

Ysgol Uwchradd
Prestatyn
High School



Annual Governors' Report to Parents

2021-22

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

Annual Governors' report to parents for the academic year September 2021 to July 2022

School Governors

The school has a Governing Body consisting of LEA representatives, elected and co-opted members. The Governors during 2021/2022 were as follows:

Parent Governors	Date Elected	Term Ends	
Mrs. S. Ecob	13.12.19	13.12.2023	<i>Resigned 13.07.22</i>
Mrs. G. German	04.05.21	04.05.25	<i>Resigned 13.07.22</i>
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	<i>Resigned 16/05/22</i>
Mrs. M. Du Preez	12.05.22	12.05.2026	
Mrs. E. Orbine	12.02.22	12.02.2026	
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>Resigned 06.05.22</i>
Mr H. Irving	16.02.18	16.02.2022	<i>Resigned 08.07.22</i>
Teacher Governors			
Miss E.J. Davies	14.11.21	14.11.2025	<i>Re-elected</i>
Mr. G. Bennett	08.02.21	08.02.2025	
Staff Governor			
Mrs. M. Jones	21.10.20	21.10.2024	
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	<i>Resigned 07.02.22</i>
Mrs. W. Jefferson	21.09.20	21.09.2024	
Mrs. C. Morgan	11.12.19	11.12.2023	
Mrs. J. Newell	16.02.22	16.02.2026	
Coopted Governor			
Mr. G. J. Turner	01.09.2021	01.09.2022	

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 2021 to July 2022 the full Governing Body met on 6 occasions. The Finance Committee also met on 6 occasions. The budget for the financial year 21/22 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 2021 to July 2022

Name	Full Governors Possible	Actual	Finance Committee Possible	Actual	Appoint when required	Appeals when required
Mrs. L. Davenport	6	6	6	6	8	
Mr. D. Edwards	6	4	6	6		
Mr. A. Jones	2	0	2	0		
Mrs. S. Frobisher	6	4	6	6	8	
Mr. R. Hughes	6	5				
Mrs. J. Newell	6	5				
Mr. T. Flynn	4	2				
Miss E.J. Davies	6	5				
Mrs. S. Ecob	6	5				
Mrs. C. Morgan	6	5				
Mrs. G. German	6	4				
Mrs. K. Clewett	6	5	4	0		
Mrs. M. Jones	6	5			2	
Mrs. W. Jefferson	6	4				
Mr. G. Bennett	6	5				
Mr. G. White	6	5				
Mr. H. Irving	6	4				
Mr. W. Green	4	4				
Mrs. E. Orbine	2	1				
Mrs. M. Du Preez	2	2				

Annual Report to Parents

2021-22

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 outcomes 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 2022 school census, Prestatyn High School had 1199 on roll with 250 in the sixth form compared to 1184 on roll with 243 in the sixth form in 2021.

1.1 Learning

Due to the global pandemic, lost curriculum time and disruption to face-to-face teaching the Welsh Government, Qualifications Wales and WJEC made significant specification changes to each qualification at GCSE, AS and A-level. The qualification changes took place following a consultation with schools and did not hinder learners from moving on to their next stage of learning or employment.

Schools also received reassurances from Welsh Government, Qualifications Wales and the WJEC that the grading process would be fair, that they would take into account the disruption experienced by learners and that final results would be broadly midway between 2021 and 2019 outcomes.

The summer exam series went extremely well. Many of our learners, and staff, were understandably anxious about returning to the Hall / Gym. As a school we did everything possible to ensure our learners were well prepared for the exams.

To support our learners the following activities took place:

- Easter and half-term revision sessions
- Early morning and weekend cramming sessions
- High quality teaching and learning; utilising question level analysis
- Diagnostic feedback to ensure learners were aware of what they needed to achieve their targets
- Developing study skills and resilience
- Free revision material for disadvantaged learners
- Free breakfast to learners sitting a morning examination
- Employed a Yipiyap mentor to support post 16 learners

A few learners missed an examination due to Covid. As per Qualifications Wales guidance special consideration was requested for these learners as we endeavoured to ensure no learner was disadvantaged.

Welsh Government suspended the reporting of performance indicators and benchmarking data for 2021-22. Despite the disruption of Covid our outcomes remained strong and our learners make good progress.

It was an immensely challenging time for learners who sat 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 in August.

Curriculum Support

In January 2022, there are 302 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 25% of all pupils in KS3/4. At key stage 5 there are 32 students, equating to 13% of the 6th form students. Overall, 22 pupils have a statement of Special Educational Need. We are currently following the Additional Learning Needs transformation programme which will see all of these learners moved to the new system by 2024. Special arrangements (Access Arrangements) for pupils with specific and other learning difficulties who met the criteria were obtained from the appropriate examining boards for upcoming exams.

The department also has a Nurture Class of 12 pupils which focuses on literacy, numeracy and pupil well-being. Miss Williams is the qualified Nurture Teacher and there is one supporting TA.

We run a Breakfast Club for KS3/4 vulnerable pupils in ALN2 as well as Circle of Friends, which runs for KS3/4 vulnerable pupils who find it difficult socialising in large groups.

More able and talented

Within each year group around 20 students are selected to take part in the Seren programme for More Able and Talented learners. This national programme gives pupils access to sessions to support their study skills and problem solving. During 2021-22 this programme was delivered online, and pupils from years 8-11 all accessed sessions. Within subjects MAT pupils were supported through extension and challenge activities, and extra support was given for MAT pupils at examination level to help them achieve the best grades. In the sixth form MAT students were given bespoke support with personal statements to be able to apply for the top universities and best courses.

Disadvantaged pupils

The Pupil Development Grant is used to support pupils from all backgrounds to ensure that they can maximise their time at school.

The progress, attendance and engagement of pupils entitled to Free School Meals are monitored and tracked closely to ensure that any barriers to education are reduced.

Support and mentoring for pupils is allocated where needed and should pupils from disadvantaged backgrounds require additional resources or provision, these are put in place sensitively. Pupils also encouraged to access enrichment activities and last year, the after school enrichment sessions started to open up following the lifting of Covid restrictions. Transport is provided for pupils that attend after school clubs to further reduce any issues in access to this provision.

Literacy and numeracy

All pupils are given good opportunities to develop their literacy and numeracy skills in lessons and through registration activities. For literacy pupils in year 7 & 8 are encouraged to read through the use of the accelerated reader programme, and many pupils made excellent progress with their reading thanks to accelerate reader this year. All pupils access numeracy activities during registration, which help teachers to identify areas for numeracy development. Within lessons strategies for extending sentences were launched this year and will continue to be embedded next year. Each department teaches elements of the literacy and numeracy frameworks, and these are monitored by our literacy and numeracy co-ordinators. All pupils in KS3 sit the national literacy and numeracy personalised assessments to identify strengths and areas for development in their skills.

Results were shared with parents via the pupil's Hwb log in details. We continue to develop our use of this data to ensure it informs teaching and progress.

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 in the autumn of 2022.

1.2 Wellbeing

Throughout last year, we still operated a differentiated approach to our school attendance procedures accounting for absences due to Covid-19. The school was open to all pupils throughout the year, but attendance rates were still significantly impacted by Covid-19 related absences. The school's pastoral team have been working hard with all students and their families last year to support a return to face to face education and reduce any impact that absence due to illness may have had. Throughout the year, the school ensured that attendance and punctuality procedures were followed closely, but in a supportive manner recognising the impact that the pandemic has had on attendance at school.

At the end of last year, the school saw its highest level of persistent absenteeism. This is in line with a national picture. However, as we returned to full time, face to face education following the lockdowns, it was important that everything that could be done to increase the attendance in school was being done. This is still a major focus for the school going forward.

The school also recognised that there was a huge rise in safeguarding and wellbeing needs amongst the student population following the pandemic. We restructured the pastoral team and added additional capacity to the team to ensure that staff had the capacity to support the wellbeing needs of learners.

Behaviour remains a key priority for the school. We invested in a new app called Class Charts and this has allowed us to monitor much more closely the behaviours we see in school. Class Charts also gave the pastoral staff the opportunity to promote the mainly positive behaviour we see around school and reward this good behaviour, including a Pupil of the Day award, from September 2022. The ECP continued to support those pupils with emotional, behavioural and social difficulties. 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 and this reduced the potential loss of education for the majority of pupils. The pastoral team remain an effective part of the whole school behaviour model and work extremely hard to support all of our learners. From September 2022 two new members of staff have joined the pastoral team to support the Assistant Heads of year and 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. Class Charts allows the early identification of pupils whose behaviour is deteriorating. There is a parent and pupil app so that all stakeholders are aware of any issues that are arising and interventions can be put in place in a timely manner. We saw a reduction in antisocial behaviour in the community as a result of collaboration between the School, the Police and the Town Council. Members of the Senior

Leadership team attended Council meetings and meetings held with local retailers and key shops in Parc Prestatyn along with the Police. This commitment is ongoing.✓

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:

- West end trip with the drama department
- Jr NBA Wales basketball competition in Bangor and Cardiff
- Y11 rewards trip to Alton Towers
- UCAS Higher Education Conference
- Y7 nurture group Zoo visit
- Duke of Edinburgh Bronze Expedition
- Y7/9 reward trip to Manley Mere
- Y8 reward trip to Chester Zoo
- Y11 reward trip to the Chill factor
- Year 12 had a one-day induction in Edge Hill University
- Public services students visited Moel Hiraddug
- Year 12 students – Geography Coastal fieldtrip
- Year 12 students – Geography 'Changing Places' urban fieldtrip
- A small group of students went to see a Little Tern colony
- Biology fieldtrip
- The Big Bang
- Went to the 'The Green Expo Youth Conference'
- Eco trip to the St Asaph tree Nursery
- RS church visits
- Nurture group went tree planting
- Eco club were involved in 'Keep Wales Tidy'
- Sixth form visit to Shrewsbury Prison
- Public services Kinmel Camp
- Maths UK Maths Trust Challenges: Junior Challenge for Year 8 and Intermediate Challenge for Year 10

2.2 Teaching and assessment

Continuing to improve our pedagogical approaches and ensure the best learning for all remains one of the school's top priorities.

All learning for our students is based on the Learning Plans, which are a roadmap to where the learning is going for those students. These are accessible via our website.

All staff have attended CPD on strategies for ensuring progress in learning and effective feedback. There is much good proactive within the school for effective teaching and the majority of learners enjoy their lessons. Innovative and creative pedagogy has been seen in many subjects this year through our Quality Assurance procedures, which monitor the progress of learners and the impact of teaching and feedback on progress.

We are proud of the development in our books, and thanks to the structured approach to feedback have confidence that the vast majority of our pupils get effective feedback to challenge them to improve in their subjects. All books have mid point assessments (APPs) and Summative Assessments at the end of each unit. These assessments are marked using three part marking, showing the pupils what they have done well, how they need to improve and giving them a subject improvement task which ensures they do something with that information. This feedback is then checked to show it leads to improvement.

We continue to set homework predominantly using MS TEAMS, utilising this online space to support learning beyond the classroom.

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 are rolling out the new curriculum as a full scale trial to year 7s from September 2022, before formally adopting it in September 2023.

2.3 Care, Support and Guidance

The care and support systems in school continued to support pupils in their return to face to face learning and resuming full time learning in school. There has been a huge rise in support that is needed. The pastoral teams have worked hard to ensure that all pupils receive the support and care that they require. The school has continued to work with a variety of agencies. Such agencies include CAMHS, North Wales Police, Barnardo's, Children's Services, Youth Services, TAF, TRAC, NSPCC, amongst others. We are aware that waiting lists for some agencies have also increased. The school increased its capacity for school based staff to deliver interventions to pupils to support their wellbeing needs. As outlined in section 1.2, the school has added capacity to the pastoral staff structure to ensure that school can meet the growing wellbeing and mental health needs of pupils in school.

The school's ECP (engagement centre) continued to support our most vulnerable pupils. The ECP is run 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 school has been undergoing the transition to the new ALN Code of Practice in line with the Welsh Government schedule for this transition. This has included adopting changes in legislation, changes to the systems in place in school to support pupils with Additional Learning Needs, additional training for staff and engagement with parents in line with the new system. Full transfer to the new ALN Code will be completed by August 2024.

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 all but two of our internal science labs now fully refurbished, the final labs will be refurbished during the 2022/3 academic year. Phase two of the Block refurbishment has been completed (all new windows and doors now in block 3 & 2) with phase three to begin later on in this academic year. Each block in turn will undergo the same planned

refurbishment. Eventually the plans include a lift in block 2 and full internal refurbishment of each classroom in each block.

We are waiting for further DCC funding so that we can begin the next phase of our improvements which includes improved car parking facilities, a new corridor across the quad to reduce congestion, solar panels to generate cleaner energy and a new heating system for the school. These facilities will give all pupils a better, safer and greener 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 over the last 2 years during the pandemic. Whilst other schools had to close for outbreaks of the virus and staff absence, we remained open and never closed once. This amazing achievement was also brought about by the dedication and efforts of the hard working, diligent and tenacious leadership team we have here at PHS.

I am immensely proud of the leadership team and what they have done and achieved in order to return the school to as close to normal operation as possible.

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 (Thomas Hicks, Evie White, and Millie Holmes) we wish them well at university. Our new team (Charlotte Parr, Matthew Taylor, Joseph Jowitt and Ethan Jones) 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. Our full QA systems returned in September 2021. 360 book reviews, lesson observations and 20:20 reviews were used to judge standards. Part of these QA procedures included talking to pupils and asking them about their work. Standards are not where they were before the pandemic, but we are on a journey back to the highest of standards in all areas of the 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, adapting to the challenges of a post Covid-19 world 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. 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 run for several years now and it is developing and improving each year. This year Christ The Word are no longer part of the alliance alternatively we are working with Ysgol Bryn Elan in Colwyn Bay.✓

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 eliminated the school's financial deficit and the school now carries forward a significant surplus. This surplus will be used over the next two years on learner recovery after the pandemic. Staffing numbers are now stable and additional wellbeing support staff have been employed to help learners deal with the longer term impact of COVID-19. 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.

Adam Bevins – IT/Resources technician
Donna James – Head of ICT
Andrew Christian – ALNCO
Julia Parry – Teacher of science / animal care
Chloe Waggett – Teacher of dance
Sean Ledbetter – Teacher of science
Einir Williams – Teacher of PE
Tomas Foulkes – Teacher of drama
Catherine Robinson – Teacher of ICT (12 month career break)
Liane Knapp – Teacher of Welsh (changing to supply)
Chloe Baldwin – TA

We are pleased to welcome:

Michael Berry – ALNCO
Charlotte Pryce-Williams - Teacher of English (FT 1yr)
Julie Scott – Teacher of Welsh
Mark Adams – 2nd in ICT and digital coordinator.
Isla Forsythe – Teacher of social studies
Olivia Ashton – Teacher of ICT (FT 1 yr)
Laura Berry – Teacher of PE 0.6fte
Lauren MacGillvray – Teacher of dance
Diz Williams – Teacher of KS5 computing (FT 1yr 0.38fte)
Dylan White – Teacher of science (FT 1 yr)
Emily Southall – Teacher of drama (FT 1yr)

School Improvement 2022– 2023 (priorities)✓



The 5 Priorities 2022/2023

(Please read and understand the whole school priorities for this academic year.)



PLEASE BE AWARE THAT, ABOVE AND BEYOND ALL OF THE ONGOING TARGETS AND ACTIONS CONTAINED IN THIS PACK, SAFEGUARDING PUPILS AND STUDENTS IS THE PRINCIPAL PRIORITY. SAFEGUARDING IS THE RESPONSIBILITY OF EVERYBODY.

Whole School Priority 1 Improving Cross-Curricular Skills

Reasons why:

- All pupils need the cross-curricular skills of literacy, numeracy and digital competence in their daily lives.
- Progress in literacy, numeracy and digital competence has declined markedly post-pandemic. (Book review 21/22)
- Literacy and numeracy test results (21/22) show a minority of pupils are below the expected outcomes in literacy and numeracy.
- The teaching of literacy, numeracy and digital competence skills are too often a 'bolt-on' rather than being embedded effectively into subjects. (Book review 22)
- Curriculum for Wales places new emphasis on the cross-curricular skills.

How will we achieve this?

- Effective tracking of the three cross-curricular skills, led by skills co-ordinators.
- Whole school interventions such as Building Reading Power and Accelerated Reader to improve reading skills.
- Read like a... and Write like a... posters for all subjects.
- bespoke interventions for pupils identified from the literacy and numeracy tests.
- Whole staff CPD on the three skills, facilitated by skills co-ordinators.
- All skills integral to Curriculum for Wales in schemes of work/PA.
- Registration activities, including reading and Numeracy Ninjas, used to support skill development, and led by skills co-ordinators.
- Literacy role revamped to include emphasis on skill development activities.

Pupils will:

- Make improved progress in literacy, numeracy and digital competence.
- Have a consistent approach to skills across their lessons.
- Have high-quality bespoke intervention if identified through the literacy and numeracy test data.
- Have access to ICT facilities to enable their progress in digital competence.
- Have skills embedded as a part of their lessons across all subjects.

2

All lessons will have:

- Learning objectives which set out the learning for every lesson.
- A recap based on prior learning.
- Varied activities and pedagogical approaches.
- Stretch, pace and challenge.
- Deeper questioning to develop understanding.
- Opportunities to demonstrate learning.
- Chances for innovation which are taken.

Reasons why:

- Lesson observations demonstrate pupils are passive in learning too often (observation data 21/22).
- Higher level of challenge in lessons will lead to improved outcomes.
- Some questioning is not deep enough (GfE supportive review 22), questioning which requires deeper understanding is essential for rapid progress.
- Curriculum for Wales demands a change in approach.
- Improved teaching and learning will improve whole-school engagement and behaviour.

How will we achieve this?

- Regular and effective CPD on pedagogy, questioning and pace.
- QI monitoring with quality improvement as a focus.
- Access to the latest educational ideas through the 'TL Bulletin'.
- Reflective practice encouraged, with all teachers engaged in research, trialing different approaches, and evaluating successes.
- Encouraging sharing of good practice, in and between departments.
- Focus on pedagogy in all department and middle leadership meetings.
- Regular learning walks / open door policy.
- Encouragement of taking chances to teach in innovative ways - celebrating successes.

Whole School Priority 3 Attitudes to School and Learning

Reasons why:

- Pupil voice (22 - GfE review) indicates poor attitudes to school and learning from some pupils.
- Post-COVID, attitudes towards attending school, in addition to punctuality, have declined for some pupils (2021/22 data).
- Parental voice indicates that attitudes to school attendance and engagement have reduced (2021/22 data).
- Positive learning in lessons is observed (lesson observations / learning walks, GfE review 22).
- School-based surveys indicate a decrease in positive options towards many areas of school (2022).

How will we achieve this?

- Improved communication with all pupils and parents / carers for all pastoral and academic issues.
- The creation and deployment of two new additional wellbeing positions.
- A clear and overwhelming focus on pupil wellbeing, led by key staff.
- All staff will engage in training on 'engaging positively' with pupils.
- Student council, and other student bodies, will be involved in all areas of the school and their view will help guide decision making.
- Personal focus in form time and assemblies on developing positive relationships with all in school.
- Rewards and recognition will outweigh sanctions at all times.

Attitudes to learning and school will demonstrate:

- Pupils are positive about school and attendance.
- Pupils are positive about their lessons.
- Strong and positive relationships between all pupils and staff.
- Pupils have regular, positive and meaningful communication from school.
- Students have regular, positive and meaningful communication from school.
- Student voice is at the heart of what we do to develop positivity.
- Pupils engaged actively in all lessons.

3

Whole School Priority 4 Behaviour is for Everyone

Reasons why:

- Data shows that low-level behaviour is an issue in some classes. (21/22)
- Some pupils are routinely late for lessons or walk out.
- Some pupils' attitudes to staff and peers are unacceptable (pupil voice 21/22).
- Poor relationships lead to poor engagement and, therefore, poor behaviour.
- Positive learning and disengagement in lessons leads to poor behaviour (behaviour data 21/22).

How will we achieve this?

- Regular and effective CPD on behaviour management based on Rob Plewitt's Needs Focused approach.
- Invest in two new behaviour managers and Class Charts to track data, inform interventions, and enforce behaviour policy.
- Departments working together to develop behaviour strategies and consistency, as well as managing departmental areas.
- All departmental and middle leadership meetings to discuss and develop behaviour management.
- Regular learning walks/open door policy and department head leading areas.
- Understanding the power of showing warmth, courtesy and confidence in every interaction, building positive relationships, and acting as role models.
- Pedagogical approaches that ensure lessons have good pace and are engaging to support good behaviour.

Good behaviour looks like:

- Pupils having a clear focus on classroom expectations at all times.
- Pupils being engaged by pedagogical approaches that cater for all abilities.
- Lessons that consider the behaviours of all pupils - prepare for behaviour.
- Adapting and responding to circumstances in a flexible way.
- Each lesson being a safe and welcoming environment which builds positive relationships and adopts the idea of a fresh start.
- Pupils understanding the importance of punctuality and lost learning.
- Reduction in behaviour issues.

4

Whole School Priority 5 Obsessive about Attendance and Punctuality

Reasons why:

- Attendance has been impacted greatly by the pandemic.
- Covid-19 related absence and ill-willing / safeguarding related absences as a result of the pandemic - attendance down 64% from pre-pandemic (May 19).
- The number of Persistent Absentees (attendance below 85%) at the end of last year was higher than the school has ever seen before.
- The number of ESM pupils has increased (21/22) in May 19 - 27.94% in May 22, but attendance for this subgroup has decreased by 11%, impacting further on the attainment gap (21-2019 42%, compared with L2-2022 26%).
- Punctuality to school, and to lessons, has decreased, with some learners further disrupting learning, this has caused an increase in lost learning time.

How will we achieve this?

- Increased capacity in the attendance team to tackle the decline in attendance. A restructure within the pastoral team will also give year teams additional capacity to robustly address attendance each day.
- The attendance and punctuality procedures will be followed rigorously and robustly each day.
- We will obsessively track and monitor data on an individual, group and whole cohort basis.
- Attendance will have a renewed focus of importance, emphasising the impact that lost learning time can have on learner progress.
- The pastoral staff will have updated training and QI procedures to ensure that everything is being done to secure excellent attendance and punctuality for all learners.

Attendance and punctuality:

- We will reduce the numbers of PAs this year and increase the attendance of ESM learners.
- The whole school aspirational target is an increase of 5% from the previous year - this includes ESM learners - 50% target attendance (last year 86.6%).
- Will be tracked by all learners each week, supported by pastoral staff.
- There will be a focused focus on PAs from the previous year.
- Will be regularly challenged and supported by all members of staff.
- All learners will be on time to school, and on time to lessons, unless there is a genuine reason.
- Everyone has a responsibility to support the increase in attendance and punctuality rates.

5

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 £3.5M has been achieved

Pastoral:

1. Due to the global pandemic schools not required to report their attendance in 21-22. Attendance last year (May 2022) was 84.6% which is 8.4% lower than the last pre Covid-19 year (May 2019).
2. FSM % now 28.6% - an increase upon last year.

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. A total revamp of the sports facilities will be underway in the next academic year. State of the art facilities including an interactive climbing wall and PRAMA studio will be installed.
4. Further building improvements, painting ongoing
5. Approved DCC works – still awaiting commencement date (Lifts, new link 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. Refining our robust assessment procedures to maximise pupil progress.
8. High priority and focus on planning and developing the new curriculum including advancing pedagogy in all years in all subjects.
9. Final preparations for the new curriculum, and the assessment procedures within the new curriculum.

Staffing and HR:

1. All ongoing staffing issues are resolved
2. Attendance issues challenged and resolved, one long term sickness absence. Two career breaks.

Staff wellbeing and community work

Over the last twelve months, as a school community, we have raised over £3000 for various charities as well as donating supplies to the Ukraine crisis. We have raised money for, 'Macmillan', 'Save the Children', 'Children in Need', 'New Hope' and 'Bliss'. We will continue to support these good causes throughout the new academic year.

We have also worked hard to support staff wellbeing and have promoted the five ways to wellbeing by encouraging staff to remain active, connect, take notice, keep learning and to give. A range of events have been organised throughout the school year such as staff yoga, dance classes, football, netball, afternoon teas, staff breakfasts and many more. We also have a monthly prize draw for a wellbeing box and promote the importance of health checking amongst staff. We will continue to build on this during the new academic year.

SUPPORTING THE COMMUNITY



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%**

PRESTATYN HIGH SCHOOL - 2021/22

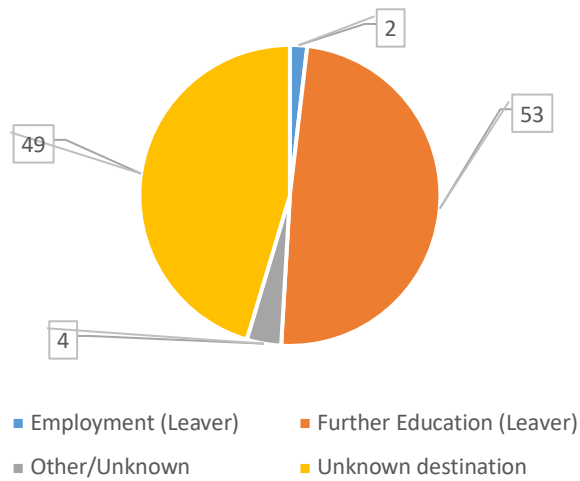
DESCRIPTION	ELEMENT	OUTTURN 2021/22
BALANCES	Balance brought forward	(391,944)
BUDGET ALLOCATION	Budget Allocation	7,572,477
EMPLOYEES	ALL TEACHING SUPPLY INCLUDING AGENCY	166,332
	TEACHING STAFF	4,695,207
	ADMINISTRATION & COVER ASSISTANTS	348,203
	TECHNICIANS / WORKLOAD	257,742
	STUDENT SUPPORT / INCLUSION	298,907
	S E N (wardens)	149,294
	EXAM INVIGILATORS (escorts)	21,561
	CARETAKING	147,427
	MIDDAY SUPERVISION	100,881
	STAFF RECHARGES	18,744
	TRAINING	2,026
	MEDICAL EXAMINATIONS	0
	STAFF ADVERTISING	2,179
		6,208,503
PREMISES	REPAIRS & MAINTENANCE	27,306
	MAINTENANCE OF GROUNDS	6,229
	ELECTRICITY	66,703
	GAS	24,217
	CLIMATE CHANGE LEVY	3,644
	LOCAL TAXATION	99,009
	WATER	20,128
	CARETAKING MATERIALS	6,708
	REFUSE COLLECTION/SKIP HIRE	9,941
		263,885
TRANSPORT	TRAVELLING EXPENSES	0
	HIRING OF BUSES / MINIBUSES	17,435
	MINIBUS COSTS	6,115

		23,550
SUPPLIES	GENERAL EQUIP.	25,689
	CAPITATION	117,819
	PRINTING	3,112
	UNIFORMS	72
	ICT COSTS	57,887
	COMMUNICATIONS	7,071
	TELEPHONES	7,268
	INSURANCE	1,326
	SUBSCRIPTIONS	275
	EDUCATION/TRAINING FEES	122,816
	FEES AND SERVCIES	12,671
	MISC COSTS	6,897
	INTERNAL RECHARGES	135,949
	POOLED SCHEMES	184,525
		683,378
AGENCY	ADULT MEALS	17,001
	OUTDOOR EDUCATION	1,940
	HIRE OF LEISURE CENTRE	88,444
	CLEANING CONTRACT	194,556
	PERIPATETIC MUSIC	18,260
	COASTAL ALLIANCE	15,497
	DCC DATA SERVICES	28,983
	DCC ICT ADMIN + GAIA ADMIN NETWORK CHARGE	8,239
	COUNSELLING SERVICE	35,846
	DCC BUILDING MAINTENANCE	13,810
	SUPPORT SERVICES	117,173
		539,749
INCOME	INDUCTION & EPD	(5,036)
	MISCELLANEOUS GRANTS (9144)	(428,605)
	POST 16 GRANTS	(146,593)

SEN RECOUPMENT	(41,429)
OTHER CONTRIBUTIONS	(130,910)
SICKNESS SCHEME	(96,615)
SCHOOL FUND CONTRIBUTIONS	0
MISC INCOME	(720)
INTERNAL TRANSFERS	(64,147)
	(914,055)
NET EXPENDITURE	6,805,010
SURPLUS / DEFICIT FOR YEAR	767,467
SURPLUS / DEFICIT ACCUMULATIVE	375,523
SURPLUS / DEFICIT AS % OF TOTAL BUDGET	4.96%

DESTINATIONS

Year 11 Leaver Destinations 21.22



Year 13 Leaver Destinations 21.22

