



Annual Governors' Report to Parents

2022-23

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



# Annual Governors' report to parents for the academic year September 2022 to July 2023

# **School Governors**

The school has a Governing Body consisting of LEA representatives, elected and co-opted members. The Governors during 2022/2023 were as follows:

Parent Governors	Date Elected	Term Ends	
Mrs. K. Clewett	04.05.21	04.05.25	Resigned Feb 2023
Mrs. M. Du Preez	12.05.22	12.05.2026	
Mrs. E. Orbine	12.02.22	12.02.2026	
Mrs. T. Clarkson	11.11.22	11.11.2026	
Mr. R. Lodge	17.04.23	17.04.2027	
Mrs. L. Bradley	17.05.23	17.05.2027	
VACANCY			
LEA Governors			
Mrs. S. Frobisher	12.02.20	12.02.2024	
Mrs L. Davenport	12.02.23	12.02.2027	Re-elected
Mr. R. Yates	20.02.23	20.02.2027	Re-elected
VACANCY			
VACANCY			
Teacher Governors			
Miss E.J. Davies	14.11.21	14.11.2025	
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	
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			
Mrs. C. L. Turner	01.09.2023	01.09.2024	



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

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

Mrs. C.L. 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 2022 to July 2023 the full Governing Body met on 5 occasions. The Finance Committee also met on 6 occasions. The budget for the financial year 22/23 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 2022 to July 2023

Name	Full Governors	Actual	Finance Committee	Actual	Appoint when	Appeals when
	Possible		Possible		required	required
Mrs. L. Davenport	5	4	6	6	8	
Mr. D. Edwards	5	3	6	6		
Mrs. S. Frobisher	5	3	6	4	8	
Mr. R. Hughes	5	4			2	
Mrs. J. Newell	5	3			1	
Miss E.J. Davies	5	5			2	
Mrs. C. Morgan	5	4				
Mrs. K. Clewett	5	1				
Mrs. M. Jones	5	3			2	
Mrs. W. Jefferson	5	0				
Mr. G. Bennett	5	4			1	
Mrs. E. Orbine	5	3				
Mrs. M. Du Preez	5	5	6	5	2	
Mrs. T. Clarkson	5	5				
Mr. R. Lodge	2	1			2	
Mrs. L. Bradley	2	2				

# Annual Report to Parents 2022-23

In February of this year, we were inspected by Estyn. The inspectors spent a week in school and evaluated the quality of our provision and outcomes. During the week, inspectors spoke to staff, governors, pupils and parents, and also spent a significant amount of their time observing lessons and looking at pupils' books.

As a school, we are extremely proud of our Estyn report and the recognition by inspectors of the tireless work of our staff to ensure the best possible education for the young people of Prestatyn. We were delighted that the high standards achieved by our pupils were recognised by Estyn and the report validates the exceptional effort of all our staff.

In the report, inspectors commented on how Prestatyn High School pupils were proud to belong to an inclusive school and described the school as being "homely and wholesome." Pupils also commented on how they felt safe in school and enjoyed their learning.

In the report, Estyn described Prestatyn High School as being an:

"Inclusive learning community were pupils and staff work closely and effectively as a team and these relationships form the heartbeat of the school."

"The headteacher and his senior team have worked well to establish a culture of high expectations for all."

"There are high levels of mutual respect and trust between all members of the school due to the relentless focus on wellbeing."

"Extra-curricular activity and enrichment is a strong feature, where pupils are encouraged to participate in a broad range of activities."

"Prestatyn High School provides a curriculum that responds well to the needs of their community and pupils."

As part of the inspection process, the inspectors commented on the school's effective practices and also identified a few areas to develop. The school is extremely pleased with the report and will use its findings to further enrich learners' experiences and outcomes.

The school would like to thank the pupils, parents, staff, governors, GwE and Denbighshire local authority for their support in ensuring such a positive inspection visit.

A full copy of the school's inspection report can be found on the school's website.

The following summary relates to progress towards our improvement plan during the school year 2022-23. It is divided into the same sections as those used under the Estyn inspection framework. The report also includes information related to outcomes and a budget statement. We have incorporated comments on progress towards our School Development Plan (SDP) in the relevant sections. Copies of our 4 school priorities are available via our school website.

At the time of the January 2023 school census, Prestatyn High School had 1196 on roll with 221 in the sixth form compared to 1199 on roll with 250 in the sixth form in 2022.

# 1.1 Learning

Learners taking exams in the summer of 2023 had their education significantly affected by the disruption caused by the COVID-19 pandemic. In recognition of the disruption, Qualifications Wales instructed the WJEC to provide pupils with additional support as part of the transition back to prepandemic processes.

This was provided in two ways:

- 1. Advanced information was published by the WJEC in February, and
- 2. A Welsh approach to grading exams was shared with schools. The announcement from Qualifications Wales was that outcomes would be broadly midway between national subject outcomes in 2019 and 2022. To achieve this, many grade boundaries were set below where they had been pre-pandemic.

The summer exam series went extremely well. Many of our learners, and staff, were understandably anxious about their exams and we as a school did everything possible to ensure our learners were well prepared.

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 morning exams
- Employing a Yipiyap mentors to support post-16 learners

At the time of writing this report, Welsh Government had not published benchmark data.

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 2023, there were 300 pupils in Key Stages 3 and 4 on the school's Educational Needs Register at School Action, School Action Plus and with Statements or Individual Development Plans (IDPs), this equates to 24.3% of all pupils in KS3/4. At Key Stage 5 there are 20 students, equating to 9.4% of the 6th form students. Overall, 21 pupils had a statement of Special Educational Need/Local Authority IDP.

We are currently following the Additional Learning Needs transformation programme which will see all of these learners moved to the new system by 2025. 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 had 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, problem solving and careers advice. During 2022-23 this was delivered through visits to local businesses and entrepreneurs, presentation from healthcare workers and visits to local universities. 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 to Russell Group 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 all monitored and tracked closely to ensure that any barriers to education and progress 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 are also encouraged to access enrichment activities during break and lunch times.

Transport is provided for pupils that attend after school clubs to further reduce any issues in access to this provision.

#### Literacy and numeracy

All learners are given good opportunities to develop their literacy and numeracy skills in lessons. The skill development curriculum is embedded within the school curriculum where learners can develop and progress with their literacy and numeracy as a central part of their lessons. Each department teaches elements of the literacy and numeracy frameworks and this is monitored by our literacy and numeracy co-ordinators. Learners also access literacy and numeracy activities during registration to supplement skill development. The school will have a strong focus on skill development this coming year which will be monitored and evaluated closely to ensure that all learners are making sustained and significant progress in the development of their literacy and numeracy skills. All pupils in KS3 sit the national literacy and numeracy personalised assessments to identify strengths and areas for development in their skills. We continue to develop our use of this data to ensure it informs learning, progress and intervention, where necessary.

#### Welsh

All learners at the school study Welsh 2nd language GCSE until the end of Year 11, and nearly all take a GCSE in the subject. The outcomes in 2<sup>nd</sup> language Welsh GCSE are excellent with nearly 30% of the cohort achieving A\*-A. 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.

The school has an excellent relationship with Yr Urdd which saw a number of year 9 pupils spending three days at Glan Llyn in Bala. We also celebrated Welsh culture via a number of external guests promoting Welsh culture and the benefits of bilingualism.

# 1.2 Wellbeing

The school's attendance procedures resumed last year and our usual monitoring and tracking systems resumed, but with a adjustments to account for the impact of the pandemic. The school increased its pastoral teams to support continued concerns around school attendance. This included the introduction of a wellbeing hub. We continued to follow the attendance and punctuality procedures closely, but in a supportive manner.

At the end of last year, the school was able to report an improvement in attendance compared to the year before and a small reduction in the number of learners who were persistently absent from school. However, attendance to school still remains a priority for the school as there are still concerns in this area. The school will continue to do everything it can to improve school attendance and reduce the numbers of pupils that are persistently absent.

The school also continues to see a rise in safeguarding and wellbeing needs amongst the student population following the pandemic. The increase in pastoral support staff and introduction of the wellbeing hub has been put in place to respond to these needs.

Behaviour remains a key priority for the school. Class Charts is now fully embedded in the fabric of the school and this has allowed us to monitor much more closely the behaviour we see in school. We focused massively on praise and rewards last year and Class Charts allowed 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, Pupil of the Week, top registration groups each half term, as well as the 500 and 1000 Club certificates and badges. 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. The two new members of staff who joined the pastoral team in 2022 to support 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. 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 continued to see 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 attend 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 6<sup>th</sup> form, we offer nearly 35 level 3 courses.

Other events that supported the formal curriculum included:

- Sixth form Edge Hill visit
- Iceland Trip

- Acorn antics
- Colour Purple Lowry theatre trip
- Royal Exchange Manchester, 'Let the Right One In'
- Student council meetings in local schools
- Ski trip to Eben in Austria
- Rhyl fire station visit
- Trafford Centre Business Studies trip
- Jr NBA Wales basketball competition in Bangor and Cardiff
- Y11 rewards trip to Alton Towers
- UCAS Higher Education Conference
- Y7 rewards trip to zoo visit
- Duke of Edinburgh Bronze Expedition
- Y7/9 reward trip to Manley Mere
- Y7 nurture group pantomimevisit
- Y8 reward trip to Chester Zoo
- Y11 reward trip to the Chill Factore
- Year 12 students Geography coastal fieldtrip
- Year 12 students Geography 'Changing Places' urban fieldtrip
- Manchester Science Museum visit
- Biology fieldtrip to Trearddur Bay
- Girls in Stem visit
- Nurture group went with DCC to remove sea buckthorn
- Sixth form visit to Shrewsbury Prison
- Public services Army day
- Maths UK Maths Trust Challenges: Junior Challenge for Year 8 and Intermediate Challenge for Year 10
- Basket ball competition in South Wales
- Airbus Visit
- GCSE Science Live
- Pupils visited a local radio station
- Blood Brothers Crewe Lyceum Theatre
- F1 in school Semi Final
- Public services escape rooms visit
- Y7 went to PGL
- Y7 Welsh cup football Final
- Bodnant Gardens well being visit
- Sixth Form UCAS visit to Liverpool
- Chester Zoo Biology trip
- Glyndwr University Wrexham visit Maths is your Future
- 6<sup>th</sup> form Alton Towers trip

# 2.2 Teaching and assessment

In response to the Estyn recommendations, we have continued to place an emphasis on improving our pedagogical approaches to ensure that all learners have the best learning opportunities. All learning for our students is based on the Learning Plans, which are the roadmap for learning.

All staff have attended professional learning on strategies for ensuring progress in learning, as well as what makes effective formative feedback. There is much good practice 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 past year. This has been identified through our quality assurance (QA) 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, we have confidence that the majority of our pupils receive effective feedback to challenge them to improve in their subjects. All learners have assessments at the end of each unit of work. These assessments are marked using three-part marking, showing the pupils what they have done well, their next steps in learning, and then providing them with a subject improvement task which ensures that they complete something to move their learning forward. This feedback is then checked to show it leads to improvement.

We continue to set homework predominantly using Microsoft Teams, utilising this online space to support learning beyond the classroom. Many teachers are utilising Microsoft Forms to support learning outside of the classroom.

The Curriculum for Wales trial was completed in July, ready for full implementation in September. In June/July, we adapted a range of areas in response to support from GwE. A full review of the trial was conducted. This involved observations, learner voice, book reviews and surveys. We are continuing to improve teaching, following the 12 pedagogical principles, as set out in the Welsh Government's documentation.

Going forward, pupils' progress will be monitored through Learning Progress Assessments, and four descriptions of learning will be used this year: Emerging, Developing, Securing, Mastering.

# 2.3 Care, Support and Guidance

The care and support systems in school continued to support learners. There has been a huge rise in support that is needed and the school has responded to this by increasing capacity in the pastoral, safeguarding and wellbeing teams. There have been additional members of staff to support learners across the school with their social, emotional and behavioural needs as well as their wellbeing needs. The school opened a new safe haven, the Wellbeing Hub, in Autumn '22. This space has allowed our vulnerable learners to access support in a calm and quiet area. This space has also been used to support learners getting back to school as part of the Attendance Support Planning. 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, Llwybrau, 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.

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.

In September 2022 the school had a new ALNCo, Mr Berry. He has been working hard with his ALN team to continue to improve the ALN provision. The school has accelerated its work through the transition to the new ALN Code of Practice and progress this year has been good and in line with the Welsh Government schedule. 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.

# 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 several projects underway. All of our internal science labs are now fully refurbished, with the final prep room to be completed in the next academic year. Phase three of the Block refurbishment has been agreed and will be completed in the next academic year. Each block in turn will undergo the same planned internal refurbishment over the course of the se next 2 years. 3 lifts will be installed in the academic year after the groundwork was completed in the summer. These lifts will give disabled access to first floor classrooms and staff access to the staff room. Work has also begun on a new corridor across the quad to reduce the traffic on the science corridor. This will be completed before the end of 2023.

We are waiting for further DCC planning approval and/or funding so that we can begin the next phase of our improvements which includes improved car parking facilities, 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 play in supporting our pupils during the disruption to education and now in the post pandemic world. The staff and the leadership team work tirelessly to ensure the pupils at Prestatyn High get the best education possible. This was highlighted by the outstanding Estyn inspection and subsequent report during the last academic year. 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 all the leaders in the school and what they do to achieve amazing results year in, year out.

Another way to judge the success of the school and its leadership is when staff are promoted from within or move on to promotions at other schools. I am delighted that Ella Davies was appointed to the SLT this year and also that assistant head Alex Barons has moved on to take up the position of deputy head at Eirias High School.

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 (Charlotte Parr, Joseph Jowitt and Ethan Jones) we wish them well at university and their future careers. Our new team (Tiffanie Mitchell and Beth Rhodes) have already made an impact

# 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 Team level. 360 book reviews, lesson observations and 20:20 reviews were used to judge standards in 2022-23. Part of these QA procedures included talking to pupils and asking them about their work and progress. Heads of Department also led on 360 reviews within their subject areas.

# 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, building resilience in our pupils in the 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. Last year, Christ The Word did not take part in the alliance but have re-joined for the next academic year. This now means that there are 5 Coastal Alliance schools working hand in hand for the best of our pupils.

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 has been used on learner recovery after the pandemic. Due to the major financial pressure going forward, this surplus will be wiped out next year due to budget cuts. Staffing numbers are now stable and the additional wellbeing support staff have added to the support we can now offer our pupils to deal with the longer term impact of the pandemic. 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 year. We would like to thank them for their commitment to PHS and wish them every happiness in the future.

- Alex Barons Assistant Headteacher
- Abbie Lamb Teacher of English
- Steve Ibrahim Teacher of science
- Ross Howcroft-Jones Head of Y11

- Debra Clayton Teacher of Science
- Brian Whiteley Teacher of Mathematics
- Zeyue Wang Fixed term Mandarin teacher
- Billy Hayden Yipiyap support
- Charlotte Pryce-Williams Fixed term teacher of English
- Julie Hyslop Fixed term teacher of ICT
- Olivia Ashton Teacher of ICT fixed term

# We are pleased to welcome:

- Diz Williams Teacher of ICT
- Mathew Jones Teacher of ICT
- Grace Bamber Teacher of maths
- Guy Butterworth Teacher of Welsh Bacc
- Dale Falgate Teacher of Science
- Chloe Lusted Teacher of Vocational
- Sarah Merrifield Teacher of English
- Heidi Rogers Teacher of English
- Emilia Johnson Teacher of RS
- Helen Peacock Admin Assistant
- Lucy Twist Teacher of Science
- Chloe Sorton Teaching Assistant
- Bethany Crabtree Teaching Assistant
- Jamie Welch Teaching Assistant

# School Improvement 2022–2023 (priorities)



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



# Whole School Priority 1 Skills for Success

# Reasons why:

How will we achieve this?

Whole School Priority 2

Learning for Progress

# Whole School Priority 3 **Empowering all Leaders**

# Reasons why:

# How will we achieve this?

# Obsessive about Attendance and Punctuality Whole School Priority 4

# Reasons why:



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.

# Priority 1 – Skills for Success 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

# Priority 2 – Learning for 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.

# Priority 3 – Empowering all Leaders 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.

# Priority 4 – Obsessive about Attendance and Punctuality 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.

# **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

The school has continued to support local and national charities with our fundraising work.

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.

Last year, the school has also appointed a Community Focussed School Manager who is working on a variety of projects to improve the engagement between the school and the local community. This is an exciting new pilot role that is allowing the school to undertake work linked to: supporting the reduction of anti-social behaviour in the community, supporting adult learning, parental engagement work, establishing effective working partnerships with new agencies and organisations, supporting the community with the cost of living crisis, engagement with environmental projects to name but a few. We look forward to reporting on the progress of this work in future.

PRESTATYN HIGH SCHOOL - 2022/23				
DESCRIPTION	ELEMENT	OUTTURN		
BALANCES	Balance brought forward	375,522		
BUDGET ALLOCATION	Budget allocation	7,944,343		
EMPLOYEES	Teachers	5,091,698		
	Staff recharges	15,321		
	Agency staff	26,701		
	Teachers Agency	193,796		
	Admin	431,873		
	Technicians	265,646		
	Wardens	306,959		
	TA's	410,867		
	Other APTC	44,950		
	Caretakers & cleaners	158,894		
	MDSA's	120,241		
	Training	2,149		
	Medical examinations	0		
	Staff advertising	1,310		
		7,070,405		
PREMISES	Contractors	0		
	R&M	30,294		
	Mobiles	35		
	Ground maintenance	11,060		
	Gas	4,469		
	Electricity	98,855		
	Climate change levy	1,709		
	NNDR	99,009		
	Water	21,248		
	Refuse collection	12,025		
	Caretaking materials	7,339		
		286,044		
TRANSPORT	Diesel	5,499		
	Bus passes	132		
	Fleet management	39,144		
	Contract Hire	(1,666)		
	Casual mileage	343		
		43,452		
SUPPLIES	General equip.	41,113		
	Capitation	147,668		
	Printing	4,959		
	Uniforms	1,095		
	ICT costs	84,893		

	Communications	9,983
	Telephones	5,384
	Insurance	2,025
	Subscriptions	434
	Education/training fees	218,789
	Fees and servcies	88,334
	Misc costs	4,850
	Internal recharges	145,575
	Pooled schemes	196,405
THIRD PARTY PAYMENTS		951,507
THIND PARTIT PATIVILISTS		331,307
	Outdoor Ed	1,981
	Peri music	13,531
	Dual use	90,321
	Cleaning contract	143,147
	Coastal alliance	19,865
	Adult meals	21,639
	Creditors	5,541
	Payroll	7,400
	H&S	
		2,534
	Occupational health	2,207
	Catering	73,157
	Legal	2,097
	PAT etc	13,869
	R&M	13,708
	HR	17,577
	ICT admin	10,175
	School support	29,273
	Counselling	36,004
		504,025
INCOME	Education grants	(211,579)
	Post 16 grant	(137,360)
	Recoupment	(39,143)
	Other contributions	(64,327)
	Misc income	3,320
	Teaching council	(7,906)
	School fund contributions	(9,300)
	Internal transfers	(660,463)
	Sickness insurance	(84,960)
		(1,211,718)
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	NET EXPENDITURE	7,643,715
	SURPLUS / DEFICIT FOR YEAR	300,628
	SURPLUS / DEFICIT ACCUMULATIVE	676,150
	SURPLUS / DEFICIT AS % OF TOTAL BUDGET	8.51%

# **DESTINATIONS**



