we know)</p>
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How well do evaluate the ethos, equality and diversity of our school? (CIF 2.4.1)

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| <ul style="list-style-type: none"> • The school teaches values and rights and responsibilities as recognised through successfully gaining Level1 UNICEF Rights respecting school's award in 2011 and Level 2 in 2013 and 2016. • The school culture is based on recognising achievement and celebrating success. Pupils are presented with weekly achievements in celebration assembly. These positive strategies make clear our expectations. • The school has a comprehensive behaviour policy and clear strategies and levels of intervention. All significant behavioural incidents are recorded and analysed, regular weekly, monthly or termly meetings discuss behaviour and strategies depending on the levels of behaviour identified. A range of strategies are utilised to improve behaviour. • There is a good Strategic Equality Policy and Action plan developed in consultation with a range of stakeholders which clearly sets out the school's responsibilities and provides guidelines on procedures (2012) which has been benchmarked against LEA and statutory requirements. The school is cited as a case study of good practice in the Estyn guidance for pupil voice in disability equality, A range of good training is provided to staff where equality is discussed as in Team teach training. • Portfield school is good at promoting equal opportunities and challenges stereotypes e.g. All pupils access horticulture, equine management whether boys or girls. All pupils are encouraged to participate in football etc. and play in areas of the classroom e.g. Foundation/ KS2 hospital corner acting as Doctors, nurses irrespective of gender; DOE included 5 boys and 4 girls in 2012. • In 2013/14 8 pupils completed Bronze (5B, 3G) and 6 completed silver all boys. In 2014-15: 5 pupils completed Bronze Award (4B, 1G) and 7 pupils completed Silver Award (5B, 2G). in 2015- 16 6 pupils working on silver, 5 on Bronze and 8 working on their GOLD • There is good provision for equal opportunities – 99% of parents in 2013-14, 2014-15 and 100% in 2016 felt the school effectively promotes equality and diversity and 100% felt the school provides an appropriate range of curriculum activities as surveyed over the past 3 years. . • The school has an excellent inclusive ethos and values all pupils and their cultures ensuring all pupils have equal access to the curriculum and offer a range of provision to meet all pupils needs e.g. to ensure all pupils have access to music – a range of musical activities are provided from singing/choir, percussion, kazoo playing, Guitar tuition and sound beam sessions. All SLD pupils in FP and KS2 take part in plan, do review where they make choices over their activities; in KS3 pupils are involved in choosing topics as part of thematic curriculum and in KS4 and 5 vocational options day provides pupils with a choice of activities from horticulture, pottery, riding, Lego technic; film making etc. • Pupils knowledge of cultural diversity is enhanced through careful choice of resources in Schemes of work (see examples in Literacy, Geography), RE lessons, assemblies and multi-cultural days The SOW for a range of subjects include cultural understanding e.g. In music a range of music is included in the SOW to ensure pupils experience a range of cultures; similarly geographical study involves a range of countries and their cultures and RE. • Data is analysed to look at trends for a range of factors including gender; ethnicity, Looked after children, and any issues identified and targeted for development. • There is a zero tolerance regarding Bullying. Allegations are investigated without delay. An anti – bullying policy is in place and has been successfully benchmarked against LEA expectations. Vulnerable pupils are identified and their wellbeing tracked effectively, in close partnerships with families, social services, LEA and health professionals • Differences / complaints are dealt with effectively. The schools complaints policy has been benchmarked against LA. There has been an average of 1 formal complaint against the school annually all of which the school responded to and effectively resolved with the parents. | <ul style="list-style-type: none"> • RRS Report Level 1 2011 ;Level 2 2013 and 2016 • Scrutinise policy documents – Strategic Equality Scheme and plan, Access plan; Freedom of Information, Child protection; Behaviour Policy, Subject policy documents e.g. Geography, English, Inclusion. All on web site • Interview pupils and staff. • Evidence of football teams travelling to Welsh finals in Newtown included girls • Scrutinise SOW • View choices for KS4/5 • Talk to staff and pupils to follow policy into practice • Visit Youth club • View Behaviour/Anti Bullying Policy • View pupil code of conduct –school charters displayed in each class • Interview designated member of staff and governor for Child protection, Looked after children. • View CPD records. Reported in termly HT reports • View notes of meetings, complaint; incidents records. • Read school policy document. • Nil complaints have been filed regarding Bullying since last inspection.(March 2013) • Complaints policy and file |
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<ul style="list-style-type: none"> • Staff have received training in equality issues from Chwarae Teg fair foundations. 	<ul style="list-style-type: none"> • CPD file • Investors in people report
<p>How well do we ensure that the physical environment is appropriate for pupils' needs? (CIF 2.4.2)</p>	
<ul style="list-style-type: none"> • Estyn judged the learning environment to be good in 2013. "The accommodation is attractive, secure and well maintained. However, the lower school building has limited capacity to meet the needs of the increasing number of pupils with complex needs requiring their specialist support" • R1 Ensure that the accommodation is appropriate to meet the increasing number of pupils with complex needs The school has worked with the LA and pupils have been consulted on recent plans for reorganisation of secondary provision. The LA has halted all development of primary facilities for Portfield School until the reorganisation of secondary education has been completed and there may be an impact as a result of this. Pupils strongly recommended that the English medium secondary school remain on the Portfield campus. • The upper school building provides a good environment that can meet the needs of pupils with disabilities. It is on one level, has hoist facilities in all teaching rooms and hearing loop and sound field system. There are clear contrasts throughout the building to enable visually impaired pupils to discriminate doorways. The primary building similarly has hoist facilities in all teaching areas, disabled changing rooms and clear contrasts. The hydrotherapy pool was specially designed to ensure hoisting takes pupil straight from bed to pool. There are appropriate therapy rooms, medical room and sensory environments. However due to LEA pressures increased pupil numbers have been accommodated which is placing pressure on resources. Facilities for parents and meetings are restricted. • Toilet facilities are available off all but one classroom which improves pupils' ability to be independent. Health and safety procedures are in place to ensure all showers comply with recommended procedures to guard against legionella • Y Porth satellite building is on one level, has hoist facilities, and is well able at present to cater for the small number of pupils on site. The outside play area was designed by the pupils and staff. • There has been some refurbishment of the lower school building which caters for primary and some KS3 pupils to improve facilities which are now good for pupils in the Foundation phase with outside play area and covered areas. However classroom sizes are small and furniture has to be kept to a minimum in classes where there is a large amount of individual pupil equipment. • The school has a specialist medical room in the upper school building to ensure high standard support for complex medical needs. • A Co-location satellite provision "Y Porth" has been established for some pupils at Ysgol Y Preseli to cater for bilingual pupils and also aims to reduce pressure on space at the main site. This is fit for purpose for the needs of the current pupils. Increased pupil numbers has led to further expansion and the development of the Tasker Milward satellite provision in September 2012 and a further satellite class in 2014 which provides a classroom, kitchen area, quiet room and toilet. • The school is well resourced to support pupils learning across the continuum of need and requirements of the school curriculum. Funding has been invested in priority areas to good effect such as iPad trolley, library, eye gaze technology, outside gym equipment. • Teachers have an annual budget to purchase resources which aims to provide for their key stage curriculum requirements and pupils needs for consumable stock. 	<ul style="list-style-type: none"> • View buildings. • Observe classroom resources • Audit by visiting classrooms, viewing teacher resource orders • View toilet charts for health and safety and water machines procedures. • Observe capitation allocations in SDP. • View grounds • Talk to Finance Officer , View curriculum budget bids

- Subject managers' audit their curriculum subject resources with reference to the long term curriculum map and medium term planning.
- Grants are regularly accessed & managed to expand breadth & quality of resources available to all including; ICT adapted hardware & software has been purchased to improve individual pupil access, Switches, eye gaze and integrix have been provided to support the Total Communication provision. The sensory room was refurbished with a £25,000 grant from Lord Taverners in 2016 enhancing the interactive opportunities for engagement for pupils.
- Class teachers are not called upon to provide cover for absent colleagues – see cover policy. Cover supervisors, HLTA and Supply teachers provide short term cover in line with workload agreement initiatives
- An effective Refurbishment / redecoration schedule is included in the short and long term approach to improving and maintaining the environment. School budget cost centres are set up to ensure grounds maintenance, health & safety maintenance and minor works can be carried The Site manager monitors standards. Volunteers from Vodaphone repainted the lower school hall in 2016.
- KS3 / 4 / 5 pupils successfully access specialist provision off site on a regular basis (e.g. DT, PE, Science at Tasker Milward Comprehensive, Swimming at Haverfordwest leisure centre; Horse management at Bowlings Riding stable; Woodland skills at Scolton manor)
- Toilet facilities are audited and are in excellent condition.
- The school grounds are well kept but the new building landscaping has needed some review due to the prolific growth of weeds. A management programme with local landscaper has been agreed. The outdoor areas in lower school are used effectively for forest schools work.
- The classrooms are bright and stimulating. An annual rolling decoration programme takes place.
- The school has good age appropriate playground equipment which was designed by the School Council and Sovereign play within the restricted areas available on the upper school site. Outdoor gym equipment was installed in 2014. The lower school play equipment is nearing the end of its life (LA report) and will be refurbished during summer holidays 2016.

Target To continue to improve outdoor learning environment – fundraise and purchase outdoor equipment for wheelchair users

KEY QUESTION 2.4 – LEARNING ENVIRONMENT

Main Strengths

- The school is a fully inclusive environment with a positive, caring ethos. Estyn March 2013
- A programme of year on year building development has resulted in stimulating and well maintained accommodation. A wide range of resources are used by all ages and abilities to enhance their learning;
- The outdoor area in upper school has been developed with the input from the School council to encourage co-operative ,active play and enhanced learning
- High quality training a priority for all staff – see CPD file and Investors in people report
- The IT facilities are good with Integrix sensory equipment, eye gaze technology; iPod trolley and iPads

Areas of improvement 2016-17:

- **R1 Continue to work with LA to ensure that the accommodation is appropriate to meet the increasing number of pupils with complex needs**
- To continue to improve outdoor learning environment – fundraise and purchase outdoor equipment for lower school and wheelchair users

Key Question 3: How good are leadership and management?

Strengths (What does the school do well)	Evidence (How do we know)
How do we evaluate the effectiveness of our leadership? (CIF 3.1)	
<ul style="list-style-type: none"> • Estyn judged leadership to be excellent March 2013. • The SLT has a clear vision for the school which is expressed in the school mission statement and understood by all. Aims are clearly expressed in the prospectus and displayed around the school. They underpin the school curriculum rationale. School charters are displayed and discussed regularly with pupils. • The school has a long term (three year strategic plan) and an annual school development plan which has been the result of consultation with a wide range of stakeholders including staff, parents and Governors. There is joint ownership as a result and the work of the school is organised around these strategic objectives. • Agreed Strategic objectives and data analysis are shared with staff at the start of every academic year. • The School Development plan (SDP) meets WG guidance for 2015. It drives improvement in every area. It reflects the priorities of the school, the LEA and national initiatives. Collaborative strategic planning is a strong feature of school provision. Co-ordinators monitor their subject area and reports identify good features and areas for development which then feed into the SDP. The plan is regularly reviewed throughout the year and its impact evaluated. • Leadership is effectively distributed. The core Senior Leadership team (SLT) consists of the Headteacher (HT), Deputy Headteacher (DHT), and 3 Assistant Headteacher (AHT's). The full SLT also includes the Senior LSA, Site manager and Chair of Governors. • HT and DHT effectively maintain a local and national perspective on school improvement through SWASSH meetings/conferences, local/national meetings, DYSGY newsletter and specialist publications. • In 2014-15, the Staffing structure was effectively revised due to pressures of increased pupil numbers, LA SLA to provide increased outreach and to meet the requirements of the Successful Futures recommendations. The structure was approved by Governing Body in June 2015. Revisions of roles are on-going to meet the needs of the school. A temporary TLR was appointed in the autumn term to lead the Creative school project and Expressive arts area in line with "Successful futures" recommendations. • The leadership team has a range of skills and experiences. Each member of the team has an up to date clearly defined job description and clear accountability, roles and responsibilities. Guidance notes given to Co-ordinators to support them in carrying out their roles. All members of staff have clear job descriptions that are regularly updated. These set out in detail the expectations placed on all staff. • There are regular SLT meetings with clear agenda for school improvement. Clear actions arise out of meetings. Priorities and progress towards targets are discussed at these meetings and a problem solving approach adopted. Termly extended SLT meetings involving Chair of Governors; Support staff representative and Site manager have had a positive impact on the leadership and management of the school. See Investors in people report 2012, 2015 and 2016 reports. • The school is cited in "How successful schools Work" Tutt and Williams 2012 as an example of powerful leadership to influence curriculum and pedagogy for pupils with complex learning difficulties. • Staff, subject co-ordinators and governors participate in strategic planning and review. Staff are asked to give 	<ul style="list-style-type: none"> • View class charters and mission statement displayed • School Development plan • Prospectus • Examine agenda and minutes of SLT meetings • Staff meetings file • Data booklet • and newsletters • Targets in the SIP have clear links to the 7 core aims; LEA Single Education Plan and national initiatives. • View, multi-disciplinary meetings rotas, agendas, action plans • HT reports including Physiotherapy report and Speech therapy reports • CPD records see file • Scrutinise Subject co-ordinator's reports and action plans and budget bids (Finance Admin) and interview subject co-ordinators. • See weekly memo; staff timetable commitments; dedicated Co-ordinators timetable • View job descriptions; Staff Structure • Review AGPM reports to parents • Regular newsletters are circulated to school community; view parents file • Website is regularly updated and

opinions via staff meetings, inset sessions and consultation questionnaires /surveys.

- Governor learning walks are effective in supporting Governors evaluate the work of the school.
- Management time for all senior leaders is protected and well used to achieve objectives set. Staff meetings have clear agendas and discuss SDP objectives and issues. Meetings are minuted.
- Performance management procedures are robust and fully implemented. Teachers meet with PM leaders during the summer term to discuss school strategic and individual targets. Teachers meet with LSA staff to discuss their progress and targets based on school and individual priorities. The process of professional review is of high quality for all staff – teaching & non-teaching; induction period meetings with targets ensure under performance is identified, targeted and addressed effectively. Staff performance is carefully planned for and reviewed, via probationary period for all support and non-teaching staff. New inexperienced staff are well supported by a 'buddy system' and head of department / team leader structure to ensure they meet pupil needs and enable progress without unacceptable delay.
- Collective training is organised around school priorities and efforts made to integrate individual training around school needs where possible. Continuing professional development is identified from performance reviews; national priorities and self-evaluation of teaching and learning; all staff are effectively supported to ensure pupils needs are effectively met and they make good progress

Target: To further develop and establish a training programme for newly qualified and established LSAs within Portfield setting

- A culture of target setting & achievement is well embedded and enables the school to move forward in relation to pupil progress, curriculum development, and resources. School data collection and analysis shows successful target setting on a whole school, department, class and individual pupil /staff basis
- All teaching staff effectively scrutinise & evaluate planning, pupil's work, quality of teaching & learning to uncover themes requiring development / celebration – focusing on high standards. Peer class observations involving teachers and also SLT from other special schools has effectively improved standards of teaching – see class observation reports.
- All teachers are observed teaching formally and informally during the year in a planned cycle and prompt and productive feedback given. Issues causing concern are tackled promptly and an appropriate level of support, training if required and challenge for improvement given.

Target : To introduce the Iris connect technology to support teachers improve their teaching through observing video of teaching

- Very good clear systems of communication lead to effective co-operation with all staff and outside agencies. "Investors in people award 2012 states" a vast improvement in communication in the last few years" and communication is now regarded as very good. Investors in people award noted strength in ethos of school and shared values. 100% of staff in 2014 and 2015 felt proud to work at Portfield. School has a track record of Investors awards and achieved Investors in People Bronze Award in January 2015 and interim accreditation in July 2016.
- Leaders participate in policy review and curriculum initiatives which ensure that schools provision meets pupils' entitlement and statutory requirements and challenges everyone to do their best. Participation in awards rigorously supports school self-review and celebrates good practice. The School Development plan (SDP) has a clear link to self-evaluation and school aims, successfully reflecting the priorities of the school, the LEA and national initiatives.

is under further development. Log on website.

- Investors in people report 2012 and 2015,2016
- See Tutt and Williams 2012 publication
- View parent questionnaires
- View current and previous SDP
- Talk to governors and staff.
- Welsh Heritage award won annually 2010 to 2016 ; Gold sustainable schools; Healthy eating Y5 award; WG health promoting schools award 2012 ,2014,2016 ; Becta award 2012; Active Mark 2012 AfPE 2016; Careers Wales award 2012; 2015 Investors in people 2012 (plus 10years endorsement) 2015, 2016; RRS award L2 2013, 2016
- LA Challenge Adviser visit reports
- 2012 RAISE Parents booklet; Options day timetable discuss with mainstream schools;
- PLC reports
- Scrutinise data relating to lesson observations – Data booklet
- Interview new and inexperienced staff and their 'buddy' & team leaders
- Investors in People 2012 report ;

- Leaders facilitate innovative curriculum developments which are used as examples of good practice on a regional and national level -; parents booklet RAISE 2010– Options day -14 to 19 grant; PESS grant - Halliwick; DCELLS thinking skills project in KS3 – shared with North Wales; LNF cross consortium bid 2013/15, Portfield was instrumental in the partnership bid which led to Portfield becoming a lead LNF partner supporting 4 special schools and established moderation network; 2013/14; development of Uffculme; person centred annual reviews 14/15 ; pioneer digital competence school, lead creative school, introduction of visible eLearning strategies 2015/16

Target To deepen understanding of Successful futures ; audit, review and initiate a plan for developing SOW for PMLD and SLD in relation to the 4 key purposes outlined in Donaldson “Successful Futures” incorporating Digital competence and LNF

- The school has embraced the foundation phase and implemented it consistently and successfully for children with severe learning difficulties. All teachers and most LSA’s of children in foundation phase classes have been trained systematically in the methodology of the foundation phase. Substantial financial investment has ensured that the Foundation phase has outdoor access, appropriate outdoor and indoor areas.
- The school has fully embraced the 14 to 19 learning pathways framework and plans are in place for all 14 to 19 year old pupils. All pupils have one page profiles and where appropriate communication passports.
- The school is very good at keeping up to date with local and national priorities through attendance at HT meetings, Special school Headteacher regional meetings and through HT attendance at Estyn update training. Members of the SLT regularly attend national and local conferences – see CPD records. The HT was invited to be a member of the WG Practitioner Panel in 2014/16 which meets half termly with the Education Minister The school has improved its self-evaluation by utilising local and national tools and external reports such as Sustainability audit; RRS audit.
- PLC’s have effectively reviewed curriculum and achievement in particular areas e.g. in 12/13 Financial literacy, Halliwick, ASD; 13/14 functional literacy, i 2014-15 Thinking Skills/ Uffculme; Teacch ASC and in 2015/16 Digital competence, Uffculme, MAPP assessment; and visible learning
- The school has a good track record of effective strategies in place for developing basic literacy and numeracy skills development.
- The school is fully committed to sharing professional practice. The school is frequently visited by colleagues from other schools looking at e.g. PEC’s practice, KS3 provision, Assessment for learning, RRS. Our Outreach support has been very effective in developing teacher and support staff skills in mainstream schools in the locality and has supporting the introduction of SOLAR on line assessment and effective moderation practice. Our staff has also visited other special schools to learn from best practice such as Uffculme, Person centred planning (PCP) and sensory circuits. The HT supported 2 local primary schools in 2015/16 with both moving out of Estyn monitoring/category at the end of the year.
- Portfield school staff developed and deliver modules on Diploma in special education qualification – a partnership development with 4 Special school heads in SW Wales / Swansea Metropolitan university – unique development of special schools leading accredited professional development qualification in SEN

Target To liaise with St David’s Trinity in relation to potential of developing partnership for training NQT students in special school

- The school is effective in securing bids to develop services — WEFO convergence grant ; PESS grant for Halliwick training; LNF partner support grant 2013/14 and 14/15; Family first 14/15 Pioneer digital competence bid, lead creative school bid, Lord Taverners bid 2015/16 and Cynnydd bid 16/17.

Bronze 2015/16 report

- View CPD records
- Interview AHT – CPD co-ordinator
- View pupil progress records - SOLAR
- Observe classroom practice
- Scrutinise impact of training in HT reports to governors – Governors file
- HT reports to GB
- Scrutinise self-evaluation tools used in self-evaluation file;
- View how Portfield school meets the Learning pathways 14 to 19
- Mapping against 7 core aims
- Basic skills Quality standard
- Discuss with Literacy and numeracy Co-ordinators
- See Tasker Milward family of schools plan and minutes of meetings.
- See Outreach files
- Scrutinise transition team files for impact on pupil progress and developing independence.
- UNICEF report
- WGHSSNQA report 2012, 2014

- Portfield School has excellent working arrangements with the Tasker Milward family of schools as shown by the involvement in inclusion opportunities; moderation arrangements and outreach support.
- The school has focused on improving wellbeing and achieved UNICEF RRS Level 2 in June 2013, 2016 – and WGHSSNQA in 2012, 2014 and 2016.
- The LA Reconstruct safeguarding audit report in 2015 identified the need for the leadership to continue to anticipate the unthinkable and improve information on website for parents and linke G” and Behaviour watch re attendance and safeguarding

Target : To train teachers in the PREVENT agenda

Target: To update staff on CP and SG issues – rolling programme of training for 2016-17.

How good is the work of our governors? (CIF 3.1.2)

- Estyn 2013 reports “the governing body understands its role well and is prepared to challenge and support the school effectively”
- The Governing body achieved the Bronze award, the 2nd school in Pembrokeshire in March 2014.
- Governors play a full and active role in the life of the school. There has been an increase in the number of Governors in 2012 due to the significant increase in school size over the last few years. All Governors are fully committed to the school and wish to see continual improvement. They have a range of different experiences and backgrounds.
- The school has clear effective governing body committee structures with agreed terms of reference as benchmarked against LEA recommendations. Individual Governors are linked to subject areas and meet with Co-ordinators in order to gain information to aid the self-review process.
- The Governors have been fully involved in the setting of the direction of aims for the school and agreeing the policies which implement these objectives. They are kept well informed and know the school well. They are effective in monitoring performance and provision and meet their regulatory requirements. The Chair of Governors is a member of the SLT. Governors carry out learning walks to gain first hand evidence to support them in an appropriate level of support and challenge.
- The Governors are provided with excellent information about the school through detailed HT reports, newsletters, AGPM report, and are involved in the production of the Self-evaluation report and School strategic development plan. Governors take part in consultation and the SDP targets are agreed at a full Governing body meeting and then regularly discussed during termly meetings through the HT report
- Governors give good commitment to the school and develop their skills as shown by their attendance at LEA training and school events
- Governors fulfil their statutory duty for reporting to parents and where required meet with parents.
- The school receives very few complaints, with the majority dealt with informally or at stage 1. Governors fully comply with the procedure when dealing with complaints and publicised the procedure to parents on web site and in newsletter and in new pupil packs.
- The Governors monitor the performance of the Headteacher annually through the formal performance management process.
- The Chair of Governors has detailed knowledge of the school through frequent visits and communication with the HT.

- View GB terms of reference.
- Minutes of GB meetings – see file.
- Bronze award 2014 files
- Performance management evidence
- Governor learning walk evidence
- Governors have a rolling programme for gathering stake holders’ views– parents, multi agencies, community, and pupils.
- View HT termly reports to GB
- AGPM report,
- Parents Newsletters,

KEY QUESTION 3.1 LEADERSHIP	
<p>Main strengths</p> <ul style="list-style-type: none"> • Estyn judged leadership as excellent March 2013 • Clear strategic direction with clarity of aims and purpose – this has resulted in improved standards and provision. • Proactive leadership team focused on school improvement. Leadership modelling of desired behaviours- they uphold the ethos of “working, learning and achieving together to enable all learners achieve their full potential”. Staff are empowered and act as leaders in their own right. This leads to a number of excellent initiatives and pupil involvement across the school. See Tutt and Williams 2012, “ How Successful schools work” • A very good balance between support and challenge with focus on continuous improvement. Excellent team work with all staff supportive of each other’s initiatives. • All staff understand and actively put school improvements in place • Comprehensive self-review – see SEF file; LA Challenge Adviser reports,13,14, 15 ,16 with clear monitoring systems involving peers and effective use of data analysis • Clear and robust management structures which enable the smooth running of the school. • The school clearly focuses on national and local priorities such as the LNF, 14 to 19 framework, Digital competence; Person centred planning, deprivation and has led to clear improvement of standards. • High priority on staff training including Support staff linked to Performance management. • The school is committed to sharing its good practice with others and learning from others. • Portfield Outreach support is highly effective in sharing good practice; supporting introduction of SOLAR and moderation within Local Authority Learning resource bases (LRC’s). • Governors are very committed, involved and challenge effectively. They visit the school formally and informally to see policies in action. The Chair is part of the SLT. 	
<p>Areas for Improvement 2015/16</p> <p>Target: To further develop and establish a training programme for newly qualified and established LSAs within Portfield setting</p> <p>Target : To introduce the Iris connect technology to support teachers improve their teaching through observing video of teaching</p> <p>Target To deepen understanding of Successful futures ; audit, review and initiate a plan for developing SOW for PMLD and SLD in relation to the 4 key purposes outlined in Donaldson “Successful Futures” incorporating Digital competence and LNF</p> <p>Target To liaise with St David’s Trinity in relation to potential of developing partnership for training NQT students in special school</p> <p>Target : To train teachers in the PREVENT agenda</p> <p>Target: To update staff on CP and SG issues – rolling programme of training for 2016-17.</p>	
How do we improve the quality of what we do? (CIF 3.2)	
Strengths (What does the school do well)	Evidence (How do we know)
How well do we carry out self-evaluation, including listening to learners and others? (CIF 3.2.1)	
<ul style="list-style-type: none"> • A robust 3 year cycle of self-evaluation is embedded into the culture of the school. Data is analysed rigorously and scrutinised by all teachers as corroborated by Challenge Adviser 2016. 	<ul style="list-style-type: none"> • Challenge Adviser reports.

- A comprehensive whole school review of standards takes place by senior leadership and curriculum co-ordinators as part of the cycle of self-evaluation. All staff are involved in work scrutiny to review pupil progress. Lesson observation, listening to learners, and scrutinising pupils work and outcomes ensures senior leaders have a clear understanding of strengths and areas for development. . The findings are actioned and feed into improvement plan to ensure continuous school improvement.
- Planning is effectively monitored by DHT and AHT's.
- Effective systems to evaluate quality of teaching and learning are embedded. Each teacher has 2 or 3 lessons observed annually in agreement by a member of the SLT/peer which contribute to performance management arrangements. Peer Headteachers/Deputies and Challenge Adviser have observed teachers to provide objectivity and standardisation. Staff evaluate peer observations as having a positive impact on improving standards of teaching. Teachers reflect and evaluate their own performance as part of the process. Lesson study was introduced in 2015/16 with positive impact on sharing of good practice.
- Learning support Assistants are skilfully monitored by class teachers as part of classroom practice which contributes to their performance management arrangements. There is a well-structured induction programme and probationary period with 3 reviews within 6 months to ensure LSA's are developing the skills required.
- All therapy and literacy/numeracy/DC assistants are effectively observed by SLT and/or Therapists/ Co-ordinators as part of their performance management arrangements.
- The continuous growth of the school has challenged both the provision and the ability to train staff and maintain and improve standards. However as seen by class observations teaching and learning have continued to be of a high standard.

Target : To further improve teaching and planning through visible learning – improve the setting of LO/SC and feedback to pupils

- The school has very good systems to evaluate the quality of individual education planning (IEP's) which are consistently applied and have a positive impact on pupil progress. A rating system is used to judge pupil achievement and moderation of this process ensures clarity in relation to consistency in standards. However as the schools constant drive for improvement, a goal setting IEP system was introduced in September 2012. In 2014/15 a review of PMLD targeting setting was carried out and a new rating scale (MAPP) to show lateral progress was trialled.

Target: Develop MAPP assessment and IEP format for all PMLD pupils.

- “The school has developed excellent procedures for tracking and recording the achievements of the pupils. This information is used effectively to enhance further the learning experiences available to all pupils and ensure that high standards of achievement are maintained. This is a notable strength of the school.” Estyn 2013. Moderation and use of EQUALs PACE2 supports standardisation and effective moderation of pupil progress. Co-ordinators work alongside teachers to develop their skills in moderating and levelling pupils work. PACE2 has been used effectively in Maths, English and Science to support moderation. Teachers in KS3 take part in the Family of schools moderation days as appropriate.
- “The school has an excellent system of recording and analysing data, enabling staff to monitor progress effectively. Moderation is at a whole school level with all staff involved in the assessment process” Estyn 13.
- Portfield was instrumental in developing moderation practices with 6 other special schools through the LNF WG Partner support programme. Portfield is cited as an example of good practice in the School to School support and collaboration Estyn Thematic report 2015. This network has developed and now has over 30

- Lesson observations

- View IEP moderation file
- View pupil progress IEP -data booklet
- View guidance to staff – data analysis

- View Science , Literacy , Maths moderation files
- Subject co-ordinators reports
- Analysis of pupil progress -Data Booklet
- Annual review survey – Data Booklet
- Parent Surveys – data booklet
- Annual review paperwork
- View school council minutes; talk to School Counsellors ;
- Pass data report – see data booklet
- See HT reports to GB for impact
- View PLC files for impact
- View staff qualifications
- Examine successful use of internal promotions across teachers and non-teaching staff
- Examine opportunities offered for staff to pursue higher qualifications / training as CPD records testify

schools taking part. .

- Pupil attainment has been comprehensively benchmarked through Durham and more recently CASPA with other similar schools on a nationwide basis and the results evaluated effectively to inform strategic planning and improvement.
- In 2012/13 the development of Person centred planning involved the majority of pupils who are able to contribute to their review. Systems have been revised and effective one page profiles are now in place for all pupils.
- Staff are encouraged to review school policies, procedures and performance through regular whole school discussion sessions and questionnaires .LSA staff are consulted on a strategic and operational level on a half termly basis – see meeting minutes.
- Parents are effectively consulted on strategic and operational issues via meetings, annual questionnaires and policy consultation. Parent’s evenings, annual reviews and planning meetings discuss individual pupil progress. Nearly all parents feel the school is well run in 2013/14, 2014/15 and 15/16. Results are collated, analysed and fed into the school development plan.
- There are very good systems of collaboration evidenced with Speech therapy, Physiotherapy and Occupational therapist teams. The school is featured as a good practice case study in the WG FaCE the challenge together: Family and community engagement toolkit for schools in Wales 2015
- Pupil Voice is a strong feature of self-evaluation. Questionnaires are routinely used alongside PASS survey to collect evidence of pupil views and identify actions for improvement. Pupils also have a voice through school council which meets fortnightly to discuss school issues and half termly eco council. . Agendas and minutes show evidence of their request / ideas being implemented. In 2012 pupils instigated a review and subsequent change of uniform for Sixth form and designed new play area in upper school with Sovereign. 2013 improved common room arrangements.2014 selected outdoor gym equipment and worked with Tesco on introducing PEC’s and sign language to staff; 2014 - 2015 carried out an audit of equipment for the kitchen. 2015 – 16 improved information sharing through TV screens in upper and lower school; improved enterprise activities and the Eco committee carried out a non-electric day!,
- Over the past 3years School Council has successfully organised and completed numerous activities to fund raise including car washing, Crazy Olympics, Comic Relief, Children in Need and fund raising for Nepal earthquake disaster.
- Staff skills are usefully audited via performance management and probationary reviews resulting in effective CPD programme to meet identified needs. The programme is delivered and analysed in relation to impact on pupil progress. Staff are supported to access specialist training e.g. Accelerated literacy, PEC’s; rebound therapy, massage, Person-Centred Planning; digital skills.

Target :To review implications of new deal for workforce and develop Portfield as a training centre and further develop school to school sharing of Portfield expertise

- PLC’s effectively develop staff skills and impact directly on pupil progress PEC’s PLC 2011/12; Functional literacy 2013/14. TEACCH/ASD 2014/15 ; Uffculme, MAPP; Visible learning and DC 2015/16
- The school has undertaken a variety of external reviews and assessments over the past few years. These awards reflect the quality of work and achievement in a range of areas and show continuous school improvement. Awards include Investors in people comprehensive report in relation to leadership; wellbeing and training 2012, 10 yr. commendation ; Bronze award 2014; BECTA IT mark in relation to quality of IT

- Staff achievements are celebrated in newsletters, staff meetings, review records
- School to School support and collaboration Estyn Thematic report 2015
- View Investors in People reports 2012, 2014 2016
- ; BECTA IT self-evaluation audit and award; Basic Skills Quality standard report; RRS report ; Careers Wales report2012, 2015; WG health promoting schools report 2012, 2014.2016
- Scrutinise LA reports / Challenge Advisor reports
- Estyn good practice case study 2013
- Chief HMI report 2013
- FaCE the challenge together: Family and community engagement toolkit for schools in Wales 2015

<p>provision and leadership 2009,2012 and Naace mark 2016; Basic Skills Quality standard in relation to the schools ability to meet basic skills 2010(3rd award); Welsh heritage award won annually from 2010 up to and including 2016.;Healthy schools 5 years ,WGHSSNQA Healthy schools award reviewing wellbeing and health 2102; 2014 and 2016 ; UNICEF Rights respecting schools award L1 re. pupil voice 2011, L2 2013 and 2016 ; Estyn good practice case study 2013, Chief Inspectors report 2013 ; Leadership good practice case study 2015 ; Careers Wales award re 14 to 19 advice and guidance 2012, 2015 ;Gold sustainable schools award 2010 Eco schools bronze and silver award 2011,2012 ; PE Active marc award 2012. AfPE award 2015; fair-trade status 2013, Eco acorn award 2013, International school intermediate award 2014; Governors bronze ward 2014.</p> <ul style="list-style-type: none"> • LEA support and challenge visits evaluate the school and highlight “The Self Evaluation Document is comprehensive and gives a clear view of the work of the school”“ They identify AfL in Key Stage 3 which has been shared with a school in Denbighshire as excellent practice in 2012/13 Pupil participation and decision making as identified by Estyn as an excellent case study The inclusion project with Secondary mainstream schools involving 38 pupils” is outstanding. Estyn 13. • The school has a sound track record of leadership. 2012 Investors in people report states “ The exemplary leadership and management practices, particularly the collaborative and supportive approach, effective planning, self-assessment and staff development have created a culture of continuous improvement to benefit pupils the staff and the school” This was also recognised in 2015 report . The Challenge Adviser core visit 2 in Summer 16 states “the headteacher has very successfully embedded outstanding self-evaluation processes and all staff are part of that process... the highly effective distributed leadership ensures all co-ordinators fully exercise their role in the school improvement process.” 	
<p>How do we plan and secure improvement? (CIF 3.2.2)</p>	
<ul style="list-style-type: none"> • Information from all self-evaluation procedures feeds into a comprehensive School development plan • There are very good systems in place for planning and carrying out improvement. The SDP is a document which sets out clear priorities and actions to bring about improvement in pupil outcomes and is produced by the SLT and co-ordinators following consultation with a range of stakeholders. . Targets are data driven as well as action based and fully costed. All members of staff, Governors and pupils have a role in setting, implementing and reviewing SDP targets. SLT ensure that there is a direct link between priorities set and resource allocated, facilitating successful school strategic development. Plans are available on the school website for parents and other stakeholders to view and comment on. • Performance data is used effectively to set targets for improvement see Data booklet and SDP. Pupil data is analysed and priorities agreed – see improvements made in relation to identified needs. In 12/13 numeracy improved from targeted intervention. In 2014/15 literacy skills improved through targeted interventions and introduction of Uffculme. And in 15/16 numeracy interventions and DC training have impacted on raise pupil progress. • Pupil progress in each key phase is analysed and areas of underachievement identified and targeted. Individual pupil progress is analysed through IEP progress – see IEP termly data analysis. MAT pupils are identified from pupil progress data and personal qualities in areas such as art, PE and music. • The strategic planning process is a strong feature of provision and exists on a suitably long term basis – 3yrs. Co-ordinators effectively identify, monitor and implement improvements in their subject areas. 	<ul style="list-style-type: none"> • SIP 2013/14 ; SIP 14/15 SDP 15/16 • View Data booklet • Observe Co-ordinator reports • View self-evaluation policy. • View HT reports to Governors • Discuss CPD;SEG and Performance management with CPD Co-ordinator • Discuss budget with Admin staff and view file • View external Budget Audit report • Scrutinise • In School to School support and collaboration Estyn Thematic report 2015 • Investors in people report

- SDP priorities for development are clearly linked to performance management targets.
- The SLT have sought to share good practice and ensure continuity of practice across the school – this has been effective – see AfL across SLT classes; peer sharing of good practice 2014, lesson study, introduction of Learning Objectives/ Success Criteria strips in 2015/16 ..
- School budget records show effective allocation of resources in line with SDP priorities e.g. , Welsh heritage award; 14 -19 grant ; Family First ; Convergence funding, LNF funding, Lord Taverners; EIG, PDG and have had a positive impact on standards and provision
- EIG and PDG spending has a direct link to targeted groups, SDP priorities & staff CPD training needs.
- Best value principles are applied to spending. The recent audit highlighted only minor areas for development and most were actioned a few days after the audit.
- The school has a good track record of improvements - pupil numbers have risen from 62 in 2002, 147 in 14/15 to 155 planned for September 16 .Improvement in standards of teaching – see earlier data in 2.2. Examples of Curriculum improvements
2011-13 SLT successfully bid with Caerphilly for SEN Transition to Employment team, developing WRE.
2013 LNF successful bid to support LNF introduction in Portfield and partner special schools.
2014 LNF successful bid to continue to develop moderation ; Successful bid for establishing Youth Club
2015/16 Pioneer schools bid for developing routes to Digital Competence Framework; Lead Creative schools bid;,
- The school has a track record of active fundraising and school building developments
2011/12 – outdoor canopy areas lower/ upper. Two new classes established in Lower school – (meeting room; staff room – use of portacabin as staff room) to accommodate increased numbers
2012/13 – established satellite provision at Tasker Milward school
2014/15 – 2nd satellite provision in Tasker Milward school; toilet facilities improved LS.
2015/16 – plans developed for satellite in Ysgol Bro Gwaun. Lord Taverners bid upgraded sensory room.
Lower school outdoor area resurfaced and new equipment purchased – school fund and Friends.
- “ The excellent leadership and management practices, particularly the collaborative and supportive approaches, effective planning, reflection and staff development, have maintained and further developed a culture of continuous improvement to benefit the pupils, the staff and the school” (IIP2015)
- 100% of parents state they are satisfied with the school, 2013/14, and 2015/16.

- View parent questionnaires – Data booklet
- Financial audit report.
- SDP evaluations

KEY QUESTION 3.2 IMPROVING QUALITY

Main strengths

- Estyn judged all aspects of leadership as excellent, March 2013 “The school has rigorous and robust systems to gather, analyse and evaluate pupil outcome data and tracks progress rigorously in relation to individual pupil attainment. The school uses this information very effectively to set targets, to manage the performance of staff and to inform all stakeholders of the strengths and areas for further development. Consequently, there is a very good and continuous trend of improvement by nearly all pupils in all key stages, targeted through a highly personalised programme of learning. This is a notable strength of the school.”
- The school is committed to continuous improvement
- Self-evaluation is embedded in school practices and feeds continuously into SDP
- Data is used extensively to analyse performance and prioritise new developments and initiatives
- The SDP is centred on school priorities identified through self-evaluation and has clear targets , actions and costs identified
- Individual teaching strengths and areas for development are well known from regular first hand evidence. Teachers observe colleagues model strategies which

improve their practice.

- All stakeholders are involved in self-evaluation process including staff, governors, parents, pupils, external agencies. The school works collaboratively both internally and with partner agencies. .
- The effective use of neuroscience to influence curriculum and pedagogy by the HT and SLT has been included in Tutt and Williams “ How successful schools work” 2012
- The school has a 3 yr. track record of utilising reviews from external bodies which have provided feedback on the strengths and areas for development which have further improved practice and standards including SALT, PECs Consultant, Safeguarding inspection, Careers Wales West, WG Health Promoting schools; RRS, Challenge Advisors and Investors in People

Areas for Improvement 16/17

Target : To further improve teaching and planning through visible learning – improve the setting of LO/SC and feedback to pupils

Target: Develop MAPP assessment and IEP format for all PMLD pupils.

Target :To review implications of new deal for workforce and develop Portfield as a training centre and further develop school to school sharing of Portfield expertise

How do we evaluate the effectiveness of our partnership working? (CIF 3.3)

Strengths (What does the school do well)	Evidence
How strategically do we work with our partners to improve pupils’ standards and wellbeing? (CIF 3.3.1)	
<ul style="list-style-type: none"> • Estyn judged partnerships to be excellent March 2013 “The school has very effective links with a wide range of partners in the local community. Partnership working is very carefully planned, managed, monitored and evaluated to ensure that it improves pupils’ achievements, wellbeing and learning opportunities. Partnerships with parents and carers, with the Health Service and with mainstream schools and colleges have a very positive impact on outcomes for pupils. This is a major strength of the school” • The school enjoys very strong relationships with parents. Staff are accessible and home school diaries provide continuous communication alongside phone calls, parent meetings, annual reviews, Facebook and recently trialled See Saw app. Parents are welcome before or after school and are encouraged to make appointments if they need to discuss a matter in detail. 100% of parents feel they are welcome when they come to the school, Dec 2013; 99% in Dec 14 and 100% Dec 2015. • Parents’ evenings are successfully held termly to discuss IEP targets; nearly all parents attend statutory annual reviews and a detailed written report is sent home in the summer term. • Parents are encouraged to share in the life of the school and are invited to concerts, and special events throughout the year. Home visits by teachers and speech therapist/SALTA have effectively improved progress. Parent drop in sessions, behaviour workshops and Speak easy course are delivered regularly to support parents with sex education for their teenagers. • A detailed parent’s survey is undertaken annually on aspects of the school where parental opinion has been very positive over the last 3 years. Any areas identified for improvement are acted on. • The school has effective induction arrangements for new pupils – 100% parents in 2013, 82% in 2014 and 100% in 2015 stated good/excellent. Pupils and parents make visits and meet other agencies to draw up comprehensive health care plans and ensure appropriate arrangements are in place. 	<ul style="list-style-type: none"> • Discuss with professionals (physiotherapy, speech therapy, specialist Nurse, Community paediatrician, Occupational therapy); Social services; LA Advisory teachers for HI,VI; Educational Psychologist ;Counsellor; SCOPE; PBIS (pupil behaviour intervention service) Trudi Brew Clinical Psychologist • View Annual review meetings; Person centred planning; pupil files; planning meetings; discuss with professionals. • View Speech therapy SLA; Physiotherapy SLA; Occupational therapy SLA and School Nurse SLA • Read Newspaper clippings, articles, letters of appreciation,

<ul style="list-style-type: none"> • The school has effective partnerships with the local health Trust and other local professionals. Beneficial SLA agreements with Hywel Dda trust established to support pupils speech and language therapy, Physiotherapy, Occupational Therapy and Specialist nurse were established in 2012 and reviewed and renewed in 2015. The school features in the good practice WG guide “FACE the challenge together “in relation to partnership working 2015. • The school has close links with a variety of agencies that support pupils and parents. Police support officers are regular visitors alongside Positive behaviour service, key workers, etc. The school works very productively with Social services, adult disabilities team and careers service. • The school actively involves the community at every opportunity. Children undertake visits locally and further afield to enhance their learning. Volunteers and visitors from the community regularly come into school to share their experiences. German students and welsh weeks have offered tremendous enrichment opportunities to all our pupils • The local community has a positive view of the school as seen by increased pupil numbers and the range of community involvement with the school. • There is strong support from the local community e.g. Rotary visits; fundraising to support the purchase of equipment; Milford Port authority sponsored Sea legs to enable pupils to develop sailing skills; Trampoline for rebound donated by Murco; Milford Haven Hairdressers Van Dykes support for common room equipment. • The school is an effective partner in the Tasker Milward Family of schools group and 14 to 19 transformation agenda; Pembrokeshire College and local business community. Developments from these groups have included – inclusion opportunities for pupils; involvement in transition days at Tasker Milward School; range of work experience placements; college taster courses. The LA view the Inclusion programme with Tasker Milward school to be sector leading. • The inclusion programme is across KS2 to KS5. Primary age pupils link with Fenton Primary School, with pupils from Mount Airey School joining in the fun in the hydrotherapy pool on a weekly basis. KS3 pupils access lessons at Tasker Milward School in PE, DT, Art and Maths/ Science as appropriate. Pupils in the Tasker Satellite class socialise with their peers during lunch and break times. KS4 students access GCSE lessons for example in Maths and Art. • The school has a successful trend of enabling more able and talented students (MAT) to participate in GCSE courses: Science 2010; Land Studies 2011; 2 pupils achieved Maths and Single Science GCSE 2012, and 2 pupils achieved GCSE Science and Maths in 2013; 5 Maths and Foundation GCSE Science in 2014, 2 MAT pupils achieved GCSE Art in July 2015. • The school has an excellent outreach provision which supports pupils with SLD to remain in mainstream classes. The Outreach team also provide training to other schools such as Team Teach, curriculum support, Unit network meetings and individual support and advice. In 2014 it supported LRC’s introduce SOLAR assessment system. In 2015/16 the Outreach service reviewed the provision and practice of all LRC’s for the LA identifying areas of good practice and recommendations for development and worked with the LRC’s to moderate samples of work.. • The school has received several visits from local schools and those further afield, looking at practice with ASC pupils; hydrotherapy pool, assessment, 14 to 19 provisions, PECs. The school has undertaken learning visits to other schools in Wales to look at e.g. 14 to 19 provision, sensory circuits , • The school offers its facilities for community use during and beyond school hours. Pembrokeshire College and PRP training run NVQ courses for staff at the school. Arthritis care, Adult centre, Elliot’s Hill and Mount Airey School all utilise the hydrotherapy pool and Tots to teens meet after school 3 nights a week and Slimming world one night a week. 	<p>visitors to assemblies & functions,</p> <ul style="list-style-type: none"> • View parent questionnaires • Scrutinise family of schools minutes; pupil portfolios; • Timetables; meeting notes with a range of agencies and services; Community links file; • Private funds records show commitment of local community towards school • View Outreach file • View inclusion data • FaCE the challenge together: Family and community engagement toolkit for schools in Wales 2015
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How well do we collaborate with partners to deliver coherent programmes and choices? (CIF 3.3.2)

<ul style="list-style-type: none"> • The school effectively works with other special schools across the region and is currently working with 5 specials schools in a cross consortia LNF partnership supporting the moderation of the LNF 2013/15 which is sited as case study in the Estyn School to School collaboration and support best practice guide 2015. • Portfield is effective in sharing resources. In 2015/16 the HT supported 2 primary schools in their improvement journeys, both successfully moving out of Estyn category/monitoring. • There are excellent working arrangements with Tasker Milward Comprehensive School; Ysgol Preseli; STP; Fishguard Comprehensive; Fenton unit; and a number of mainstream schools supported by Outreach which effectively add value to pupils' progress. Sector leading practice Estyn 2013 Portfield Options day is utilised by local comprehensive pupils. • Links with Bowlings Riding stables, Stackpole Walled gardens, Clynfyw Farm, Community Project with Albany Church in Haverfordwest and Scolton manor have provided a very good range of option and vocational choices for pupils 14 to 19 including horse riding;; horticulture. Link provision standards are good as monitored externally through accreditation courses. DHT also carries out monitoring visits to schools and college. • A family of schools transition plan ensures consistency between feeder schools to Tasker Milward comprehensive. Portfield are part of this plan which is reviewed and updated annually and takes into account WG priorities. Collaborative assessment workshops have supported teacher assessment of pupil's standards. • Excellent working arrangements are in place through PASH (Secondary HT meetings); ERW Special school HT and SWASSH to share good practice. • Links with Pembrokeshire College have enabled the establishment of a tailor made taster programme for pupils with SLD in bricklaying; catering; boatbuilding; animal care; childcare and office skills. This provides an effective transition to college at post 19. <p>Target :to liaise with St David's Trinity in relation to potential of developing partnership for training NQT students in special school</p> <ul style="list-style-type: none"> • There are good links with Fenton primary. Pupils in KS2 link together for social inclusion opportunities around forest school days and share expertise. Excellent links with Tasker Milward Comprehensive to provide mainstream sessions in PE, DT, Art, Science and Maths as appropriate or other areas where pupils have significant strength. 	<ul style="list-style-type: none"> • Scrutinise inclusion records; interview teachers and Head teachers and pupils. • Estyn School to School collaboration and support best practice guide 2015. • Estyn best practice case study 2013 Partnership working. . • View 14 to 19 file • Outreach file • Timetables • Family of schools meetings • HT meetings • Options day timetables • Forest schools file •
<p>KEY QUESTION 3.3 PARTNERSHIP WORKING</p>	
<p>Main strengths</p>	
<ul style="list-style-type: none"> • Partnership activities with local schools, special schools in the south west, Darwin Science, LA, Family of schools, has significantly impacted on standards through increased participation and activities. • Estyn judged partnership working to be excellent March 2013 "The very well-managed partnership working with two mainstream secondary schools and a local college of further education enables a majority of pupils in key stages 3, 4 and 5 to learn with their mainstream peers. These pupils access courses leading to accredited qualifications that prepare them well for transition to college courses. This is sector-leading practice". • Multi agency working is a strength of the school. We work closely and productively with for example Health, Police, Social care, Positive behaviour service, local employers, Albany church, Careers Wales, for the benefit of pupils. • Outreach support from Portfield is highly valued by mainstream schools • The school has very strong links with the community • Exemplar collaborative projects with other schools or agencies include Design to Smile, RNIB sight testing, LNF moderation with other special schools; Specialist Diploma course with St David's Trinity. 	
<p>Areas for Improvement 2016/17</p>	
<p>Target :to liaise with St David's Trinity in relation to potential of developing partnership for training NQT students in special school</p>	

How do we evaluate resource management? (CIF 3.4)

Strengths (What does the school do well)	Evidence (How do we know)
How well do we manage our staff and resources? (CIF 3.4.1)	
<ul style="list-style-type: none"> • The school has a suitably large staff with clear management systems to meet the diverse pupil needs. There is a consistent expectation of high standard from all staff. Manager's standards have been consulted and agreed upon. Each senior manager has a job description which provides clarity of roles and responsibilities. A meeting of the SLT is held at least fortnightly with a focus on school improvement and wider issues • All staff have been involved in the vision for the school and developing the mission statement which specifies the ethos we wish to uphold. This is reviewed regularly. All staff take part in discussion of school issues and partake in problem solving activities. • Staff handbook provides comprehensive information about policy, routine and systems. Each class has a safeguarding handbook. Comprehensive induction arrangements are in place for all staff. • A weekly memo and twice weekly briefings effectively cover all day to day business. A Senior LSA feeds back weekly to all therapy and central staff. A weekly staff meeting/training session is held for all teachers. The meetings/briefings are the main vehicle for communicating high expectations to all staff, setting targets, and reviewing progress towards core objectives. There is a clear timetable for staff meetings/training set out in the SDP. Minutes from these meetings are made available for all staff and teachers feedback to their LSA's. • Weekly class team meetings discuss issues of classroom importance and individual targets and support arrangements for pupils. • Multi agency meetings with teachers provide a forum for reviewing progress and discussing concerns and issues with other professionals. • There is a 5 year history of PLC's which have meet regularly to drive school improvement and development. A number of PLC's have been effective in their improvement of pupil progress – Engagement profile (2010/11) Welsh 2011; PEC's; Halliwick; Financial literacy 2011/12; Number, Key skills planning/ effective questioning 2012; Numeracy and PEC's 2012/13. Functional literacy 13/14; TEACCH/ASC, Thinking Skills and Uffculme/LNF 2014/15. Visible learning, Uffculme, MAPP assessment and Digital competence in 2015/16. These include staff from across the school and encourages drive, development, pace of improvement through professional collaboration. • Effective track record of PLC's and networks involving special schools in the South West of Wales e.g. two teachers established a Financial literacy PLC with teachers from 3 other special schools to develop financial literacy activities, scheme and assessment; Moderation with 5 special schools across South Wales. (Estyn School to school support case study 2015); Digital competence pioneer school work with other pioneers and lead for special school network 2015/16. • There are clear demarcation of roles and responsibilities for all Admin staff. The team is used effectively to meet statutory requirements of the National agreement on tackling workload. • Very effective systems for staff development are in place identified through induction and performance management arrangements. All members of staff undergo an annual performance management review. Good practice is identified and celebrated. Training is reviewed and any new training requirements identified. Training focuses on meeting pupils needs and ensures class teams have appropriate skills. Staff are trained in appropriate Health & Safety approaches such as administration of medication ,first Aid, and school curriculum , assessment 	<ul style="list-style-type: none"> • Examine CPD records • What I can expect from my manager agreed competencies • Examine job descriptions and roles • View mission statement on classroom wall • Examine class groupings and staffing allocated • View performance management policy and guidelines and analysis of training needs by head teacher and Assistant Head. • Examples of PM • Interview governor with responsibility for staff development. • Discuss OH referrals; absence reviews procedures with HT • View Teachers handbook; induction pack. • Staff meeting records • Examine CPD records • Interview CPD co-ordinator; sample of staff • PLC files • Estyn School to School collaboration and support – Best practice guide June 2015.

and particular teaching approaches e.g. ASD, sensory stories, Accelerated literacy, numicon .

- Performance issues are consistently tackled to ensure improvement. Midterm PM reviews of teaching staff and central staff ensure focus on targets.
- The schools teaching staff profile is a good match to pupils' age and SEN needs and therefore supports pupil progress. Teachers competency profile has a balance of experienced and new staff, initial qualifications in SEN and specialist subject training, The majority of teachers have received training in relevant teaching approaches e.g. Team teach; PECs ,Total Communication, TEACCH, ELKLAN, Visible learning.
- Staff have access to a **very good induction programme** and continuing professional development opportunities which enables them to effectively meet pupils' needs.
- The school has a good track record of supporting staff gain qualifications and progress in their careers, e.g. NVQ , Intervener qualifications, HLTA status, and post graduate diploma qualifications

Target: To develop and establish a training programme for newly qualified and established LSAs within Portfield setting.

Target : To liaise with St David's Trinity in relation to potential of developing partnership for training NQT students in special school

Target: To develop a career progression map for teachers in a special school and continue to provide middle leaders training for teachers to progress to leadership roles.

- A data base of staff individual strengths and gaps against school requirements for classes is maintained. Leaders audit individual pupils' needs and use this is to guide decisions when planning class groups / teaching groups.
- The school has trained its own Manual handling trainer, Trainers for team Teach, Sign- a long and ELKLAN to effectively support staff development and meet pupil needs.

Target To review implications of new deal for workforce and develop Portfield as a Team-teach training centre

- Delegated leadership effectively supports primary and secondary phases, curriculum requirements, and statutory requirements e.g. PLC's led by AHT's; School Council led by SALTA; Uffculme PLC led by class teacher.
- PPA time is appropriately applied. Teachers plan together where appropriate in key phases. SLT guidance (work scrutiny and planning monitoring feedback) ensures PPA cover is used effectively to improve standards.
- Key phase groups meet to develop planning and observe good practice identified by SLT. Teachers and LSA's visit other classes to share practice
- Continuous professional development is a very strong feature of the school for all staff as identified by external evaluation and involves trainers from Wales and England – Investors in People report 2012, 2015, and 2016. The impact of this is clearly seen in developments over the last 5 years – introduction of REBOUND therapy; PECs developments, eye gaze technology, TEACCH, Visible learning.
- Members of the leadership team have designated leadership time. Subject Co-ordinators are allocated time to support subject management. Responsibilities are regularly reviewed. Workload agreement is effective as each class teacher is supported by a team of LSA's.
- Good practice is shared through staff meetings and direct classroom observations .Peer observations used effectively to support teachers.
- Staffing levels are appropriate to pupils' needs and requirements of the curriculum and allocated in response to the needs of individual pupils and groups of pupils'.

- Discuss with PRP training provider

- View job roles of SLT.
- Discuss with teachers and Support staff;

- View PPA timetable

- View numerical audit of pupil staff class groupings

- CPD in section HT GB termly report

- View timetables
- Discuss with SLT
- Investors in people reports 2012, 2015.
- Lesson observations – all staff
- Paired lesson study approach

<ul style="list-style-type: none"> • Links with other schools provide specialist expertise to supplement Portfield school staff e.g. Tasker Milward subject specialists in PE, DT, Art, Maths, Science for pupils assessed at higher levels; sports coaches for gymnastics and football; • Systems effectively support teaching & learning and are well embedded. Senior support staff in classes act up providing good professional development opportunities for them and consistency for pupils. • The workload of staff is well managed to ensure staff have a clear focus on teaching and learning. Senior LSA's have 2 hours administrative/assessment responsibilities weekly to support teachers. 	<p>2015/16</p>
<p>Do we provide value for money? (CIF 3.4.2)</p>	
<ul style="list-style-type: none"> • The school's very good approach to financial & resource management is efficient and effective and provides value for money. The need to improve therapy support was recognised by Estyn in 2007 and the school has managed budgets to enable provision to be procured via SLA agreements. • The school has expanded significantly over the last 5 years and there is a large and appropriately skilled school staff. Class groupings are constructed based on pupil audit and curriculum needs. • The school is well resources. Each classroom receives a suitable capitation to be spent on resources for pupil learning. Subject areas also have their own budget depending on priorities outlines in co-ordinators reports and SDP. • School leadership manage all staff very effectively and ensure they are developed & deployed effectively for the benefit of pupils • Site manager and non-class based staff responsibilities build in capacity for senior leaders to focus on more strategic rather than operational issues – refer to management of School Council, health and safety; website, Total Communication, Manual Handling etc. • The site manager has developed an effective annual programme of accommodation improvements and maintenance. The school has funded many initiatives. The school has worked closely with the LA to resolve maintenance matters and improve health and safety. • Grants are effectively accessed to improve provision and, e.g. foundation stage covered area; improvements to outdoor play areas, sensory room refurbishment. Friends of Portfield have effectively supported to provide gym equipment, PMLD swing, and lower school play equipment. • The school has an effective strategic equality and access plan. The school is fully accessible with disabled toilet facilities. • The Portfield site is secure with external fencing, CCTV cameras and secure key pad entrance system. Y Porth site has secure fencing and key pad system which is enabled when required. Tasker Milward satellite classes have also been fitted with key pad systems to be used when required. • The hall has modern technological equipment with lighting, sound system and projector. • A rolling programme of decoration provides clean and bright accommodation, lower school hall recently redecorated by volunteers in July16. • U/S meeting room has been fitted with sound monitoring panels to enable use of room at all times. • U/S entrance has been fitted with sound system to enable broadcasting of appropriate music in line with thematic approach for programmes of study e.g. - Italy, France, Welsh. 	<ul style="list-style-type: none"> • School financial systems meet requirements of the LEA. • Scrutinise LEA audit report. • See budget file • School budget records show allocation of resources in line with SDP priorities. • Scrutinise Co-ordinators bids See budget file. • See Lettings information/ hydrotherapy pool lettings. • Discuss with Finance admin. • View HT reports to Governors • View governors file • View staffing structure • View SLT minutes • Discuss with site manager use of buildings • Emergency Business plan

Target R1 - Continue to develop accommodation to “Ensure that the accommodation is appropriate to meet the increasing number of pupils with complex needs”.

- The school has invested heavily in outside play areas offering stimulating and age appropriate opportunities for all our pupils at Portfield and Preseli sites, with lower school play area refurbished in July 16. .
- The school budget is managed by a well informed and well established finance subcommittee which meets termly. The budget is set annually and is carefully linked to strategic objectives and school development priorities. Expenditure is closely monitored. Governors regularly visit school to undertake interviews with a sample of staff to judge staff morale and effectiveness of leadership
- EIG/PDG spending has a direct link to SDP priorities, pupil needs & staff PM training needs.
- PDG plan and report of progress is published on school website and meets WG requirements
- Community use of school buildings during and after school hours & in holidays generates income through use of pool and school hall e.g. Arthritis care; Adult social activity centre; Slimming world
- The recent and previous financial audits found financial systems to be very effective. The school provides good value for money on the Portfield site.
- The LA wishes to continue Y Porth welsh medium provision but this is highly costly and value for money is compromised as pupil numbers are small, in September 2016 – 8 pupils.

KEY QUESTION 3.4 RESOURCE MANAGEMENT

Main strengths

- “The school provides excellent value for money”, Estyn March 2013
- The school has a large and multi skilled teaching staff. Their skills are fully utilised to teach the curriculum to the highest standard possible
- Administrative and Health and safety capacity has been built to enable school leaders to focus on standards
- A comprehensive performance management system encompasses all staff and helps raise performance standards
- Very effective training and development of the large support team to meet school priorities and changing needs of pupils
- The school has excellent resources and maintains and up- dates specialist equipment – e.g. integrix, eye gaze technology.
- Very good upper school accommodation is fully utilised
- The budget is managed very effectively by the Finance subcommittee. School surplus has been effectively allocated to developing improved therapy provision through SLA agreements with Health. Budget is inextricably linked to SDP and raising standards.
- Very clear improvements in recent years – in curriculum, teaching and buildings – see SDP and Estyn inspection.
- **Very good, comprehensive use of data analysis** in core subjects effectively identifies areas for improvement.

Areas for Improvement

Target: R1 Continue to develop accommodation to “Ensure that the accommodation is appropriate to meet the increasing number of pupils with complex needs”.

Target: To develop and establish a training programme for newly qualified and established LSAs within Portfield setting.

Target : To liaise with St David’s Trinity in relation to potential of developing partnership for training NQT students in special school

Target: To develop a career progression map for teachers in a special school and continue to provide middle leaders training for teachers to progress to leadership roles.

Target To review implications of new deal for workforce and develop Portfield as a Team-teach training centre