

Ysgol Uwchradd
Prestatyn
High School



Annual Governors Report to Parents

2020-21

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

Annual Governors' report to parents for the academic year September 2020 to July 2021.

School Governors

The school has a Governing Body consisting of LEA representatives, elected and co-opted members. The Governors during 2020/2021 were as follows:

Parent Governors	Date Elected	Term Ends	
Mrs. J. Newell	21.11.18	21.11.2021	
Mrs. S. Ecob	13.12.19	13.12.2023	
Mrs. G. German	04.05.21	04.05.25	
Mrs. K. Clewett	04.05.21	04.05.25	
Mr. G. White	08.02.20	08.08.2022	<i>Term Extended</i>
Mr. W. Green	13.12.19	13.12.2023	
LEA Governors			
Mrs. S. Frobisher	12.02.20	12.02.2024	
Mrs L. Davenport	20.02.19	20.02.2023	
Mr. R. Yates	19.12.18	19.12.2022	
Mr. T. Flynn	21.09.20	21.09.2024	<i>Re-elected</i>
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	<i>Re-elected</i>
Staff Governor			
Mrs. M. Jones	21.10.20	21.10.2024	<i>Re-elected</i>
Community Governors			
Mr R. Hughes	12.02.20	12.02.2024	
Mr. D. Edwards	12.02.20	12.02.2024	
Mr. A. Jones	07.02.18	07.02.2022	
Mrs. W. Jefferson	21.09.20	21.09.2024	<i>Re-elected</i>
Mrs. C. Morgan	11.12.19	11.12.2023	
Coopted Governor			
Mr. G. J. Turner	01.09.2020	01.09.2021	

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

The Clerk to the Governors is Mrs. E. Thomas.

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 2020 to July 2021 the full Governing Body met on 6 occasions virtually. The Finance Committee also met on 6 occasions. The budget for the financial year 20/21 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 2020 to July 2021

Name	Full Governors Possible	Actual	Finance Committee Possible	Actual	Appoint when required	Appeals when required
Mrs. L. Davenport	6	6	6	6	6	
Mr. D. Edwards	6	6	6	6		
Mr. A. Jones	6	0	6	0		
Mrs. S. Frobisher	6	6	6	6	6	
Mr. R. Hughes	6	5				
Mrs. J. Newell	6	6				
Mr. T. Flynn	6	4				
Miss E.J. Davies	6	5			2	
Mrs. S. Ecob	6	5				
Mrs. C. Morgan	6	6				
Mrs. G. German	2	2				
Mrs. K. Clewett	2	2				
Mrs. M. Jones	6	6			2	
Mrs. W. Jefferson	6	5				
Mr. G. Bennett	6	6			2	
Mr. G. White	6	5				
Mr. H. Irving	6	4				
Mr. W. Green	6	5				
Mr. T. Orbine	1	1				

Annual Report to Parents

2020-21

The following summary relates to progress towards our improvement plan during the school year 2020-21. 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 2021 school census, Prestatyn High School had 1427 on roll with 243 in the sixth form compared to 1407 on roll with 227 in the sixth form in 2020.

1.1 Standards

Due to the lost curriculum time the Education Minister announced in November 2020 that there would be no summer examination series for students taking GCSEs, AS levels or A levels in 2021. In January 2021, it was confirmed that these qualifications would be awarded using Centre Determined Grades (CDGs). This meant schools would determine the actual grades awarded for each qualification based on the evidence provided by learners.

WJEC and Qualifications Wales provided schools with regular updates and GCSE, AS level and A-level specifications were amended by the WJEC to take into account lost curriculum time. Each subject area was also informed of the skills and knowledge which they had to cover before the end of the qualification in order to ensure the learner could progress to their next stage of learning / employment.

Heads of Department, Subject Leaders and the Senior Leadership team worked tirelessly to ensure the procedures and processes in place to award Centre Determined Grades were both consistent and fair.

Learners in Yrs. 11, 12 and 13 were the first to return to school on the 15th March to enable them to work with their teachers to generate the evidence needed for their CDGs.

During this period learners completed adapted exam papers supplied by the exam boards. The assessments completed gave learners the opportunity to demonstrate their knowledge, skills and understanding of the key requirements and assessment objectives for each subject.

When deciding on an overall best-fit grade, teachers were instructed by Qualifications Wales not to award CDGs based on their professional predictions or the potential of a learner. Teachers applied their professional judgement and made a decision as to whether the learner had demonstrated the standard required to be awarded a specific grade. Departments had to support awarded grade(s) with a clear and unambiguous rationale which had to be underpinned by evidence documented on an assessment recording sheet.

To ensure consistency, and fairness, the WJEC supported schools with online continuous professional development on unconscious bias and objectivity. As a school our approach was very transparent and we communicated with learners and parents regularly and we published our assessment plans before the Easter break.

Departments were required to implement internal quality assurance processes to ensure consistency and we also worked with our alliance school to quality assure our processes and our data.

Learners received their provisional CDG grades in early June. This gave learners an opportunity to appeal their grade if they believed an error had been made. Grades could only be appealed if learners believed an error had been made in determining their overall grade.

In total we only received four formal Stage One Centre Review requests which is testament to all the hard work put in by our staff to ensure the grades awarded were robust and accurate.

It was an immensely challenging time for learners who were expecting to sit their A-levels, AS and GCSEs. We were, and continue to be, immensely proud of the resilience and tenacity shown by them and it was fantastic to see so many happy faces when they received their grades.

Due to COVID and the cancellation of KS3 levelling, GCSEs, AS and A-level exams, there are no performance indicators for the 2020-21.

Curriculum Support

In January 2021, there were 294 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 24.8% of all pupils in KS3/4. At key stage 5 there were 29 students, equating to 12% of the 6th form students. Overall 21 pupils (around 1.47% 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 centre determined grades. Andrew Christian is the School's Specialist Assessor for Exam Access Arrangements and carries out all assessments for pupils at the school.

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

We ran a 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. Due to Covid, this only ran for Year 7.

More able and talented

More able and talented students continue to be identified, supported and monitored from the point of transition to external exams. All of our MAT students were invited to online events run by the Seren project over the last school year, and these were well attended. Sessions were on things such as study skills and aspirational careers advice. Support is also given by the Seren project to student who wish to apply for top universities. In school MAT learners have been supported through extension work and projects available online

Disadvantaged pupils

A national priority for all schools is to support the performance of disadvantaged pupils. Our teaching approaches are inclusive for all pupils. We make full use of the pupil deprivation grant and it is used effectively to ensure each pupil maximises his/her time at school.

The Centre Determined Grades this year awarded to eFSM pupils made sure that they would not be disadvantaged as a result of the pandemic. During lockdown, and distance learning, we provided disadvantaged families with a device which would allow them to access work if they did not have access to this provision.

We had a very clear communication plan regarding the CDG process. This ensured all parents and pupils were aware how grades would be awarded and which assessments would be used. Whilst collecting data, HODs and senior leaders tracked the progress of disadvantaged learners. The final outcome of disadvantaged learners was in line with historical outcomes. During the CDG process any learner eligible for special consideration or access arrangements received their full eligibility. This was tracked by our ALNCo. All members of staff utilised WJEC training on unconscious bias and standardisation. The processes in place ensured grades were awarded fairly and consistently. The appeals process was explained to all learners and parents. All learners were given an opportunity to request their assessment record sheet and to appeal their grade(s).

Literacy and numeracy

With the school closed for part of the year, development of literacy and numeracy has been more of a challenge this year, however it remains a top priority for the school. During the period of online learning students literacy and numeracy skills were developed via their online lessons, with work submitted and checked by their teachers. Whilst in school each department has committed to teaching aspects of the literacy and numeracy frameworks and these are mapped by our literacy and numeracy co-ordinators. All pupils in Year 7 and 8 continued to access accelerated reader, and many pupils made good progress with their reading skills. Numeracy interventions such as numeracy ninjas were used to good effect by pastoral teams. Moving forward ensuring high standards of literacy and numeracy will form a cornerstone of the catch up curriculum.

Pupils sat the LNF tests in the summer term, results of which were supplied to parents. The welsh government did not provide comparison data this year, but the diagnostic element of the tests will be used to plan learning for this school year

Welsh

All learners at the school study Welsh 2nd language until the end of Year 11, and all take a GCSE in the subject. The use of Welsh around the school, by learners and staff is encouraged, and all learners are fully supported in improving their Welsh language skills. A few learners who join us from first language primary schools join our Welsh enrichment form group where they can still use and develop their language skills.

Due to COVID we were unable to send our learners to Glan Llyn. However, we still continue to work closely with Yr Urdd and look forward to our return to Glan Llyn post COVID restrictions.

1.2 Wellbeing

Due to the ongoing disruption to pupil's education owing to Covid-19, attendance was significantly impacted by pupil absence due to Covid-19 related matters or due to the firebreak and then the lockdown in the Spring term. Therefore, attendance procedures were amended in line with this. Instead, the school's attendance procedures focussed on ensuring that those who could be attending school were, and any barriers to attendance were identified and supported. Referrals to appropriate agencies were made if attendance issues were due to wellbeing concerns and then referrals to the Education Welfare Officers were made where non-engagement with families or learners was a concern. During the lockdown in Spring, close contact was made with learners and families to ensure that they were engaging with the school's online provision and there was close monitoring of those who were not engaged with online provision to ensure that any barriers were identified and supported e.g. access to appropriate resources, wellbeing concerns or pupil non-engagement. The school also operated a hub provision during lockdown which was accessible to pupils who were children of key workers or vulnerable pupils. Attendance records at the hub provision were maintained and reported weekly to the local authority. Appropriate Free School Meal provision was maintained throughout. Attendance was monitored in terms of the types of absences and

with the introduction of additional coding, the school was able to monitor absences specifically related to Covid-19 more effectively.

In addition, to support pupils during lock down wellbeing days were organised, online learning was suspended to allow pupils time to focus on their personal wellbeing.

During the last twelve months many of our pupils have been supporting local community events and raising money. They have taken part in walks, bike rides, marathons and volunteering for local services.

Attendance in the autumn term was 88.6% which was 4.1% down on the previous year which was pre Covid-19. Attendance for the summer term when school resumed face to face learning was 86.5%.

Behaviour remained a key priority during the pandemic. It was noticeable that the behaviour of some pupils on their return after the second lockdown in particular, was particularly challenging. Whilst a strong risk assessment allowed pupils to return in bubbles, many struggled to sit in one room all day and the mere fact that staff were moving around the school meant that the normal procedures teachers use to welcome pupils as they enter the classroom were impossible to use. The start of any lesson is extremely important in setting the tone for the rest of the lesson. The ECP continued to support those pupils with emotional, behavioural and social difficulties but lockdown has meant that a number of pupils have needed support for a longer period. Maggie Khsib was appointed as manager and the school also appointed two further experienced members of staff to help in the ECP and IEX area. The internal exclusion provision in the ECP area has continued, and allowed more pupils to spend time in school being supported, rather than being externally excluded. This is also the case for some of our pupils in the ECP who were higher up on the behaviour structure and who were at risk of permanent exclusion. The pastoral team remain an effective part of the whole school behaviour model and work extremely hard to support all of our learners at this crucial time in the history of the country. The Assistant Heads of year are a constant presence on the corridors and in classrooms at all times and provide a vital link with the HOY, parents and pupils. Whilst a number of pupils were removed from the behaviour structure a small minority of pupils still need further interventions in order that they achieve their full potential and don't disrupt the learning of others. Two pupils are currently studying at Ysgol Plas Cefndy.

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 Glan Llyn (Cancelled due to COVID19)
- The Big Bang – done on line
- Year 12 students – Geography Coastal fieldtrip
- Chemistry Stem event (Cancelled due to COVID19)
- Dance project
- Year 12 students – Geography 'Changing Places' urban fieldtrip (Cancelled due to COVID19)
- Y13 Skills Cymru visit
- Geography field trip to Barkby Beach (Cancelled due to COVID19)

- Geography field trip to Wrexham (Cancelled due to COVID19)
- 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(Cancelled due to COVID19)
- Maths UK Maths Trust Challenges: Junior Challenge for Year 8 and Intermediate Challenge for Year 10
- STEM Roadshow (Cancelled due to COVID19)
- Physics trip to Geneva (Cancelled due to COVID19)
- UCAS Higher Education Conference

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

2.2 Teaching and assessment

The school year was a disrupted one again due to the ongoing global pandemic. This meant that we had a long spell out of school for all learners.

Our teaching and learning had to adapt very quickly, and we used our model from the previous school year to build on and improve. We provided work using Microsoft TEAMS once again, and used the first week of closure to complete training and software upgrades to ensure that live lessons were available very swiftly. These live lessons were very successful with pupils and teachers connected via online classrooms where pupils could have direct input from their teachers. Attendance at live sessions was reasonable, and the feedback we had was very positive with 82% of parents saying they were happy with the online learning provision. Parents rated the work provided as 4/5 for quality and 75% of parents felt there was enough flexibility in the work to support their children's needs.

We continued to utilise TEAMS for homework following pupils' return to school, and this adaptation is set to be our normal practice for 2021-22. Back in school pupils were taught in one room for their lessons with teachers moving between classrooms for lessons. Whilst this meant the pupils were not taught in specialist spaces our superb staff adapted well and taught interesting and innovative lessons despite the circumstances. Over time as the situation allowed we returned pupils to specialist spaces for their subjects. Assessments, which had been suspended for the last school year, resumed during the summer term and allowed us to track pupil progress following their time away from school. We continue to target consistency of teaching and assessment, and the school's quality assurance procedures continue to work to secure this. We continue to put time and effort into professional learning for our teachers around teaching and learning, and with the time spent out of school we put in significant training on blended learning, and the principles of successful learning.

Another focus has been preparing for the new curriculum with work done on adapting teaching to follow the 12 pedagogical principles as set out in the Welsh Government's new curriculum documentation. We have worked with partners in GWE and Impact Wales to provide important input ahead of this significant change. Work towards preparation for the new curriculum continues apace, and we plan to roll out the new curriculum to year 7s from September 2022.

2.3 Care, Support and Guidance

The school's care and support systems supported pupils in their return to full time education in September. The focus on positive mental wellbeing was key. The pastoral teams worked closely with pupils who required support settling in or experienced greater levels of anxiety as a result of the pandemic. The school also saw an increase in the number of pupils requiring support for mental

health concerns which included an increase in pupils with low mood. The school continued to work closely with a number of agencies to support the pastoral needs of the pupils but did find that in some cases, the waiting lists for work had grown exponentially over the last year and that there were also restrictions on how agencies and services worked depending on the current Covid-19 restrictions or policies. Some services for young people continued to be delivered virtually. Such agencies include CAMHS, North Wales Police, Barnardo's, Children's Services, Youth Services, TAF, TRAC, NSPCC, amongst others.

The school's ECP (engagement centre) continued to support our most vulnerable pupils. This year the ECP was headed up by Mrs M Khsib, supported by Mrs K Shackleton and Mr J Jones. These members of staff have worked tirelessly to support the challenging needs of our vulnerable pupils and deliver intervention, curriculum and support with a trauma informed approach that is bespoke to the individual needs of the pupils with the focus on developing their social, emotional and behavioural skill development. The ECP provision remained open throughout lockdown to provide a hub ECP provision for these pupils.

In the January, when the country went into the second lengthy lockdown, the care, support and guidance provided by the school remained paramount. The school operated a hub provision supporting vulnerable learners and those children of key workers. This hub focussed on wellbeing and support as well as allowing these learners to access their learning provision. There was a member of the safeguarding team on site each day to support learners. The school's online learning provision developed and allowed pupils to access daily live lessons and online learning. Our pastoral teams monitored pupils to ensure that any wellbeing concerns were addressed immediately for example, access to IT, concerns about poverty, concerns about non-engagement, concerns around mental wellbeing. There was also a focus on praise and recognition for pupils accessing online provision.

Once the school reopened fully in the Summer term, pupils were supported in their return with continued focus on their wellbeing

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. During COVID we have employed two more cleaners to ensure the school site is safe and biosecure.

Redevelopment of the school site is ongoing with all but two of our internal science labs now fully refurbished, the final labs will be refurbished ready for the 2022 academic year. Phase one of Block 3 refurbishment has been completed (all new windows and doors) with phase two to begin later on in this academic year. Each block in turn will undergo the same planned refurbishment. The changes will include a lift in block 2.

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 continue in the school to maintain the 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 the second lockdown the school remained open for the children of key workers and our most vulnerable pupils. The teaching staff did live streamed lessons and also set work online for all our pupils via Teams, marked their work and also provided them with feedback. We supplied over 90 devices to allow pupils to access online resources. The D&T department, supported by many colleagues, continued to produce visors which were distributed to NHS workers and other key services. The pastoral teams regularly checked on the well-being of our pupils via phone calls and online conversations on Teams. For more vulnerable pupils we continued to do home visits in a socially distanced way. The school collected nearly £3000 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 in line with the latest Welsh Government guidance so that we opened safely at the start of September. The curriculum was to be as normal as possible whilst also providing catch up sessions and recovery after the lockdowns due to the pandemic.

Mrs C Turner, deputy Headteacher, returned for the new academic year after her maternity leave. Assistant head teacher Mrs K. Roberts left the leadership team during the academic year. 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 (Jamie Barson, Amelia Buckley-Scott, Annabel Morgan-Platt, Anabel Jacobsen, Mashiat Manzoor, and Daniel North) we wish them well at university. Our new team (Thomas Hicks, Evie White, and Millie Marsden) 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. Due to the impact of Covid our quality assurance systems relied on more departmental level support and informal monitoring this year, however the parental feedback on online learning shows that standards remained high. We will resume all QA systems for September 2021.

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.

We continue to work closely with the Coastal Alliance group of schools (CTW, RHS, EaI). 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. This provision has ran for several years now and it is developing and improving each year.

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. Due to the new ALN reforms the school website now has a dedicated area for all ALN matters which is a great resource for parents, pupils and staff alike.

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 has reduced the school's financial deficit significantly this year and the current financial forecast is for further significant saving over the next 2 years to remove the deficit completely. Several staff over the past year have left PHS and not been replaced. Longer term, the forecast is that the budget will be balanced and in surplus in 2 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.

- Rose Williams – Admin assistant
- Kate Roberts – Head of Y7 and Transition leaving for a promotion to Assistant Headteacher in St Richard Gwyn
- Dyfed Roberts – Head of Welsh leaving to teach Welsh in Wrexham.
- Ben Davies – 2nd in English leaving for a new position in South Wales.
- Sian Baker – Head of Year 8 and teacher of Technology and Welsh Baccalaureate retired.
- Gale Poole – Teacher of science retired.

We are pleased to welcome:

- Chloe Waggett – Teacher of Dance / Drama (Cover) 0.8
- Hannah Yates – Long term sickness cover in ICT for Rachel Haydock
- Gemma Lunt – Law Tutor
- Bethan Houlston – Teacher of Welsh

School Improvement 2010 – 2021 (summary of main priorities)

A. Priorities for **ALL** staff (COVID 19 allowing):

- 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) continues to successfully support pupils with a high level of need on a long-term basis.
4. All Heads of Department / Head of Year receive additional professional development training and an opportunity to collaborate with other Heads of Department on a fortnightly basis.
5. School budget carefully monitored and savings made where possible. Current saving of over £2M has been achieved

Pastoral:

1. Due to the global pandemic school's not required to report their attendance.
2. FSM % now 28.04% - an increase upon last year. Appropriate support in place from the pastoral team.
3. KS4 Intervention Champion post used for maximum impact on supporting our pupils.

School Organisation:

1. All internal science labs (10) will have been refurbished by the end of the next academic year, work completed by DCC
2. All 3 blocks are in the process of being refurbished / over the next 2 years
3. All sports areas including changing rooms and the gymnasium have now been refurbished
4. Further building improvements, painting ongoing
5. Approved DCC works – still awaiting commencement date (Fence at the front of the school, Corridor and Carparks)



Teaching and Learning:

1. Continued focus on the consistency of T&L
2. All departments have literacy/numeracy activities embedded within their Learning Plans and a focus on quality of presentation.
3. All departments have up to date and complete standards files with Learning Plans published online.
4. Registration for Y11 now returned into intervention sessions
5. Training on pedagogy and preparation for the new curriculum taking place regularly.
6. Year on year improvement in T&L (much more work still to do)
7. Return to robust assessment procedures following time where this was not possible.
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.
9. Accelerated preparation for the new curriculum.


Staffing and HR:

1. All ongoing staffing issues are resolved
2. Attendance issues challenged and resolved, one long term sickness absence.
3. Maria Senior and Bethan Houlston both successfully completed their NQT years with us during this school year.

Staff wellbeing and community work


The school continues to support staff wellbeing. Over the last twelve months weekly staff challenges and activities have been introduced, such as baking competitions, staff quizzes and even dance challenges. A range of weekly activities are available in school for staff, such as yoga and football. As a school community we have also supported a number of charities over the last twelve, we have raised over £500 for charities such as 'Macmillan', 'Young Minds', 'Save the Children', 'Children in Need', 'Welsh Air Ambulance' and 'Young Carers' and £2882 for local food banks.

The Product Design team were extremely busy last year designing and making PPE visors for our local doctor's surgeries and hospitals. Over 1000 visors were made and distributed by our staff to Healthy Prestatyn, Park House, Prestatyn district nurses, local pharmacies and Glan Clwyd Hospital.



SUPPORT YOUR LOCAL COMMUNITY

Please help PHS support the local community at this challenging time, a donation channel has been created on **Parentpay** for anyone who might wish to donate to the local Foodbank.



Please Donate

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 / Centre Determined Grades for all year groups.**
- **Maintain good outcomes in all areas of the school.**

14/10/2020

PHS 2019/20 OUTTURN

DESCRIPTION	ELEMENT	2019/20
EMPLOYEES	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
		6,378,134
PREMISES	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
		317,647
TRANSPORT	TRAVELLING EXPENSES (2810+2910)	3,288
	HIRING OF MINIBUSES/COACHES	14,687
	MINIBUS COSTS	2,494
		20,469
SUPPLIES	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
		681,851
AGENCY	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
		579,138
INCOME	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)
		(499,741)
	EXPENDITURE	7,477,500
	BUDGET	6,877,825
	BAL BROUGHT FWD	(352,795)
	SURPLUS/DEFICIT	(952,740)
	SURPLUS/DEFICIT AS PERCENTAGE OF TOTAL BUDGET	-13.85%

PRESTATYN HIGH SCHOOL - 2020/21

DESCRIPTION	ELEMENT	PROJECTED OUTTURN 2020/21
BALANCES	Balance brought forward	(952,314)
BUDGET ALLOCATION	Budget Allocation	7,311,412
EMPLOYEES	ALL TEACHING SUPPLY INCLUDING AGENCY	60,710
	TEACHING STAFF	4,749,161
	ADMINISTRATION & COVER ASSISTANTS	362,315
	TECHNICIANS / WORKLOAD	209,707
	STUDENT SUPPORT / INCLUSION	272,403
	S E N (wardens)	161,743
	EXAM INVIGILATORS (escorts)	14,476
	CARETAKING	137,455
	MIDDAY SUPERVISION	91,833
	STAFF RECHARGES	7,296
	TRAINING	6,146
	MEDICAL EXAMINATIONS	120
	STAFF ADVERTISING	1,999
		6,075,363
PREMISES	REPAIRS & MAINTENANCE	15,593
	MAINTENANCE OF GROUNDS	12,413
	ELECTRICITY	49,096
	GAS	36,994
	CLIMATE CHANGE LEVY	5,445
	LOCAL TAXATION	95,688
	WATER	19,474
	CARETAKING MATERIALS	6,356
	REFUSE COLLECTION/SKIP HIRE	3,290
		244,349
TRANSPORT	TRAVELLING EXPENSES	10
	HIRING OF BUSES / MINIBUSES	13,038
	MINIBUS COSTS	1,195
		14,243
SUPPLIES	POSTAGES	9,326
	TELEPHONES	4,149
	TV LICENCES	158

NON STAFF ADVERTISING/MARKETING	3,614
CAPITATION/REWARDS	73,432
FURNITURE/EQUIPMENT	2,283
RENTALS	41,250
SOFTWARE LICENCES - WHOLE SCHOOL	7,427
1-1 NOTEBOOKS	117,755
INSURANCES	452
EXAM FEES (4316)	105,962
SUBSCRIPTIONS	275
MISCELLANEOUS COSTS	1,346
PUPIL COURSES	143,202
POOLED SCHEMES	181,378

692,008

AGENCY

ADULT MEALS	5,846
HIRE OF LEISURE CENTRE	88,507
CLEANING CONTRACT	175,115
PERIPATETIC MUSIC	3,260
COASTAL ALLIANCE	16,266
DCC DATA SERVICES	28,438
DCC ICT ADMIN + GAIA ADMIN NETWORK CHARGE	8,239
COUNSELLING SERVICE	35,081
DCC BUILDING MAINTENANCE	13,673
SUPPORT SERVICES	121,395

495,820

INCOME

INDUCTION & EPD	(9,800)
MISCELLANEOUS GRANTS (9144)	(285,443)
SEN RECOUPMENT	(93,611)
OTHER CONTRIBUTIONS	(26,623)
SICKNESS SCHEME	(79,811)
SCHOOL FUND CONTRIBUTIONS	(1,806)
INTERNAL TRANSFERS	(273,647)

(770,740)

NET EXPENDITURE

6,751,043

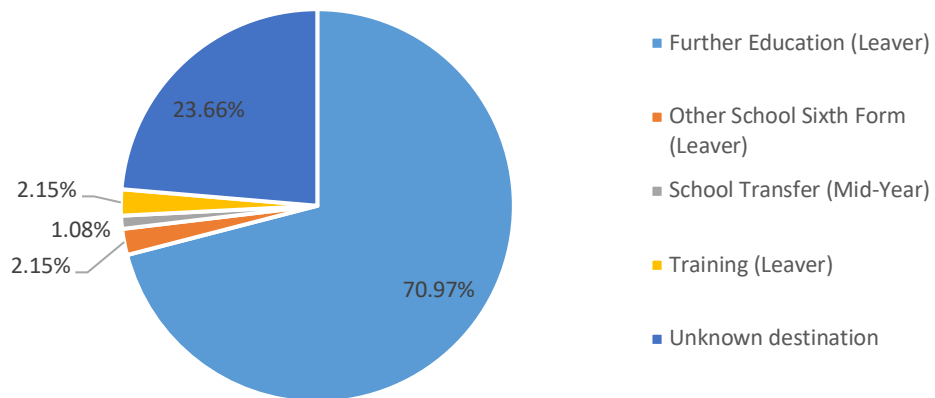
SURPLUS / DEFICIT FOR YEAR **560,369**

SURPLUS / DEFICIT ACCUMULATIVE **(391,944)**

SURPLUS / DEFICIT AS % OF TOTAL BUDGET **-5.36%**

DESTINATIONS

Year 11 Leaver Destinations 2020.21



Year 13 Leaver Destinations 2020.21

