

The 4 Priorities

2023/2024

(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.



**Ysgol Uwchradd
Prestatyn
High School**

"Llwyddiant i bawb drwy positifrwydd a chyfrifoldeb"
"Achievement for all through positivity and responsibility"



Skills for Success

Reasons why:

- Estyn (2023) and book reviews have identified that some learners are still making basic errors in spelling, punctuation and grammar. This includes the spelling of key subject words and the use of capital letters.
- Estyn (2023), book reviews and lesson observations have found that some learners are still not able to apply numeracy skills such as interpreting graphs independently.
- Estyn (2023), book reviews and learner voice identified that only a few students are able to use digital technology to further enhance their learning and use advanced skills such as programming.
- Wales' National Mission (2023) and CfW both promote the need for all learners to become literate, numerate and digitally competent, to enable them to succeed and become learners for life.

How we will achieve this:

- All departments will participate in the universal offer addressing shortcomings in basic literacy.
- All teachers will have a clear understanding of what is expected of them in terms of literacy, numeracy and digital competency, which will be supported by PL.
- All departments to work towards developing and implementing glossaries of key terms and words at the start of each Learning Plan.
- All teachers will consistently mark for literacy and ensure pupils redraft some elements of their work.
- Numeracy skills will become a weekly focus during registration time.
- Chromebooks will be utilised more effectively, and departments will be identified as digital champions.
- Skills coordinators will track and monitor data and QA procedures. Effective interventions will be implemented and be impactful.
- Skills coordinators will contribute to the L&T Bulletin to support continued staff development.

Pupils will...

- Make improved progress in literacy and reduce basic errors. Demonstrate progress following consistent marking for literacy and be able to effectively re-draft written pieces.
- Make improved progress in numeracy. They will be able to demonstrate understanding of charts and be able to independently interpret graphs etc.
- Make improved progress in digital competence, which will be evident throughout their learning, and engage in enhanced learning experiences.
- Make sustained progress in skills across all areas of their learning.



Learning for Progress

Reasons why:

- Estyn (2023) recommended that we focus on the impact of teaching on learning.
- Estyn (2023) recommended that we ensure teaching supports all pupils to develop their knowledge, skills and understanding progressively.
- From September 2023, CfW implementation for Years 7 and 8 places a focus on the importance of learner progress.
- Self-evaluation and QA processes have identified that questioning can be improved in a minority of lessons (20/20 reviews, 2023).
- Self-evaluation and QA processes have identified that stretch and challenge can be improved in some lessons (20/20 reviews and book reviews, 2023).
- QA processes have identified that a minority of lessons are over-structured (20/20 reviews, 2023).
- QA processes have identified that, in a minority of books, feedback needs to be more focused on learning (20/20 reviews, 2023 / GwE feedback, June 2023).

How will we achieve this?

- Make amendments to assessment procedures to focus on the progress of learners.
- PL on feedback for learning and stretch and challenge as identified by teaching staff (post- training day survey, 23/06/23).
- All staff to have an action plan following Mark Burns' training on 23/06/23. Departments to monitor these during the year.
- Continuation of the L&T project on questioning.
- Change of emphasis in QA procedures to focus on the impact of teaching and feedback on learner progress.
- Continue to amend the assessment procedures for CfW year groups to ensure a more consistent application of the procedures.
- Ongoing PL on pedagogical approaches.
- Change to mixed ability classes for Year 7 to maximise the impact of mixed ability teaching in CfW on pupil progress.
- Share good practice through more staff involvement in the L&T Bulletin/leading HoD meetings.
- Ensure a learning focus for all departmental meetings.
- Focus on effective and purposeful feedback to develop and enhance learners' progress.

Pupils will:

- Have consistently effective opportunities to make progress in their lessons.
- Be stretched, challenged, and allowed opportunity to exceed expectations.
- Receive formative feedback which improves their learning, not just be driven by their task performance.
- Have assessments that are highly effective and diagnostic.
- Have their progress tracked, and any dips in attitude to learning highlighted through the pastoral teams. Effective intervention deployed.
- Have access to an innovative, useful, and purpose-driven curriculum in Years 7 and 8.
- Be afforded opportunities to learn independently and develop their ideas.



Empowering all Leaders

Reasons why:

- Estyn (2023) identified a need for all middle leaders to take a more active and critical role in school evaluation and improvement processes.
- Estyn (2023) highlighted the need for senior leaders to give more responsibility to middle leaders when quality assuring their departments and standards.
- Estyn (2023) identified a need for all leaders to now evaluate the impact of their actions on learning.
- Performance management processes (2022-23) highlighted a need for all leaders to be more innovative when setting their own and others' targets.

How we will achieve this:

- All leaders to take a full and active role in school evaluation processes and developing the school development plan.
- All leaders will ensure that actions resulting from self-evaluation and / or QA activities are followed up promptly and that the impact of these actions will be regularly evaluated. MLT to take the lead on these processes.
- Revise the policy and practice for staff performance management to ensure it is current, in line with national priorities, purposeful, and has an impact on quality of learning and teaching, standards and leadership.
- All leaders to develop and engage in a coaching culture within the school to further strengthen the quality of learning, teaching and leadership. Continue to work with GWE and peer schools to support our QA processes, PL, and for support developing our leadership capacity.

Improved leadership across the school:

- All leaders will have an effective role in school evaluation and development for their areas of responsibility.
- All leaders will be at the heart of QA processes in their areas of responsibility, resulting in clear actions for improvement.
- All leaders will have a full role in school improvement which has a significant impact on standards of learning, teaching and outcomes.
- All leaders will use performance management processes to drive through improvements and effective change.
- Learning and teaching is significantly improved through leaders coaching and supporting staff.



Obsessive about Attendance and Punctuality

Reasons why:

- Attendance has still not returned to pre-pandemic levels. Attendance is down 6% from May '19 to May '23.
- The number of Persistent Absentees (attendance below 80%) at the end of last year was still too high despite some improvements: May '23 – 215 compared to May '19 – 94.
- The attendance for FSM learners is 7% lower than non-FSM learners. Attendance of this subgroup in May '23 was 82.2% compared with 88.6% in May '19.
- Punctuality to school and to lessons still remains an issue for a few learners which disrupts learning. This has caused an increase in lost learning time (attendance data 22/23).

How we will achieve this:

- Increased capacity in the attendance team to tackle the decline in attendance.
- 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, and the pastoral team will deploy interventions accordingly.
- Attendance will have a renewed focus of importance, emphasising the impact that lost learning time can have on learner progress.
- There will be QA procedures to ensure that everything is being done to secure excellent attendance and punctuality for all learners.

We will...

- Reduce the numbers of PAs this year by 100 learners and increase the attendance of eFSM learners by 5%.
- Work towards a whole school aspirational target for attendance of 92%, which is an increase of 5%.
- Improve the attendance/punctuality of tracked pupils each week, supported by pastoral staff. Tracked pupils are aware and responsible for their own attendance.
- Keep a keen and diligent focus on PAs from the previous year.
- Challenge and highlight attendance and punctuality daily with all learners. This includes rewards and recognition processes.
- Insist that all learners are on time to school, and punctual to lessons, unless there is a genuine reason.
- Reinforce the message that all members of the school community have a responsibility to support the increase in attendance and punctuality rates.