



**Ysgol Uwchradd
Prestatyn
High School**



Annual Governors' Report to Parents 2018 - 2019

Chair of Governors: **Mrs. L. Davenport**
Headteacher: **Mr. N.T. Foley**

Annual Governors' report to parents for the academic year September 2018 to July 2019.

School Governors

The school has a Governing Body consisting of LEA representatives, elected and co-opted members. The Governors during 2018/2019 were as follows:

Parent Governors	Date Elected	Term Ends	
Mrs. J. Newell	21.11.18	21.11.2021	
Mrs. S. Ecob	21.10.15	21.10.2019	
Mrs. C. Morgan	21.10.15	21.10.2019	
Mr. T. Obine	19.10.16	19.10.2020	
Mr. G. Vernon	19.10.16	19.10.2020	
Mr. G. White	08.02.17	08.02.2021	
LEA Governors			
Mrs. S. Frobisher	14.12.16	14.12.2020	
Mrs L. Davenport	20.02.19	20.02.2023	<i>Re-elected</i>
Mr. R. Yates	19.12.18	19.12.2022	<i>Re-elected</i>
Mr. T. Flynn	21.09.16	21.09.2020	
Mr H. Irving	16.02.18	16.02.2022	
Teacher Governors			
Miss E.J. Davies	14.11.17	14.11.2021	
Mr. G. Bennett	08.02.17	08.02.2021	
Staff Governor			
Mrs. M. Jones	21.10.16	21.10.2020	
Community Governors			
Mr R. Hughes	14.12.17	14.12.2021	
Mr. D. Edwards	14.12.17	14.12.2021	
Mr. A. Jones	07.02.18	07.02.2022	
Mrs. W. Jefferson	21.09.16	21.09.2020	
Vacancy			

Mr. N. Foley - Headteacher is also a member of the Governing Body.

The Clerk to the Governors is Mrs E. Thomas.

Mr. J. Molloy is the Link Officer to Denbighshire LEA.

Mrs. L. Davenport (Chair of Governors) and Mrs. E. Thomas (Clerk to the Governors) are both available via Prestatyn High School.

During the academic year from September 2018 to July 2019 the full Governing Body met on 7 occasions. The Finance Committee also met each term. The budget for the financial year 18/19 is included in this report together with the budget for the previous year for comparison. Other subcommittees of the governors are usually concerned with appointments and appeals.

Governors are now able to claim legitimate expenses from the school budget. As yet no expenses have been claimed.

Governor Attendance at Meetings - September 2018 to July 2019

Name	Full Governors Possible	Actual	Finance Committee Possible	Actual	Appoint when required	Appeals when required
L. Davenport	7	7	4	4	12	
D. Edwards	7	5	4	4	2	
A. Jones	7	6	4	4	6	
S. Frobisher	7	5	4	4	18	
R. Hughes	7	4			2	
J. Newell	7	7				
T. Flynn	7	5				
E.J. Davies	7	6			4	
S. Ecob	7	6				
C. Morgan	7	5				
Mr. T. Orbine	7	4				
Mr. G. Vernon	7	6			3	
Mrs. M. Jones	7	7			2	
Mrs. W. Jefferson	7	4				
Mr. G. Bennett	7	3			2	
Mr. G. White	7	7				
Mr. H. Irving	7	1			2	

Annual Report to Parents

2018-19

The following summary relates to progress towards our improvement plan during the school year 2018-19. It is divided into the same sections as those used under the common inspection framework. The report also includes statistical analyses of exam results and a budget statement. We have incorporated comments on progress towards our School Improvement Plan (SIP) in the relevant sections. Copies of the full SIP are available from the school.

At the time of the January 2019 school census, Prestatyn High School had 1366 on roll with 214 in the sixth form compared to 1415 on roll with 220 in the sixth form in 2018.

1.1 Standards

Performance at both Key Stage 3 and Key Stage 4 is judged against schools the Welsh Government judge to be similar based on a range of criteria including the percentage of pupils who are entitled to free school meals. We are also placed within a 'family' of similar schools for further comparisons, as well as being compared with other Denbighshire schools and the Welsh average.

KS3

KS3 results were encouraging this year with all three core subjects maintaining a high level of attainment at level 5 and above. 95.7% of pupils achieve a level 5 or higher in English, 91.4% in Maths and 93.1% in Science. The school performs above both local authority and national averages for the core subjects. In non-core subjects the performance is strong with many subjects above national and local authority averages. There is particularly strong performance in History, Geography and ICT. More able and talented pupils achieve well with the numbers achieving Level 7 in English and Maths well above national averages, and the number of pupils achieving exceptional performance in History is noteworthy.

KS4

New performance measures have been introduced for 2018/19. These measures are now based on point scores and converts each grade achieved into a point score. A grade A* at GCSE receives 58 points, Grade A receives 52 points, Grade B receives 46 and a Grade C receives 40 points.

The measures are:

- Capped 9; pupils' best 9 qualifications – English language, maths/numeracy and science to be 3 of the qualifications to be counted.
- Literacy measure; the best qualification a pupil has achieved in English language or literature
- Numeracy measure: the best qualification from mathematics or numeracy GCSE.
- Science measure; takes the best single qualification in a science GCSE.
- Skills Challenge Certificate: part of the Welsh Baccalaureate.

Outcomes in maths increased by 2% which saw 64% of our pupils achieving an A*-C in maths/numeracy. The average point score for maths/numeracy was 39.2 which is 2.1 above Welsh average and significantly above Denbighshire and Family averages.

Students achieving A*-C in English Language saw a small improvement by 0.8% to 58% A*-C which bucked the Welsh trend of a 4% reduction. The average point score for literacy was 38.2 which was 0.8 below the Welsh average but above the Denbighshire average. We continue to work alongside

the WJEC and Qualifications Wales to ensure qualifications in English Language are consistently and robustly assessed.

New GCSE science qualifications have been rolled out in Wales. BTEC science is no longer available and nearly all pupils are expected to sit two GCSEs. Outcomes in science saw an increase of 12% with 61% of pupils achieving an A*-C. The average point score for science was 36.1 which was 0.7 below the Welsh average but above Denbighshire average. For the first time we had a group of pupils studying triple science. Their outcomes were exceptional with 97% of the cohort achieving 3 GCSEs in science.

The Capped 9 is a new Welsh Government performance indicator. There are nine qualifications that count in this measure – three fixed slots and six open slots. The fixed slots have to be a subject from the areas of literacy, numeracy and science. The remaining six slots can use GCSEs/BTECs that have not been used in the three fixed slots. Outcomes in Capped 9 saw a score of 346 which is 7.3 below the Welsh average but 21.2 above the Denbighshire average.

Outcomes in the Welsh Baccalaureate Skills Challenge Certificate, the Welsh Government's flagship qualification, was very positive. 91% of our pupils achieved a L2 qualification in their Welsh Baccalaureate. The average point score for Skills Challenge was 40 which was 3.7 above the Welsh average and significantly above Family and Denbighshire averages.

We are extremely proud of the hard work of our staff and students which saw 54% of the cohort of 209 students achieving 5 high grade passes (grade C or above) including English language and maths. This is an increase of 8% upon last year and above modelled expectation and 0.3% above Welsh average. Performance in the indicator that includes all subjects (the level 2 threshold) shows very strong outcomes in many subjects. This is a source of particular pride as it enables our pupils to progress to level 3 courses, either in the 6th form or further education. 96% of students achieved 5 passes of any grade showing our curriculum allows all pupils to achieve.

Whilst pleased with GCSE outcomes, we are not complacent, and we continue to work hard to further improve standards and outcomes.

Top Y11 achievers included:

Mashiat Manzoor – 520 points

Celyn Sammons – 520 points

Georgia Gibson – 516 points

Nia Dawson – 495 points

Annabel Morgan-Platt – 492 points

Amelia Buckley-Scott – 489 points

Heather Williams – 489 points

Kashif Gonzales – 486 points

Dylan Hall – 483 points

Jack Langan – 483 points

Bradley Holbrook – 480 points

Jac Llywelyn Armstrong – 477 points

Hannah Dyson – 474 points

Elliot Penlington – 474 points

James Scott – 474 points

Holly Lloyd – 468 points

Evan McLellan – 468 points

Kimberly Parry – 468 points

Ryan Whittaker – 459 points

Annabel Baker – 456 points

KS5

In the sixth form, 95% of learners eligible achieved the level 3 threshold. However the total points per learner was 817.8. This was 152.9 points higher than in 2018 and 54.3 points more than expected by WG. As can be seen from the data shaded in blue this means the value added was of statistical significance. This can partly be accounted for by the improvement in the A*-C grade performance from 69% to 74%. ALPS graded the A2 results as a 3 putting the A level performance in the top 25% of all cohorts in the country for provider quality. It is clear that much more work needs to be done to ensure that our 6th form students are achieving the top grades at A-level. This will continue to be a high priority going forward this year and in the years to follow.



Llywodraeth Cymru
Welsh Government

Post-16 Value Added Analysis

Provider Overall Dashboard



Select a reporting year:

2019

PRESTATYN HIGH SCHOOL (6634014, DENBIGHSHIRE)

Number of learners: 80

Overall Provider Performance Summary, 2019

Indicator	Actual	Expected	Value Added
Average Grade per Entry	235.8	231.1	4.7
Total Volume of Entries	3.7	3.4	0.3
Total Points per Learner	817.8	763.5	54.3

Average grade per entry - by qualification type breakdown, 2019

Indicator	Actual	Expected	Value Added
Average Grade per Entry: A-Level	215.5	214.7	0.9
Average Grade per Entry: Vocational	305.9	296.7	9.3

Our top A level performers were:

Noah Bennett - A*AAB - Manchester - Computing
Tom Davies - AABB - Cardiff - Engineering
Amy Gibbons - A*A*BB – Liverpool - Psychology
Sarah Higham - AAAB – Newcastle - History
Lydia Hughes - AAAB – Lancaster - Geography
Tegan Hurst - Distinction ABC – Liverpool - Psychology
Ellie Macdonald - AAAB – Birmingham - English
Holly Pike – AABB - Keele - Geography
Tayla Rees – ABB – Cardiff - Law

Our top BTEC performers were:

Molly Addison - D*D*CC - Apprenticeship NWP
Emily Campbell - D*D*BC – Bangor - Criminology
Alex Holbrook -D*DD -
Ryan Leadbetter - DDMC - Bangor - Nursing
Millie O'Connor - D*D*DB - Keele - Physiotherapy
Jasmine Owens – D*D*B –
Katy Parry – D*D*B – LLC – Teaching Studies
Jess Price – D*DC - LJM – Policing

We are delighted that most 6th formers have gone on to study subjects they are passionate about at degree level. 60 students progressed to higher education at universities all over the country including Sam Davidson who after taking a year out is currently studying Theology at Cambridge

University. We are again delighted that currently not one Yr13 student has been recorded as NEET for the fourth year in a row. Well done the class of 2019! The school's most successful year ever at advanced level.

Curriculum Support

In January 2019, there were 280 pupils in key stages 3 and 4 on the school's Special Educational Needs Register at School Action, School Action Plus and with Statements, this equates to 24% of all pupils in KS3/4. At key stage 5 there were 12 students, equating to 9% of the 6th form students. Overall 13 pupils (around 0.9% of the school population) have a statement of Special Educational Need. Special arrangements (Access Arrangements) for pupils with specific and other learning difficulties who met the criteria were obtained from the appropriate examining boards for their external examinations. Andrew Christian is the School's Specialist Assessor for Exam Access Arrangements and carries out all assessments for pupils at the school.

More able and talented

More able and talented students continue to be identified, supported and monitored from the point of transitions to external exams. 11% of our KS4 pupils achieved at least 5 grade A or A*, a similar outcome to the previous year. The Welsh Government has rolled out its Seren project to pre-16 learners and we have sent several of our most able pupils to a number of engaging and purposeful workshops.

Disadvantaged pupils

A national priority for all schools is to support the performance of disadvantaged pupils. Our teaching approaches are inclusive for all pupils with the school open from 08.00 until 16.00 with many enrichment activities/sessions ongoing. We make full use of the pupil deprivation grant and ensure it is used effectively to ensure each pupil maximises his/her time at school. The outcome of eFSM pupils was exceptional and saw Prestatyn High School outperform Welsh, Denbighshire and family averages in all performance indicators.

Literacy and numeracy

Developing pupil's literacy and numeracy continues to be a high priority for the school. Co-ordinators ensure that plans are put in place for literacy and numeracy interventions for those who have particular needs and support colleagues in developing resources to support learners in their literacy and numeracy development. Literacy and Numeracy is thoroughly mapped through the school, and all pupils are given opportunities to develop reading, writing and number skills through the curriculum. Those in the lower bands receive additional literacy and numeracy lessons to support their skill development.

In order to improve standards and to engage pupils in reading the Accelerated Reader programme is used in years 7 and 8. This has led to an increase in the numbers of pupils reading regularly with school library records showing a significant increase in the amount of books being borrowed. The most recent National Reading and Numeracy Test data continues to put the school in line with Welsh averages. The tests are now moving towards being used for formative assessment purposes and within the next three years will all be online with pupils receiving individual feedback.

Welsh

Celebrating and promoting the Welsh language, and culture, continues to be a school priority. The school has an excellent relationship with Yr Urdd which saw a number of year 8 students spending three days at Glan Llyn in Bala. We also celebrated Welsh culture via our annual Eisteddfod.

Standards in Welsh 2nd language are good. 76% of our year 9 pupils achieved L5+ at key stage 3, which compares favourably with Welsh and Denbighshire averages.

Welsh Government have introduced new qualifications for Welsh second language. The short course Welsh qualification has been withdrawn and nearly all pupils are expected to sit a far more challenging examination in the Welsh language. Due to the increased rigour of the qualification outcomes took a dip with a 47% A*-C pass rate.

1.2 Wellbeing

Attendance remained a key priority with the whole school attendance target in 18/19 being set to 97%. All About Attendance continued to be used to introduce initiatives, maintain the focus and rewards. Our Attendance Champion, Judy Shaw (covering maternity), kept a robust and strong focus on attendance along with the pastoral teams. Attendance at the end of the year was 93%, which was a 0.5% decrease on the previous year. The numbers of Persistent Absentees (pupils with attendance of 80% or below) was 79. Of the absence, 3.7% was due to illness or medical reasons (3.5% in 17/18) and 0.4% was due to holiday absences (0.4% in 17/18). Unauthorised absences accounted for 1.4% of absence (1.2% in 17/18) and the school continues to implement the DCC fixed penalty notice system to address this.

Behaviour remained a key priority last academic year. There were some improvements in behaviour across the school with a reduction in both Isolation Room referrals and Fixed Term Exclusions. The year based pastoral system was effective, and pupils continue to receive highly effective pastoral care from their year teams. The Assistant Head of Year is a non-teaching member of staff who is at the forefront of pupil wellbeing and behaviour. Along with the Heads of Year they are a regular presence in lessons monitoring behaviour across the school. A number of pupils worked their way off the behaviour structure altogether and others were very successful in reducing their behavioural incidents. A small minority of students still cause some disruption, and these pupils are moved quickly up the behaviour structure and support put in place to help them improve their behaviour to ensure that they do not continue to be a disruptive influence on the learning of others.

2.1 Learner experiences

The school continues to provide a broad and balanced curriculum with an extensive range of options at key stages 3 and 4. A range of vocational and academic course allow all pupils to pursue courses in which they can achieve. Given the size of our 6th form, we offer nearly 35 level 3 courses.

Other events that supported the formal curriculum included

- Year 12 had a one day induction in Edge Hill University
- Y8 went to Glan Llyn
- Year 12 students – Geography Coastal fieldtrip
- KS3 LS trip to see the Christmas Pantomime
- Year 12 students – Geography ‘Changing Places’ urban fieldtrip
- Mr Price took a group to the F1 in school competition
- KS3 pupils took part in the Stem - Big Bang event
- History Dept trip to the USA
- Geography field trip to Barkby Beach
- Geography field trip to Wrexham
- Public Services Army Day
- Many Y10 pupils took part in the Duke of Edinburgh Bronze Expedition
- Biology fieldtrip
- Y10 Geography River walk field trip
- Carol Concert at Prestatyn Parish Church, choir, orchestra, soloists, band
- Maths did the UK Maths Trust Challenges: Junior Challenge for Year 8 and Intermediate Challenge for Year 10
- Christmas Fayre – Yr11 BTEC Business Students and some Yr12 Welsh Bacc Students;

- STEM Roadshow
- Geography Dept trip to Iceland
- Drama trip to the “Chester Story House”
- D&T visit to IKEA
- Geology field trip to Ingleton
- Parliament Event Glyndwr University
- Attended the Welsh Youth Parliament - Life Skills
- Y9 Seren Workshop
- UCAS Higher Ed Conference
- BIOGEN Visit
- Blood Brothers trip to the Lowry
- KS4 to Paris
- Y13 trip to Theatre Clwyd
- WBQ Conference Bangor University

2.2 Teaching and assessment

We have continued to embed the changes which have led to rapid progress in teaching and assessment over the past 3 years. Despite increased expectations 80% of books were judged good or better during this academic year, with no books deemed unsatisfactory. These judgements have been confirmed through external scrutinies from GWE. This demonstrates good commitment to learning from the pupils, and hard work from the teaching staff. Lesson Observations have shown that lessons are delivered in a variety of styles, and pupils make good progress in the vast majority of lessons. In nearly all lessons observed pupils behave well, and learning is not hindered by low level disruption. All pupils are assessed regularly, with pupils understanding the assessment schedule and benefitting from closely tracked data which helps teachers to plan future learning. Following assessment points pupils get individual feedback on how to improve which accelerates pupil progress.

2.3 Care, Support and Guidance

The school continues to invest heavily in pastoral support for pupils to ensure safeguarding and support for wellbeing remain a high priority. Pastoral issues can be challenging and the school works closely with a range of outside agencies to support such matters. The school works in close partnership with agencies such as CAMHS, North Wales Police, Barnardo’s, Children’s Services, Youth Services, TAF, The Pop In, TRAC, NSPCC, amongst others. This academic year we have introduced the Engagement Centre. This is for pupils who need extra support in accessing mainstream education due to their behavioural needs. The centre will provide an enriching curriculum and educate the pupils how to behave socially in and around the school.

2.4 Learning Environment

The site management team do an excellent job in maintaining a positive learning environment. The school employs a very effective daytime cleaner who ensures toilet facilities are kept in good order. A ‘follow you printing’ system allows all pupils and staff to print off their work in high quality multi-function devices located around the site.

Redevelopment of the school site is ongoing with the new toilet facilities in all three blocks and new PE changing facilities now complete. The refurbishment of four science labs will take place this academic year. We are also awaiting the funding so that we can begin the next phase of our improvements which includes fencing at the front of the school, improved car parking facilities and

a new corridor across the quad to reduce congestion. These facilities will give all pupils a better and safer experience in our school.

Ongoing improvements to internal décor of the school have also taken place so we now have a smart and business-like environment.

The school building is continuously being monitored and modernised, led by Steve Dennis and his team to make sure it is the best learning environment possible.

3.1 Leadership

Since the Estyn monitoring visit in March 2017 the school has continued to make progress in all areas of the school from behaviour and attendance, to a wonderful new uniform and improved outcomes. The GCSE results this year were very good when compared to all indicators. The school is very proud of our achievements, especially in the current much more difficult exam environment. We have also received recognition and praise from Estyn and GwE for these excellent results and our high standards.

The internal systems that are in place ensure that the school delivers on the improvement plan and self-evaluation report, which are extremely effective in helping us implement our priorities and evaluate their impact. We now have increasingly sophisticated data tracking systems to ensure all pupil progress is monitored and leads to specific and effective interventions, as required. The school now uses SMID as an enhanced data analysis tool in all year groups. We have fully embedded the use of ALPS connect at KS5 for in-depth data analysis and performance tracking. Such approaches have been instrumental in helping standards to rise.

During 2018/19 there were no changes to the permanent members of the senior leadership team. At the end of the academic year Julie Machin retired from the SLT and teaching and the school lost a very valued and experienced member. We wish her a happy and healthy retirement.

The school is fortunate to have such a committed and experienced governing body under the leadership of Mrs. L. Davenport, chairperson, who are passionate about the school and freely give of their time to support and challenge as required.

We would also like to thank our outgoing head boy and girl team (Samuel Bastow, Tomos Davies, Lydia Hughes, Ellie Macdonald, Niamh McCormack, Katie Sheridan and Victoria Slugocki). We wish them well at university. Our new team have already made an impact and we look forward to working with them as they represent the student body over the coming year. (Tejilen Chellapermal, Isla Grace Davies, Morgan Evans, Rebekah Fell-Crook, Megan Lewis, Nathan Montgomery, Emily Smart, Liam Thomas).

3.2 Improving Quality

A rigorous QA system for monitoring the standards of teaching and assessment is in place. Pupil work is frequently scrutinised and lessons are observed regularly both at department and Senior Leadership level. These measures are successfully identifying areas of strength and weakness which can then be addressed. Quality assurance measures indicate that standards are rising across the whole school.

3.3 Partnership Working

We maintain strong partnerships with other local schools, especially within our cluster and family of primary schools. We meet regularly and really appreciate the strong bonds we have with them. The current focus of the cluster is working together to share a common plan to develop the new curriculum for Wales. Within the town, good links have been developed with local businesses,

churches and community services such as the youth service, Pop In, library, police and health providers. The Urdd Eisteddfod Parade was an example of the community working together to celebrate the Urdd Eisteddfod's forthcoming visit to Denbighshire in 2020.

A further development is how closely PHS is working with the Coastal Alliance group of schools (CTW, RHS, Eal). The four schools have worked closely on school improvement and supporting each other and have offered an alternative provision for disengaged Year 11s who are finding school difficult and college may not be the best place for them. The first cohort of learners successfully achieved a range of Vocational qualifications which enabled them to go onto further studies.

Attendance at parent's evenings is very good overall, but we would encourage all parents and carers to engage with us whenever there is any concern. The school website has been modernised and is used more and more to communicate with stakeholders. The website, twitter account and Facebook page is updated regularly by our resource team. We value the contribution parents make and the impact the effective use of social media can have, but we do need to remind all parents that we will not tolerate the inappropriate use of social media or online abuse.

3.4 Resource Management

As with all public services, there is financial pressure on the school but the budget is ably managed by the finance committee of the governing body. Supported by the governors, the Headteacher is currently looking at ways to reduce the school's financial deficit. Several staff over the past year have left PHS and not been replaced. Longer term, the forecast is that the budget will be balanced in 3 to 4 years. A financial statement is included in the report. The school benefits greatly from the effective resource management of the admin, caretaking and technical teams and is very efficient in its use of resources.

Staff changes

A number of staff moved on at the end of the year. We would like to thank them for their commitment to PHS and wish them every happiness in the future.

- Julie Machin - Retired as Assistant Headteacher after 13 years of employment here.
- Jodie Dey - Resigned as 2nd in RS to take a job teaching RS in her local secondary school.
- Bethaney Parsonage - Resigned as a Geography teacher to teach abroad.
- Elise Bartram is leaving as an external Law tutor.
- Jemma Powell has resigned as an English teacher to work in outdoor education.
- Alison Lang is retiring as Head of the MFL department after 34 years.
- Mathew Hughes is leaving after a fixed term contracting in humanities to work in a behaviour unit.
- Nikki Barlow – Resigned from the Data team
- Adam Cliff Resigned as Assistant head of year 10 to start a PGCE in September.
- Sian Pierce resigned as Student Liaison Officer to work in Conwy.

We are pleased to welcome: Miss Carley Williams (Teacher of D&T), Mrs. Jayne Smith (Teacher of Religious Studies), Mrs. Joanne Lewis (Teacher of Business Studies), Mr. David Durham (Teacher of Geography), Mr. Richard Lilley (Teacher in charge of the ECP), Mr. Shaun Ledbetter – (Teacher of Science), Mrs. Catherine Simpson (Teacher of Religious Studies), Mr Sterling Steves (Teacher of History/English), Mr Peter Cornish (Teacher of Law), Ruth Hood (TA for the ECP), James Alcock (TA), Rosmary Williams (Admin Assistant)

School Improvement 2018 – 2019 (summary of main priorities)

A. Priorities for **ALL** staff:

- A1. Improve attendance to a minimum of 94% - aspirational target of 97%
- A2. Raise standards in: i) Level 2+ indicator to 57% ii) Level 2 indicator to 72% iii) Capped 9 to 360 points
- A3. Reduce the impact of poverty on attainment by raising eFSM pupils' performance to i) L2+ 34% ii) L2 44%
- A4. Raise the standards of education in relation to skills:
 - A4i raise the standards of education in literacy;
 - A4ii raise the standards of education in numeracy; and
 - A4iii raise the standards of education in digital literacy
- A5. Improve the quality and consistency of teaching and assessment
- A6. Improve the behaviour of a few pupils
- A7. Improve the quality of pupil work in books and the quality of teacher marking
- A8. Continue to develop the Welsh ethos and bilingualism
- A9. To develop and improve pupil independent working skills
- A10. To improve the ethos and culture of Prestatyn High and the community
- A11. To ensure all lessons are effective and promote good learning skills whilst also developing a love of learning
- A12. Increase the accountability and consistency of leadership and management at SLT, MLT and teacher level.
- A13. Improve the rigour and effectiveness of self-evaluation and improvement planning
- A14. Increase the effectiveness of student leadership and pupil voice in school life
- A15. Research and plan for the new curriculum from Primary phase to GCSEs in Y11

4.0 Latest developments

Leadership and Management:

1. PHS has maintained its high standards and is categorised as yellow/good
2. Capacity to further improve is judged as good by the LA and GwE.
3. Behaviour improved across the school. The Engagement Centre Prestatyn has been planned for the next academic year.
4. All middle leaders received additional training sessions/days in the summer term to work towards the school priorities.
5. 2 middle leaders completed the GwE Leader's of the Future course. (KG & BKD)
6. School budget carefully monitored and saving made where possible. Current saving of £1.3M has been achieved

Headline Measure	Actual 2019	Actual 2018	+/-
Capped 9	346.6	333.6	+13
L2+	54% (56%)	46%	+8%
L2	65%	59%	+6%
L1	94%	96%	-2%
5A*-A	11%	11%	-
A*-C English Lang	58.4%	57.6%	+0.8%
A*-C Maths	64%	62%	+2%
A*-C Science	61%	48%	+13%

All teachers and governors are delighted that the school has now been recently judged as having made **GOOD** progress on all recommendations since the last inspection by Estyn in their latest review. This is great recognition for all the hard work over the last year and excellent results we have achieved.



Pastoral:

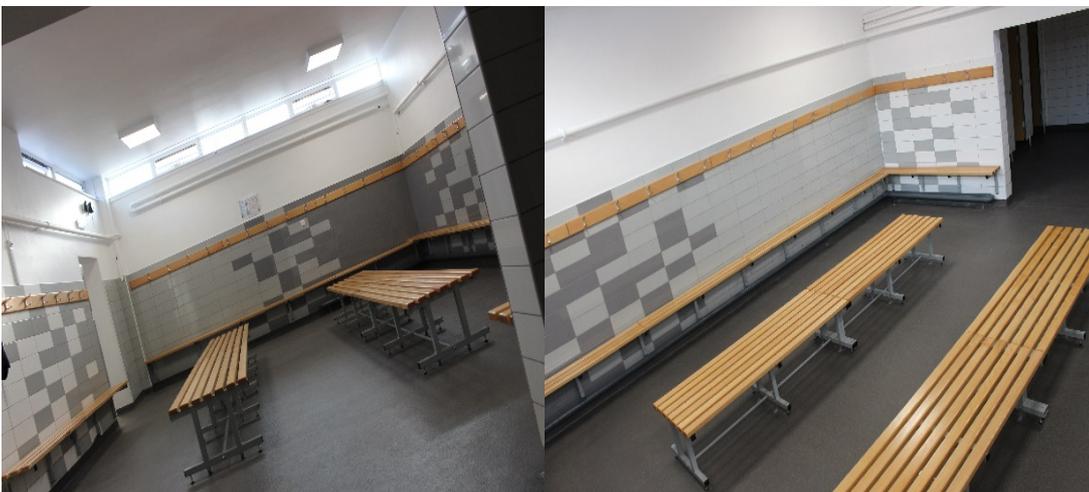
1. Attendance still above 93% but down 0.5% on 2017/18. Still Quartile 3.
2. FSM % now 23% - significant change in socioeconomic environment
3. PAs: have gone back up this year. 79 PAs (19 more PAs than 2017/2018)
4. IR referrals increased by 3.4% on last year at this point. (+88)
5. 26.6% reduction in exclusions compared to 2017/2018. (-151)
6. 5% of pupils are on the behaviour structure – 65 pupils.
7. 1 Perm ex this year, 10 pupils moved to other provision.
8. 23 pupils have worked off the behaviour structure this year.
9. Enrichment hour working well
10. SHEP a massive success – This year oversubscribed 80+.
11. KS4 Intervention Champion post used for maximum impact on results

12. Much higher standards of behaviour and uniform from the majority, 5 % of pupils causing disproportionate issues
13. New uniform has been a massive success.
14. Awards evening and rewards initiative working well to impact the majority.



School Organisation:

1. PE facilities refurbishment completed by DCC
2. Further building improvements, painting ongoing
3. Planning completed for 4 new science labs (work to commence next academic year).
4. Approved DCC works – still awaiting commencement date (Fences, Corridor and Carparks)
5. Enrichment activities are a central part to our PHS school improvement



Teaching and Learning:

1. Further improved the consistency of T&L
2. Presentation is consistently good in most books / departments
3. Standards files are refined ready for all academic years
4. Registration for Y11 now embedded into intervention sessions
5. Higher standards and greater consistency of teaching / Praise from Estyn and GwE
6. Year on year improvement in T&L (much more work still to do)
7. No new initiatives – focused on solidly good lessons and books
8. High priority and focus on planning and developing the new curriculum including advancing pedagogy in all years in all subjects. A specific member of the SLT now responsible.

Staffing and HR:

1. ALL ongoing staffing issues are resolved
2. Attendance issues challenged and resolved, one long term absence is due to a career break.
3. The member of staff at formal stage of capability left the school
4. June Stevens, Katie Williams and Charlotte Thomasson – successfully completed GTP and now full members of staff
5. 1 member of staff successfully enrolled onto the GTP course to start in September – English/History
6. Jess Miotti, Ebony Edwards and Steve Ibrahim – all successfully completed their NQT years and now have QTS

Future Planning

Science: To drive up standards and improve outcomes

New Key Performance Indicators and outcomes: React and link accountability systems in line with new KPIs

Behaviour: Most important focus of the year – new setting and banding. New systems in place to improve behaviour further.

Attendance: Target – 97% Minimum 94%

Teacher Standards: New TSs come into force this September. Training and time given to this as a priority. Working with other local schools to develop a common approach.

Culture and Ethos: Further improve the school and community ethos/culture – long term project

Restructure of some areas of the staffing: Full review of departments and responsibilities to maximise impact, accountability and standards

Budget: Set a balanced budget by 20/21. Reduce staffing to reduce costs where possible. Improve efficiency of all areas of the school. Access funding and monies from all possible sources.

New improved areas of the school estate: Fencing around the front of the building (awaiting start date). Corridor across the quad (awaiting start date). Science lab refurbishment. Extended car parking facilities. Food tech down stairs. MFL moved to Welsh block. Continue to paint and improved the site.

Prest6tyn Sixth: Review and improve the dress code. Further improve the building and facilities for the Y12s and 13s.

Prestatyn High School
Denbighshire

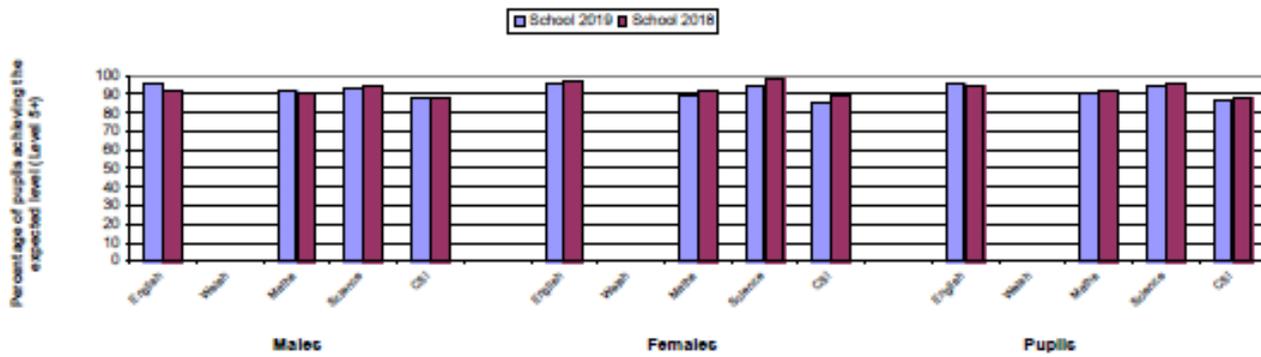
LA/School no: 663/4014

School comparative information: National Curriculum Assessments 2019
Key Stage 3

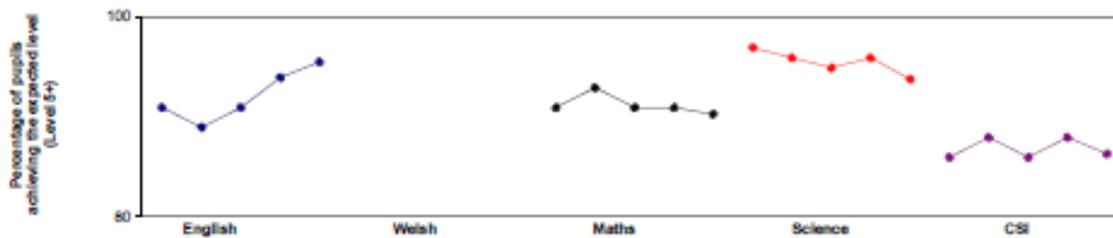
This summary data is produced from the NDC files that your school has just submitted. It's purpose is to help your school to validate the pupil level data in these files. You will be able to produce this report throughout the NDC validation period and for a short time afterwards.

Percentage of males, females, and pupils achieving at least the expected level (Level 5+):

	Males		Females		Pupils	
	School 2019	School 2018	School 2019	School 2018	School 2019	School 2018
English	96	92	95	96	96	94
Welsh	0	0	0	0	0	0
Maths	91	91	89	91	90	91
Science	93	94	95	98	94	96
CSI	87	87	86	89	86	88



School Performance over time (2015 - 2019)



Notes:

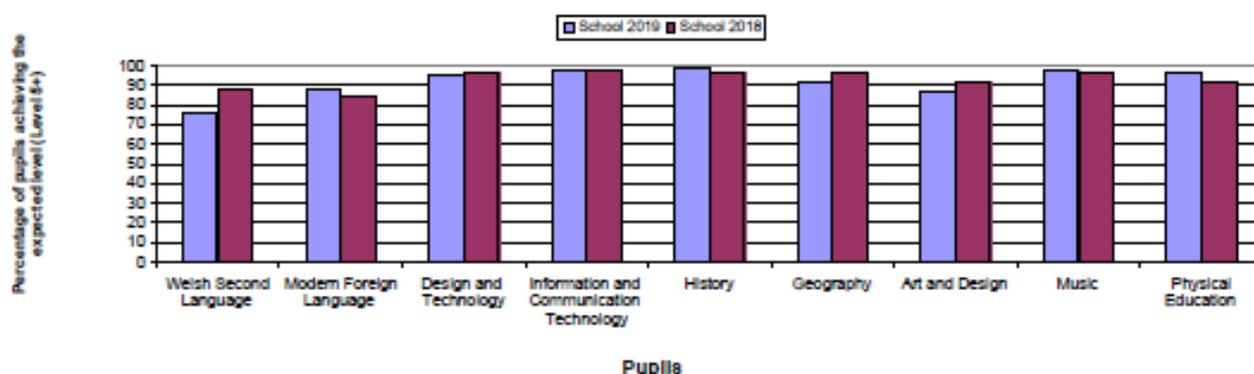
1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

School comparative information: National Curriculum Assessments 2018
Key Stage 3

This summary data is produced from the NDC files that your school has just submitted. It's purpose is to help your school to validate the pupil level data in these files. You will be able to produce this report throughout the NDC validation period and for a short time afterwards.

Percentage of pupils achieving the expected level (Level 5+)

	Males		Females		Pupils	
	School 2019	School 2018	School 2019	School 2018	School 2019	School 2018
Welsh Second Language	66	85	86	92	76	88
Modern Foreign Language	84	77	93	94	88	84
Design and Technology	91	95	99	98	95	96
Information and Communication Technology	97	97	99	98	98	98
History	97	97	100	96	98	96
Geography	89	95	95	99	92	96
Art and Design	80	88	94	97	87	92
Music	95	96	99	97	97	96
Physical Education	97	99	96	82	96	92



School Performance over time (2015 - 2019)



Notes:

1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2019 : **209**

Percentage of pupils in Year 11 who:

	achieved the Level 1 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language or literature and mathematics	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent
School 2018/19	94	54	56	11
LA Area 2018/19	87	47	51	14
Wales 2018/19	93	50	54	18
School 17/18/19	96	51	52	11
School 16/17/18	97	51	51	12

Number of boys in Year 11 who were on roll in January 2019 : **112**

Percentage of boys in Year 11 who:

	achieved the Level 1 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language or literature and mathematics	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent
School 2018/19	95	54	57	10
LA Area 2018/19	84	43	48	12
Wales 2018/19	91	44	49	14
School 17/18/19	95	45	45	8
School 16/17/18	97	46	46	8

Number of girls in Year 11 who were on roll in January 2019 : **97**

Percentage of girls in Year 11 who:

	achieved the Level 1 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language or literature and mathematics	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent
School 2018/19	94	54	56	13
LA Area 2018/19	91	52	55	17
Wales 2018/19	95	56	59	22
School 17/18/19	97	58	58	15
School 16/17/18	98	57	57	17

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website

(QiW) at <https://www.qiw.wales/>

.. Data not available.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2019: 209

Percentage of pupils in Year 11 who achieved grade:

	A*	A	B	C	D	E	F	G	U/X
English Language	1.91	8.13	23.44	24.88	16.75	11.48	8.13	3.35	1.91
English Literature	4.8	10.4	39.2	35.2	8	1.6	0	0.8	0
Welsh Language (2)	0	0	0	0	0	0	0	0	0
Welsh Literature (2)	0	0	0	0	0	0	0	0	0
Mathematics	6.25	9.13	26.44	19.23	12.02	10.1	7.21	5.77	3.85
Numeracy	7.66	9.09	24.88	18.66	10.05	14.35	7.18	3.35	4.78
Science (best)	5.84	14.09	28.87	21.99	9.62	4.47	6.19	3.78	5.15

Number of boys in Year 11 who were on roll in January 2019 : 112

Percentage of boys in Year 11 who achieved grade:

	A*	A	B	C	D	E	F	G	U/X
English Language	0	5.36	24.11	25.89	15.18	16.07	8.04	4.46	0.89
English Literature	0	6.45	35.48	43.55	12.9	1.61	0	0	0
Welsh Language	0	0	0	0	0	0	0	0	0
Welsh Literature	0	0	0	0	0	0	0	0	0
Mathematics	6.31	11.71	25.23	21.62	8.11	10.81	8.11	5.41	2.7
Numeracy	9.82	9.82	29.46	14.29	8.04	16.07	8.04	3.57	0.89
Science (best)	4.35	14.29	32.3	22.36	8.07	2.48	7.45	3.73	4.97

Number of girls in Year 11 who were on roll in January 2019 : 97

Percentage of girls in Year 11 who achieved grade:

	A*	A	B	C	D	E	F	G	U/X
English Language	4.12	11.34	22.68	23.71	18.56	6.19	8.25	2.06	3.09
English Literature	9.52	14.29	42.86	26.98	3.17	1.59	0	1.59	0
Welsh Language	0	0	0	0	0	0	0	0	0
Welsh Literature	0	0	0	0	0	0	0	0	0
Mathematics	6.19	6.19	27.84	16.49	16.49	9.28	6.19	6.19	5.15
Numeracy	5.15	8.25	19.59	23.71	12.37	12.37	6.19	3.09	9.28
Science (best)	7.69	13.85	24.62	21.54	11.54	6.92	4.62	3.85	5.38

- (1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QiW) at <https://www.qiw.wales/>
- (2) Note that the denominator for this indicator is the number pupils in Year 11 who entered rather than the total number of pupils in Year 11
- .. Data not available.

A Level Results 2019

Subject	Exams	A*	A	B	C	D	E	U	X	Q	A*>E%	A*>C%	A*>B%
A - Art (Craft)	5	0	1	1	2	1	0	0	0	0	100.0%	80.0%	40.0%
A - Biology	5	0	0	3	0	2	0	0	0	0	100.0%	60.0%	60.0%
A - Business Studies	6	0	1	2	2	1	0	0	0	0	100.0%	83.3%	50.0%
A - Chemistry	6	0	1	1	2	2	0	0	0	0	100.0%	66.7%	33.3%
A - Computing	4	0	0	2	0	1	0	1	0	0	75.0%	50.0%	50.0%
A - D&T (Product Design)	2	0	0	0	1	0	1	0	0	0	100.0%	50.0%	0.0%
A - Dance	1	0	0	0	0	1	0	0	0	0	100.0%	0.0%	0.0%
A - Drama & Theatre Studies	4	0	0	3	0	1	0	0	0	0	100.0%	75.0%	75.0%
A - English Literature	19	0	2	6	9	2	0	0	0	0	100.0%	89.5%	42.1%
A - Geography	19	0	2	3	6	4	4	0	0	0	100.0%	57.9%	26.3%
A - History	18	0	3	8	6	1	0	0	0	0	100.0%	94.4%	61.1%
A - ICT	6	0	0	2	1	3	0	0	0	0	100.0%	50.0%	33.3%
A - Law	2	0	0	2	0	0	0	0	0	0	100.0%	100.0%	100.0%
A - Mathematics	13	2	3	3	1	1	2	1	0	0	92.3%	69.2%	61.5%
A - Music	1	0	0	1	0	0	0	0	0	0	100.0%	100.0%	100.0%
A - Physics	8	1	1	1	3	1	0	1	0	0	87.5%	75.0%	37.5%
A - Psychology	7	0	0	3	2	2	0	0	0	0	100.0%	71.4%	42.9%
A - Religious Studies	22	0	5	6	5	4	2	0	0	0	100.0%	72.7%	50.0%
A - Sociology	15	0	1	4	6	2	1	1	0	0	93.3%	73.3%	33.3%
Totals	163	3	20	51	46	29	10	4	0	0	97.5%	73.6%	45.4%

Subject	Exams	A*	A	B	C	D	E	U	X	Q	A*>E%	A*>C%	A*>B%
WBQ - Advanced Skills Challenge..	79	0	11	30	34	3	1	0	0	0	100.0%	94.9%	51.9%

BTEC Level 3 Results 2019

Subject	Exams	D*	D	M	P	U	X	Q	D*>P%	D*>M%	D*>D%
10 Sub Dip - Animal Management	1	0	1	0	0	0	0	0	100.0%	100.0%	100.0%
10 Sub Dip - Applied Science	6	2	2	2	0	0	0	0	100.0%	100.0%	66.7%
10 Sub Dip - Health & Social Care	10	7	3	0	0	0	0	0	100.0%	100.0%	100.0%
10 Sub Dip - Public Services	4	0	1	0	3	0	0	0	100.0%	25.0%	25.0%
10 Sub Dip - Sport	8	2	0	3	1	0	0	2	100.0%	83.3%	33.3%
10 Sub Dip - Travel & Tourism	6	6	0	0	0	0	0	0	100.0%	100.0%	100.0%
10 Dip - Applied Science	8	0	6	7	3	0	0	0	100.0%	81.3%	37.5%
10 Dip - Public Services (Unifor...	4	2	3	2	1	0	0	0	100.0%	87.5%	62.5%
Totals	47	19	16	14	8	0	0	2	100.0%	86.0%	61.4%

*Based on all pupils taking a GCE level course, regardless of age/year group

PRESTATYN HIGH SCHOOL - 2017/18

DESCRIPTION	ELEMENT	TOTAL	
BALANCES	Balance brought forward		(65,675)
BUDGET ALLOCATION	Budget Allocation		7,208,546
EMPLOYEES	ALL TEACHING SUPPLY INCLUDING AGENCY	91,972	
	TEACHING STAFF	4,345,764	
	ADMINISTRATION & COVER ASSISTANTS	432,564	
	TECHNICIANS / WORKLOAD	208,635	
	STUDENT SUPPORT / INCLUSION	240,449	
	S E N	210,510	
	EXAM INVIGILATORS	38,339	
	CARETAKING	131,698	
	MIDDAY SUPERVISION	68,976	
	REDUNDANCY COSTS	94,636	
	SETTLEMENTS	64,156	
	TRAINING	4,472	
	MEDICAL EXAMINATIONS	916	
	STAFF ADVERTISING	2,285	
	APPRENTICESHIP LEVY		
		5,935,373	
PREMISES	REPAIRS & MAINTENANCE	35,047	
	DCC BUILDING MAINTENANCE	14,477	
	MOBILES (1216 - Elliot Grp)	10,057	
	MAINTENANCE OF GROUNDS	8,107	
	ELECTRICITY	54,596	
	GAS	32,052	
	CLIMATE CHANGE LEVY	4,134	
	LOCAL TAXATION	62,380	
	WATER	17,247	
	CARETAKING MATERIALS	6,055	
	REFUSE COLLECTION/SKIP HIRE	7,246	
		251,398	
TRANSPORT	TRAVELLING EXPENSES	1,838	
	HIRING OF BUSES / MINIBUSES	12,851	
	MINIBUS COSTS	4,642	
		19,330	
SUPPLIES	POSTAGES	10,944	
	TELEPHONES	8,915	
	TV LICENCES	146	
	NON STAFF ADVERTISING/MARKETING	7,144	
	TRANSITION AND PUPIL RECRUITMENT	1,848	

	CAPITATION/REWARDS	91,991
	CAPITATION - NEW COURSES	7,785
	FURNITURE/EQUIPMENT	3,819
	RENTALS	21,758
	SOFTWARE LICENCES - WHOLE SCHOOL	7,171
	1-1 NOTEBOOKS	56,000
	INSURANCES	54,199
	EXAM FEES (4316)	190,943
	SUBSCRIPTIONS	704
	MISCELLANEOUS COSTS	7,060
	PUPIL COURSES	106,967
	INTERNAL TRANSFERS - PR6	(13,843)
	POOLED SCHEMES	133,144
		696,695
AGENCY	ADULT MEALS	15,697
	HIRE OF LEISURE CENTRE	100,100
	CLEANING CONTRACT	160,945
	PLAS CEFNDY RECHARGE	26,650
	PERIPATETIC MUSIC	26,950
	DCC DATA SERVICES	29,664
	DCC ICT ADMIN + GAIA ADMIN NETWORK CHARGE	14,786
	GAIA I.T CONTRACT (5329)	95,000
	COUNSELLING SERVICE	33,142
	OFF SITE INSURANCE	539
	SUPPORT SERVICES	115,592
		619,065
INCOME	INDUCTION & EPD	(6,550)
	MISCELLANEOUS GRANTS (9144)	-
	MISCELLANEOUS INCOME (9731)	(76,772)
	PERIPATETIC MUSIC	(3,940)
	SEN RECOUPMENT	(47,108)
	TELEPHONE/OTHER INC. (9620)	(40)
	PRIMARY SCHOOLS SLA	(19,746)
	GRANT FOR LACs	(7,460)
	SHEP FUNDING	(12,812)
	GwE FUNDING	(1,440)
	SCHOOL FUND CONTRIBUTIONS	(100,632)
		(276,502)
	NET EXPENDITURE	7,245,360
	SURPLUS / DEFICIT FOR YEAR	(102,489)
	SURPLUS / DEFICIT FOR YEAR AS % OF TOTAL BUDGET	-1.42%

19/09/2019

PHS 2018/19 OUTTURN

DESCRIPTION	ELEMENT	2018-19
EMPLOYEES	ALL SUPPLY INCLUDING AGENCY	45,285
	TEACHING STAFF	4,392,188
	ADMINISTRATION & COVER ASSISTANTS	385,594
	TECHNICIANS / WORKLOAD	210,085
	STUDENT SUPPORT / INCLUSION	207,093
	S E N	231,469
	EXAM INVIGILATORS	34,811
	CARETAKING	139,013
	MIDDAY SUPERVISION	89,082
	REDUNDANCY COSTS	0
	OTHER PAYMENTS	0
	TRAINING	2,738
	MEDICAL EXAMINATIONS	1,141
	STAFF ADVERTISING	1,395
	APPRENTICESHIP LEVY	0
		5,739,892
PREMISES	REPAIRS & MAINTENANCE	32,517
	DCC REPAIRS & MTCE.	13,706
	MOBILES (1216 - Elliot Grp)	8,510
	MAINTENANCE OF GROUNDS	8,177
	ELECTRICITY	59,896
	GAS	33,108
	CLIMATE CHANGE LEVY	5,116
	LOCAL TAXATION	95,123
	WATER	19,415
	CARETAKING MATERIALS	7,989
	REFUSE COLLECTION/SKIP HIRE	8,335
		291,892
TRANSPORT	TRAVELLING EXPENSES (2810+2910)	3,164
	HIRING OF MINIBUSES/COACHES	15,431
	MINIBUS COSTS	7,851
		26,445
SUPPLIES	POSTAGES	7,220
	TELEPHONES	4,783
	TV LICENCES	151
	NON STAFF ADVERTISING/MARKETING	4,998
	TRANSITION AND PUPIL RECRUITMENT	4,499
	CAPITATION	77,456

CAPITATION - NEW COURSES	1,154
UNIFORM ASSISTANCE	0
FURNITURE/EQUIPMENT	5,932
RENTALS (3072)	19,094
SOFTWARE LICENCES - WHOLE SCHOOL	5,500
1-1 NOTEBOOKS	26,000
INSURANCES	50,477
EXAM FEES (4316)	180,592
SUBSCRIPTIONS	447
MISCELLANEOUS COSTS	4,219
PUPIL COURSES	132,542
INTERNAL TRANSFERS - PR6	0
POOLED SCHEMES	153,919
	678,982

AGENCY

ADULT MEALS	13,320
HIRE OF LEISURE CENTRE	99,848
CLEANING CONTRACT	142,655
PLAS CEFNDY RECHARGE	26,790
PERIPATETIC MUSIC	13,650
DCC DATA SERVICES	29,163
DCC ICT ADMIN + GAIA ADMIN NETWORK CHARGE	13,779
GAIA I.T CONTRACT (5329)	100,000
COUNSELLING SERVICE	33,473
OFF SITE INSURANCE	523
SUPPORT SERVICES	99,415
	572,616

INCOME

INDUCTION & EPD	(4,900)
MISCELLANEOUS GRANTS (9144) (includes prof dev)	0
MISCELLANEOUS INCOME (9731)	(163,372)
PERIPATETIC MUSIC	(1,496)
SEN RECOUPMENT	(40,414)
GRANT FOR LAC POST	(18,700)
GRANT FOR LACs	(4,325)
SHEP FUNDING	(5,045)
GwE FUNDING	(7,500)
SCHOOL FUND CONTRIBUTIONS	(100,943)
	(346,695)

EXPENDITURE

6,963,132

BUDGET

6,712,828

BAL BROUGHT FWD

(102,489)

SURPLUS/DEFICIT

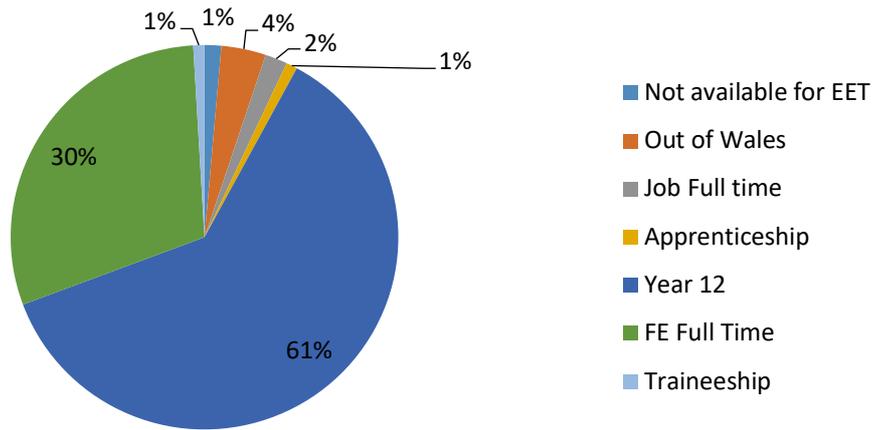
(352,794)

SURPLUS/DEFICIT AS PERCENTAGE OF TOTAL BUDGET

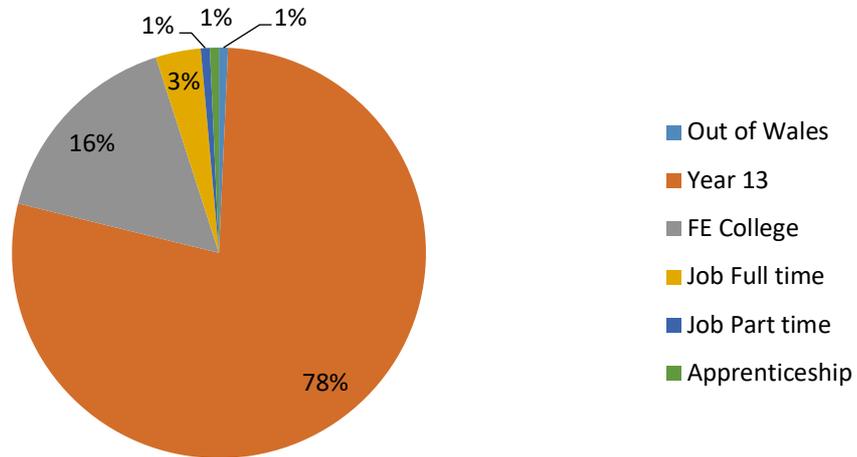
-5.26

DESTINATIONS

Destinations Year 11 2018-2019



Destination data Year 12 2018-2019



Destinations Year 13 2018-2019

