

**Ysgol Uwchradd**  
**Prestatyn**  
**High School**



## Annual Governors Report to Parents

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# 2019-20

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

## Annual Governors' report to parents for the academic year September 2019 to July 2020.

### School Governors

The school has a Governing Body consisting of LEA representatives, elected and co-opted members. The Governors during 2019/2020 were as follows:

<b>Parent Governors</b>	<b>Date Elected</b>	<b>Term Ends</b>	
Mrs. J. Newell	21.11.18	21.11.2021	
Mrs. S. Ecob	13.12.19	13.12.2023	<i>Re-elected</i>
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	
Mr. W. Green	13.12.19	13.12.2023	
<b>LEA Governors</b>			
Mrs. S. Frobisher	14.12.16	14.12.2020	
Mrs L. Davenport	20.02.19	20.02.2023	
Mr. R. Yates	19.12.18	19.12.2022	
Mr. T. Flynn	21.09.16	21.09.2020	
Mr H. Irving	16.02.18	16.02.2022	
<b>Teacher Governors</b>			
Miss E.J. Davies	14.11.17	14.11.2021	
Mr. G. Bennett	08.02.17	08.02.2021	
<b>Staff Governor</b>			
Mrs. M. Jones	21.10.16	21.10.2020	
<b>Community Governors</b>			
Mr R. Hughes	12.02.20	12.02.2024	<i>Re-elected</i>
Mr. D. Edwards	12.02.20	12.02.2024	<i>Re-elected</i>
Mr. A. Jones	07.02.18	07.02.2022	
Mrs. W. Jefferson	21.09.16	21.09.2020	
Mrs. C. Morgan	11.12.19	11.12.2023	
<b>Coopted Governor</b>			
Mr. G. J. Turner	01.09.2020	31.08.2021	

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 retired end of the year – we wish him well and thank him for his support.

Mr. G.J. Turner – Deputy Headteacher has been co-opted to the governing body.

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 2019 to July 2020 the full Governing Body met on 4 occasions with 2 meetings suspended due to the Covid pandemic. The Finance Committee also met on 3 occasions. The budget for the financial year 19/20 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 2019 to July 2020

Name	Full Governors Possible	Actual	Finance Committee Possible	Actual	Appoint when required	Appeals when required
L. Davenport	4	4	3	3	10	
D. Edwards	4	0	3	1	2	
A. Jones	4	4	3	3	1	
S. Frobisher	4	3	3	2	7	
R. Hughes	4	2				
J. Newell	4	1				
T. Flynn	4	2				
E.J. Davies	4	3				
S. Ecob	4	3				
C. Morgan	4	2				
Mr. T. Orbine	4	2				
Mr. G. Vernon	4	4			4	
Mrs. M. Jones	4	4				
Mrs. W. Jefferson	4	1				
Mr. G. Bennett	4	4			1	
Mr. G. White	4	4				
Mr. H. Irving	4	3				
Mr. W. Green	3	2				

# Annual Report to Parents

## 2019-20

The following summary relates to progress towards our improvement plan during the school year 2019-20. It is divided into the same sections as those used under the common inspection framework. The report also includes information related to Centre Assessment Grades 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 2020 school census, Prestatyn High School had 1180 on roll with 227 in the sixth form compared to 1366 on roll with 214 in the sixth form in 2019.

### 1.1 Standards

Due to Covid-19 the Welsh Government took the decision to cancel data collection of National Reading and Numeracy tests, end of Y9 performance and the summer exam series for GCSE, AS and A-levels. Pupils who were expected to sit external exams would be issued with a centre assessment grade. The Education Minister also announced that school performance indicators would be suspended for the academic year.

Heads of Department, Subject Leaders and the Senior Leadership Team worked tirelessly to ensure the procedures and processes of awarding grades and ranking pupils / students was consistent and fair.

#### **Information and guidance sent to schools by Qualifications Wales:**

- Pupils for whom a qualification-level centre assessment grade and rank order is submitted will receive a grade off the awarding body.
- National outcomes for summer 2020 will be broadly similar to those in previous years to reduce the risk of unfairness for learners over time.
- The final grades issued to pupils will be the result of a fair and robust process using the information provided by schools and the statistical standardisation model developed by WJEC and agreed with Qualifications Wales. Qualifications Wales and the WJEC have assured schools the processes applied will be transparent and deliverable this summer.
- As far as possible, the process for awarding grades in summer 2020 will not disadvantage groups of pupils, including those with protected characteristics, relative to previous years.
- Agreed processes for each qualification type to enable the maximum number of pupils to receive grades based on a common approach. Schools to use results from qualifications and units already completed and awarded to pupils.

Actions taken by the school to ensure consistency and fairness in awarding grades and ranking pupils /students:

1. Evidence gathered on all pupils / students who were to be awarded a qualification this summer.
  - Mock examination results
  - Completed or partially completed Non Examined Assessment (NEA)
  - Recordings of oral work, where applicable
  - Class and homework assessments
  - Grades/marks from previous relevant examinations taken by the candidates, e.g. unit results

- Analysis of historical data and previous cohorts in the same qualification
  - A comparison of the present cohort's performance with previous cohorts
  - Schools were not required to submit this evidence to the WJEC, but evidence was kept and made available if required.
2. Teachers allocated "most likely" grades for each pupil and student based upon the evidence
    - Evidence to be maintained and used appropriately to respond to any appeal /challenge.
  3. Department heads ranked pupils / students within each qualification by grade
    - HoDs / SLs consulted with all teachers to allocate grades for pupils /students to ensure a fair ranking within each grade.
  4. Department heads moderated all grades and ranking to ensure accuracy and fairness
    - HoD / SL used historical data to ensure grades awarded were in line with previous outcomes.
  5. Deputy Headteachers responsible for Y11 and 6th Form moderated all grades and ranking to ensure accuracy and fairness. Feedback to HoDs / SLs in good time to highlight inconsistencies or issues raised.
  6. Deputy Headteachers reviewed data at pupil /student level to ensure consistency, fairness, appropriateness of the grade and ranking allocated.
  7. DHT challenged department heads on any aspect of the data if it did not fit the model or process.
    - HoDs / SLs asked to provide and produce evidence and a clear rationale for any data that did not seem to fit expectations.
  8. DHTs and HoDs engaged in dialogue to finalise the grades allocated to all pupils and students.
    - Individual grades and overall grades for each department discussed until a fair set of most likely grades were achieved.
  9. DHTs regularly met with the Headteacher to update and discuss the allocated data.
    - Headteacher challenged any under or over forecasting to ensure data was robust and accurate where possible. All evidence and data considered

Despite following the Welsh Government, WJEC and Qualification Wales guidance we were dismayed to discover many AS and A-level grades had been significantly downgraded. The school, with the support of parents and students, challenged the algorithm used by the government and thankfully we were successful. The Welsh Government agreed to award students their centre assessment grade (CAG) for all qualifications unless the algorithm generated a higher grade for that student.

Prior to the Education Minister change of policy 107 grades out of 170 were downgraded. This was 64% of our overall results and as a consequence we had 67 grades lower than our CAGs. Thankfully the Minister saw sense and put her trust and faith in the teaching profession which allowed students to be awarded their CAG.

Consequence of her decision:

School Centre Assessment Grade	Original government grades
A*-A 18%	A*-A 9%
A*-B 53%	A*-B 29%
A*-C 86%	A*-C 62%
A*-E 100%	A*-E 98%

Looking at the original government generated grades it is clear the school's CAG, and ranking, were not taken into consideration until the change of policy. The decision not to trust teachers resulted in two weeks of upset for our students.



We are delighted that most 6th formers have gone on to study subjects they are passionate about at degree level. Many were able to take a place at their first choice university. 72 students progressed to higher education at universities all over the country with others choosing a vocational path before attending university in the autumn of 2021 or going on to successful employment or apprenticeships.

Thankfully for GCSEs the school's CAG were used and pupils received the grades they deserved. However, all BTEC results and grades were withheld for all learners due to Pearson realising that their system may have unfairly reduced the grades for learners. They were concerned with GCSE and A-level grades have been uplifted and a concern that BTECs would not compare well. Pupils finally received their BTEC grades on Thursday 27<sup>th</sup> August.

As a group of north Wales Headteachers we have collectively written to the Education Minister, Kirsty Williams, to express our disappointment, and our concern, that an injustice has been served upon our pupils and students and this is in direct contrast to our goals of raising standards and outcomes for our young people.

The Welsh Government have recently announced an independent review into the summer exams which will be chaired by Louise Casella.

### **Curriculum Support**

In January 2020, there were 296 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 19 students, equating to 9% of the 6th form students. Overall 18 pupils (around 1.3% 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.

The department also has a Nurture Class of 16 pupils which focuses on literacy, numeracy and pupil well-being. Mrs. Williams is the qualified Nurture Teacher and there are two supporting Teaching Assistants.

The department also runs a successful Breakfast Club for KS3 vulnerable pupils in ALN2 as well as Circle of Friends, which runs for KS3 vulnerable pupils who find it difficult socialising in large groups.

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. 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 focusing on developing resilience and study skills. Based on our CAG 18.6% of our KS4 pupils achieved at least 5 grade A or A\*.

### **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 Centre Assessment Grades awarded to eFSM pupils ensured they would not be disadvantaged as a result of the pandemic.

## **Literacy and numeracy**

Developing literacy and numeracy remains a top priority for the school. Over the last year we have continued our programme of interventions and maximised learning opportunities to develop these skills across the curriculum. All teachers include elements of literacy and numeracy skills within their lessons and our co-ordinators have mapped these against the Literacy and Numeracy framework. The LNF tests were suspended this year owing to the outbreak of Coronavirus, therefore our normal comparison data is unavailable.

During the summer term opening for catch up, check in and prepare, literacy and numeracy was used as the basis for learning, with all pupils studying sessions aimed at boosting lost learning in literacy and numeracy. These sessions were highly successful and well received by pupils.

## **Welsh**

Celebrating and promoting the Welsh language, and culture, continues to be a school and national 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 supported staff in developing their Welsh language with after school Welsh language sessions.

As a school and community we enthusiastically supported Yr Urdd in raising funds for the National Eisteddfod. We were disappointed when we heard the event had been cancelled. However, we look forward to welcoming and supporting the Eisteddfod in Denbigh, summer 2021.

Standards in Welsh department are good. The GCSE short course 2<sup>nd</sup> language Welsh qualification has been withdrawn and nearly all pupils are expected to sit a far more challenging examination in the Welsh language.

## **1.2 Wellbeing**

Attendance remained a key priority with the whole school attendance target in 19/20 being set to 97%. All About Attendance continued to be used to introduce initiatives, maintain the focus and rewards. Our Attendance Champion, Hannah Masson, kept a robust and strong focus on attendance along with the pastoral teams. Attendance at the time the country went into lockdown was 92.5%, which was a 0.6% decrease on the previous year. The numbers of Persistent Absentees (pupils with attendance of 80% or below) was 102 at this time. Of the absence, 4.4% was due to illness or medical reasons (4% in 18/19) and 0.6% was due to holiday absences (0.4% in 18/19). Unauthorised absences accounted for 1.5% of absence (1.3% in 18/19) and the school continues to implement the DCC fixed penalty notice system to address this. After this time when the country went into lockdown, formal reporting procedures on attendance ceased. Therefore, there was no final reporting of attendance to the Welsh Government at the end of the academic year.

Behaviour remained a key priority last academic year. There were some improvements in behaviour across the school with a 44% reduction in the number of pupils referred to the Isolation Room and a 95% reduction in the number of Fixed Term Exclusions. The school also enhanced its pastoral support for pupils displaying emotional, behavioural and social difficulties by opening the Engagement Centre Prestatyn (ECP). This area served two purposes. It had an internal exclusion base where pupils would be housed on a temporary basis if their behaviour warranted a removal from the mainstream school for a fixed period. Within this area, pupils were able to complete curriculum based work and undertake reflective work to support a reintegration back into the school environment. The ECP also supported pupils with a high level of need on a longer-term basis. Such students were higher up the behaviour structure and were at risk of permanent exclusion from the school. This longer-term provision supported students with skill development and work on the challenges and difficulties that pupils may have preventing them from accessing a mainstream school environment successfully. The year based pastoral system continued to be 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. These pupils are moved 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 6<sup>th</sup> 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
- Chemistry Stem event
- Denbighshire swimming gala
- Denbighshire cross country event
- Dance project
- County gymnastics
- Ski trip to Austria
- Year 12 students – Geography ‘Changing Places’ urban fieldtrip
- Mr Price took a group to the F1 in school competition
- Y13 Skills Cymru visit
- Geography field trip to Barkby Beach (Cancelled due to COVID19)
- Geography field trip to Wrexham (Cancelled due to COVID19)
- Public Services Army Day
- Duke of Edinburgh Bronze Expedition (Cancelled due to COVID19)
- Biology fieldtrip (Cancelled due to COVID19)
- Y10 Geography River walk field trip (Cancelled due to COVID19)
- Carol Concert at Prestatyn Parish Church, choir, orchestra, soloists, band
- Football trip to Amsterdam (Cancelled due to COVID19)
- Maths UK Maths Trust Challenges: Junior Challenge for Year 8 and Intermediate Challenge for Year 10 (Cancelled due to COVID19)
- STEM Roadshow
- Languages trip to France (Cancelled due to COVID19)
- Physics trip to Geneva (Cancelled due to COVID19)
- Drama trip to the “Chester Story House”
- Parliament Event - Glyndwr University
- Y12 Trip to Theatre Clwyd to see “A Street Car Named Desire”
- UCAS Higher Education Conference
- Junior Show – Legally Blonde
- Dance/Drama trip to Paris

All trips cancelled due to Covid-19 have been fully refunded.



## **2.2 Teaching and assessment**

Following the announcement in March that schools would close PHS stepped quickly into action to ensure pupils / students had work to access from home.

Phase one was to ensure work was available as quickly as possible. All departments uploaded work to a cloud-based system hosted on the school's website. The aim was to have PDF worksheets available for all year groups by the first official day of mandatory closure on 16th March. Work was made available for examination groups by that date and all year groups had work available by Tuesday 17<sup>th</sup> March. This system was successful in being very quick to set up and to have work available for all students. However, this system was only ever a placeholder as there were very clear limitations to it such as work only being available in PDF format and therefore completion of work to return to teachers was difficult. As it was a public website it is impossible to know exact number of pupils who accessed classroom cloud however over 300 pieces of work were returned to teachers.

A longer-term solution was needed for pupil work and this came in the form of Microsoft Teams. This system was available via our Office 365 subscription. Teams enables teachers put their classes into "teams" for their subject and set them bespoke work, and facilitates both the submission and feedback of work. During the first and second week of mandatory closure the system was set up, and instructions sent to staff of how to set up their teams. Parents were informed and given instructions on how to access the work. We envisaged that this system would fully replace Classroom Cloud for the first week after Easter. In practice the vast majority of staff set the system up the week before Easter and began using it.

Staff, parent and pupil feedback to Teams was very positive. Staff said it gave them better control over classes, allowed for much easier feedback, generated discussion and was used effectively to monitor progress. Parents praised the efficient feedback system, the setting of effective and meaningful work, and pupils liked that work was easy to complete online and could be returned for quick feedback.

## **2.3 Care, Support and Guidance**

The school continues to invest heavily in pastoral support for pupils to ensure safeguarding and support for wellbeing remains a high priority. The school works closely with a number of agencies to support the challenges around pastoral issues. Such agencies include CAMHS, North Wales Police, Barnardo's, Children's Services, Youth Services, TAF, TRAC, NSPCC, amongst others.

The school has opened an engagement centre, ECP. As outlined in section 1.2, this area allows pastoral staff to work much more closely with pupils with a high level of need to support their emotional, social and behavioural skill development. The magnified support for these pupils aims to reintegrate them successfully back into mainstream school.

After March 2020 when the country went into lockdown, the care, support and guidance provided by the school altered but became more necessary than ever. The school remained open as a Hub for key worker and vulnerable pupils. The school worked closely with the local food banks to provide food and supplies to the local families in need. The school maintained regular contact with vulnerable families to check on their welfare. The school provided IT hardware to pupils who could not access online learning. When the school opened for 3 weeks in the summer term, those pupils that did not return were checked on regularly. There was also a strong focus on wellbeing during this time.

## **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.

Redevelopment of the school site is ongoing with a new fence around the perimeter of the front field in order to safeguard our pupils. Four science labs have been fully refurbished and a further two will be refurbished in February 2021. The mobile classrooms are also being refurbished and all work should be completed by October 2020.

We are waiting for further DCC funding so that we can begin the next phase of our improvements which includes improved car parking facilities, fence at the front of the school 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**

I am exceptionally proud of all the teachers and the role they all played in supporting our pupils during the ongoing pandemic. Whilst the nation was in lockdown the school remained open for the children of key workers and our most vulnerable pupils. The teaching staff set work online for all our pupils via Teams and provided them with feedback. We supplied 9 devices to allow pupils to access online resources. The D&T department, supported by many colleagues, produced nearly 200 visors which were distributed to NHS workers. The pastoral teams checked on the well-being of our pupils via weekly calls or online conversations on Teams. The school collected over £600 which was donated to local food banks. Members of staff delivered food and medicine to our elderly and most vulnerable neighbours. We re-organised the whole school to ensure we were open on the 28<sup>th</sup> June to plan, check in and catch up.

During 2019/20 Mrs C Turner, deputy Headteacher, was on maternity leave and her absence was covered by Mrs K. Roberts. I am immensely proud of the leadership team and what they have done and achieved in order to re-open the school in a safe manner.

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 (Tejilen Chellapermal, Isla Grace Davies, Morgan Evans, Rebekah Fell-Crook, Megan Lewis, Nathan Montgomery, Emily Smart and Liam Thomas) we wish them well at university. Our new team (Jamie Barson, Amelia Buckley-Scott, Annabel Morgan-Platt, Anabel Jacobsen, Mashiat Manzoor, and Daniel North) have already made an impact and we look forward to working with them as they represent the student body over the coming year.

## **3.2 Improving Quality**

A rigorous quality assurance 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 via our School Improvement Plan. Due to Covid-19 our quality assurance systems were suspended in March.

### **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, adapting to the challenges of Covid-19 and supporting our most vulnerable families. 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.

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. Our cohort of learners successfully achieved a range of Vocational qualifications which enabled them to go onto further studies.

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.

- Mrs Dawn Jones – retired as Head of RS
- Ms Madeline Ward – left as 2<sup>nd</sup> in Maths to work in Ysgol Emrys ap Iwan
- Miss Ceri Madoc-Jones – left as teacher of Maths to work in Ysgol Brynhyfryd
- Mrs Nikki Wilson – left as subject leader of Drama to work in Ysgol Aberconwy
- Ms Joanne Lewis – end of maternity cover in the Vocational department
- Mr Richard Lilley – end of fixed term contract as teacher in charge of the ECP
- Mrs Catherine Simpson – end of fixed term contract in the RS department
- Mr Peter Cornish - left as an external Law tutor.
- Mrs Ruth Hood – end of fixed term TA in the ECP

We are pleased to welcome:

- Mr Sterling Steeves (Teacher of English – maternity)
- Miss Maria Senior (Teacher of Religious Studies, Psychology & Sociology)
- Mr Mathew Williams (Teacher of Drama),
- Ms Gemma Lunt (Law tutor)
- Miss Chloe Waggett (Teacher of Drama and Dance)
- Mr Connor Langley (Assistant Head of Year)

## **School Improvement 2019 – 2020 (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 58% ii) Level 2 indicator to 70% 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 (ECP) successfully supported pupils with a high level of need on a long-term basis.
- 4. All Heads of Department received additional professional development training and an opportunity to collaborate with other Heads of Department on a fortnightly basis.
- 5. School budget carefully monitored and saving made where possible. Current saving of £1.3M has been achieved

### **Pastoral:**

1. Due to the global pandemic school's not required to report their attendance.
2. FSM % now 27.5% - an increase upon last year. Appropriate support in place from the pastoral team.
3. IR referrals decreased by 44% on last year at this point.
4. 95% reduction in the number of external exclusions compared to 2018/2019.
5. 4.5% of pupils are on the behaviour structure – 54 pupils.
6. No permanent exclusions this year, 12 pupils moved to other alternative provision.
7. 19 pupils have worked off the behaviour structure this year.
8. KS4 Intervention Champion post used for maximum impact on supporting our pupils.
9. Much higher standards of behaviour and uniform from the majority, 4.5 % of pupils causing disproportionate issues
10. Awards evening was unfortunately cancelled, however we were able to present pupils with their awards at a socially distanced event.



### **School Organisation:**

1. Four science labs have been refurbished, work completed by DCC
2. The mobile classrooms are in the process of being refurbished
3. A new fence has been erected around the perimeter of the front field
4. New roof on the diner
5. Further building improvements, painting ongoing
6. Planning completed for a further 2 refurbished science labs by February 2021
7. Approved DCC works – still awaiting commencement date (Fence at the front of the school, Corridor and Carparks)







### **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. Sterling Steeves – successfully completed his GTP and is now covering a maternity absence in the English Department.
4. Mrs June Stevens, Miss Hannah Yates, Mr Shaun Ledbetter, Ms Charlotte Thomasson, Mrs Katy Williams and Mr David Durham – all successfully completed their NQT year and now have QTS.

## **Future Planning**

**Please note the priorities below are provisional. The school's main priority during the pandemic is to ensure the safety and well-being of all pupils / students and staff.**

- **Keep all learners and staff safe in all areas, including all aspects of the COVID-19 risk assessment.**
- **Keep the school open to all learners (as much as is possible).**
- **Maintain high standards of Teaching & Learning, continuing to develop new approaches of blending learning.**
- **Develop robust systems of assessment and tracking of performance, ready for any possible allocation of Centre Assessment Grades for all year groups.**
- **Maintain good outcomes in all areas of the school.**

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
		<b>678,982</b>
<b>AGENCY</b>	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
		<b>572,616</b>
<b>INCOME</b>	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)
		<b>(346,695)</b>
	<b>EXPENDITURE</b>	<b>6,963,132</b>
	<b>BUDGET</b>	<b>6,712,828</b>
	<b>BAL BROUGHT FWD</b>	<b>(102,489)</b>
	<b>SURPLUS/DEFICIT</b>	<b>(352,794)</b>
	<b>SURPLUS/DEFICIT AS PERCENTAGE OF TOTAL BUDGET</b>	<b>-5.26</b>



14/10/2020

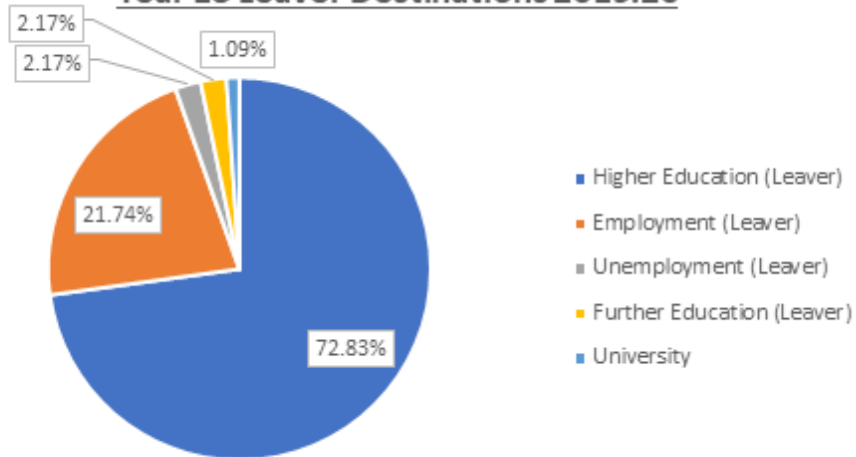
PHS 2019/20 OUTTURN

DESCRIPTION	ELEMENT	2019/20
<b>EMPLOYEES</b>	ALL SUPPLY INCLUDING AGENCY	135,335
	TEACHING STAFF	4,779,728
	ADMINISTRATION & COVER ASSISTANTS	465,353
	TECHNICIANS / WORKLOAD	220,121
	STUDENT SUPPORT / INCLUSION	272,604
	S E N	233,644
	EXAM INVIGILATORS	12,712
	CARETAKING	146,090
	MIDDAY SUPERVISION	107,033
	REDUNDANCY COSTS	0
	OTHER PAYMENTS	0
	TRAINING	3,192
	MEDICAL EXAMINATIONS	244
	STAFF ADVERTISING	2,078
	APPRENTICESHIP LEVY	0
		<b>6,378,134</b>
<b>PREMISES</b>	REPAIRS & MAINTENANCE	46,544
	DCC REPAIRS & MTCE.	13,672
	MOBILES (1216 - Elliot Grp)	3,095
	MAINTENANCE OF GROUNDS	13,797
	ELECTRICITY	63,913
	GAS	38,535
	CLIMATE CHANGE LEVY	7,909
	LOCAL TAXATION	97,344
	WATER	19,166
	CARETAKING MATERIALS	4,711
	REFUSE COLLECTION/SKIP HIRE	8,961
		<b>317,647</b>
<b>TRANSPORT</b>	TRAVELLING EXPENSES (2810+2910)	3,288
	HIRING OF MINIBUSES/COACHES	14,687
	MINIBUS COSTS	2,494
		<b>20,469</b>
<b>SUPPLIES</b>	POSTAGES	8,093
	TELEPHONES	6,757
	TV LICENCES	151
	NON STAFF ADVERTISING/MARKETING	5,000
	TRANSITION AND PUPIL RECRUITMENT	0
	CAPITATION	78,261
	CAPITATION - NEW COURSES	0

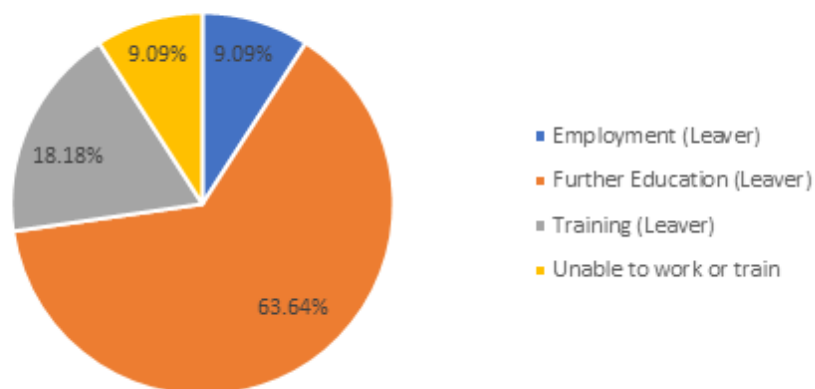
	UNIFORM ASSISTANCE	0
	FURNITURE/EQUIPMENT	3,375
	RENTALS (3072)	37,313
	SOFTWARE LICENCES - WHOLE SCHOOL	8,644
	1-1 NOTEBOOKS	0
	INSURANCES	0
	EXAM FEES (4316)	173,049
	SUBSCRIPTIONS	282
	MISCELLANEOUS COSTS	27,844
	PUPIL COURSES	124,594
	INTERNAL TRANSFERS - PR6	0
	POOLED SCHEMES	208,488
		<b>681,851</b>
<b>AGENCY</b>	ADULT MEALS	14,668
	HIRE OF LEISURE CENTRE	91,808
	CLEANING CONTRACT	164,897
	PLAS CEFNDY RECHARGE	0
	PERIPATETIC MUSIC	20,475
	DCC DATA SERVICES	28,029
	DCC ICT ADMIN + GAIA ADMIN NETWORK CHARGE	16,356
	GAIA I.T CONTRACT (5329)	100,005
	COUNSELLING SERVICE	33,805
	OFF SITE INSURANCE	509
	SUPPORT SERVICES	108,586
		<b>579,138</b>
<b>INCOME</b>	INDUCTION & EPD	(10,227)
	MISCELLANEOUS GRANTS (9144) (includes prof dev)	(211,843)
	MISCELLANEOUS INCOME (9731)	(14,728)
	PERIPATETIC MUSIC	0
	SEN RECOUPMENT	(48,690)
	GRANT FOR LAC POST	0
	GRANT FOR LACs	0
	SHEP FUNDING	0
	INTERNAL TRANSFERS	(174,251)
	SCHOOL FUND CONTRIBUTIONS	(40,000)
		<b>(499,741)</b>
	<b>EXPENDITURE</b>	<b>7,477,500</b>
	<b>BUDGET</b>	<b>6,877,825</b>
	<b>BAL BROUGHT FWD</b>	<b>(352,795)</b>
	<b>SURPLUS/DEFICIT</b>	<b>(952,740)</b>
	<b>SURPLUS/DEFICIT AS PERCENTAGE OF TOTAL BUDGET</b>	<b>-13.85%</b>

## DESTINATIONS

**Year 13 Leaver Destinations 2019.20**



**Year 12 Leaver Destinations 2019.20**



**Year 11 Leaver Destinations 2019.20**

