



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

# **Annual Governors' Report to Parents 2023 - 2024**

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

## Annual Governors' report to parents for the academic year September 2023 to July 2024

### 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:

<b>Parent Governors</b>	<b>Date Elected</b>	<b>Term Ends</b>	
Mrs. T. Clarkson	11.11.2022	11.11.2026	
Mrs. M. Du Preez	12.05.2022	12.05.2026	
Mrs. E. Orbine	12.05.2022	12.02.2026	
Mr. R. Lodge	17.04.2023	17.04.2027	
Mrs. L. Bradley	17.05.2023	17.05.2027	
Miss Nia Hughes	08.03.2024	08.03.2028	
<b>LEA Governors</b>			
Mrs L. Davenport	20.02.2023	20.02.2027	<i>Re-elected</i>
Mrs. S. Frobisher	09.02.2023	09.02.2028	<i>Re-elected</i>
Mr. R. Yates	20.02.2023	20.02.2027	<i>Re-elected</i>
<b>VACANCY</b>			
<b>VACANCY</b>			
<b>Teacher Governors</b>			
Miss E.J. Davies	08.02.2021	08.02.2025	
Mr. G. Bennett	08.02.2021	08.02.2025	
<b>Staff Governor</b>			
Mrs. M. Jones	16.10.2021	16.10.2025	<i>Resigned September 2024</i>
<b>VACANCY</b>			
<b>Community Governors</b>			
Mr. R. Hughes	09.02.2024	09.02.2028	<i>Re-elected</i>
Mr. D. Edwards	09.02.2024	09.02.2028	<i>Re-elected</i>
Mrs. J. Newell	22.09.2022	22.09.2026	
Mrs. W. Jefferson	23.09.2020	23.09.2024	<i>Withdrew position</i>
<b>VACANCY</b>			
<b>VACANCY</b>			
<b>Exceptional Circumstances Governor</b>			
Mr. G. P. Vernon	01.09.2024	01.09.2028	

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

The Clerk to the Governors is Miss C. Smith.

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

Mrs. L. Davenport (Chair of Governors) and Miss. C. Smith (Clerk to the Governors) are both available via Prestatyn High School.

During the academic year from September 2023 to July 2024 the full Governing Body met on 5 occasions. The Finance Committee also met on 6 occasions. The budget for the financial year 23/24 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 2023 to July 2024

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

# Annual Report to Parents

## 2023-24

The following summary relates to progress towards our improvement plan during the school year 2023-24. It also references the excellent Estyn inspection in the 2022-23 academic year and targets the recommendations in the report. 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 2023.

### 1.1 Learning

Earlier in the year, the Welsh Government, in conjunction with Qualifications Wales, announced that Y13, Y12 and Y11 learners in Wales would not receive any special consideration for their A-levels, AS and GCSE exams this summer. This decision indicated a return to traditional marking practices and grade boundaries, reflecting a move towards normality following the disruptions caused by the global pandemic.

This important decision signified a definite shift back to traditional examination practices and grade boundaries that existed prior to the pandemic. It is crucial to understand that the reinstatement of pre-pandemic grade boundaries meant that learners would be assessed against the high standards previously established. Whilst we acknowledged that this may present a challenge, we were committed to providing our pupils and students with the necessary support and resources to succeed in their examinations.

Overall, 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
- Employed a Yipiyap mentor 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.

Each year, departmental performance data for all key stages is examined in detail and discussed at scheduled meetings with each Subject Leader early in the autumn term. These meetings have all taken place this year and have focused on how we can best support our exam classes to succeed in the examinations which are due to take place in summer 2025

### **Curriculum Support**

We are currently following the Additional Learning Needs transformation programme which will see all our learners moved to the new system by 2025.

In July 2024, there were 281 pupils at Key Stage 3/4 on the school's Additional Learning Needs register at Universal Targeted and IDP level. This equates to 22.1% of the pupils. At Key Stage 5 there were 17 students, equating to 8.6% of 6th Form students. Overall, 54 pupils (3.6% of the school population) have an IDP. We plan to have written 500 (34% of the school population) learner profiles for students who have an identified learning difficulty by the end of the ALN transformation in July 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 16 pupils which focused 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, a weekly homework club after school as well as Circle of Friends at break and lunch 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 pupils 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 2023-24 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 curriculum area 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 has continued with the strong focus on skill development this year. An additional skills strategy was launched this year to support the planning and feedback of literacy and numeracy skills to allow for the progression of these skills. This strategy will continue in the coming year to allow this to be fully embedded. An evaluation took place at the end of the year with areas for improvement identified for focus during the coming year to ensure that all learners continue to make sustained and significant progress in the development of their literacy and numeracy skills. All pupils in year 7, 8 and 9 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. In the coming year, we are going to conduct these assessments twice to allow us to assess the progression of our learners more closely.

## Welsh

At Prestatyn High School, we believe that every opportunity should be embraced to celebrate the Welsh language and our rich culture. It is immensely gratifying to hear learners and staff engaging with the language in lessons and in the corridors, creating an environment rich with cultural pride. The vibrant use of Welsh not only enhances our learning experience but also reinforces the importance of our shared history. During the academic year several events were organised to celebrate our culture including our annual visit to Glan Llyn, celebrating Diwrnod Santes Dwynwen, our Y7 Eisteddfod and Diwrnod Dewi Sant. We have also set up a pupil voice panel called, Criw Cymraeg, to support our initiative to further develop our Welsh ethos.

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 25% 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.

Copyright © 2024



*'Llyddiant i bob drwy positifrwydd a chyfrifoldeb' - 'Achievement for all through positivity and responsibility'*

Prestatyn High School proudly embraces its location on the Welsh coast. We seek every opportunity to promote bilingualism across the school to increase the potential for all pupils.

### WHAT ARE THE BENEFITS OF BEING BILINGUAL?

<p>Improves your understanding of how languages work.</p>	<p>Improves your language skills in English/native language.</p>	<p>Linked with better academic results.</p>
<p>Improves problem solving &amp; attention span.</p>	<p>Can improve your memory.</p>	<p>Linked with greater creativity.</p>
<p>Your brain will age more slowly, so you may live longer.</p>	<p>Can delay neurological diseases.</p>	<p>You'll need incidental Welsh to work in the public sector in Wales.</p>



## 1.2 Wellbeing.

The school's attendance procedures continued last year and our monitoring and tracking systems were followed robustly. 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 a small 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. Persistent absenteeism is now classed as attendance below 90% rather than the previous definition which was attendance below 80%.

The school also continues to see a rise in safeguarding and wellbeing needs amongst the student population. The pastoral support staff and the wellbeing hub continue to be a safe place for learners to receive targeted interventions to support their needs.

Behaviour remains a key priority for the school. Class Charts is now fully embedded into the fabric of the school, and this allows us to monitor pupil behaviour. We continue to focus on praise and rewards and over 1 million reward points were issued last year compared to 650,000 in 2023. 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 are still the main focus and pupils strive to achieve them. The ECP continues to support those pupils with emotional, behavioural and social difficulties. The internal exclusion provision in the ECP area has continued to allow more pupils to spend time in school being supported, rather than being externally excluded, and this reduces 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 patrol team support the Assistant Heads of year who continue to be 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 require 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 all stakeholders are aware of any issues that are arising, and interventions can be put in place in a timely manner. We continue to focus on the reduction in antisocial behaviour in the community and the school is committed to the ongoing collaboration between the school, the police and the Town Council. Members of the Senior Leadership team attend meetings with local retailers and key shops in Parc Prestatyn along with the police. This commitment is ongoing.

We have, for 24-25 introduced a new mobile phone procedure which means all pupils now have to put their phones in a pocket as they enter the classroom. This has been a great success and staff report that it has led to greater focus in the classroom.

## 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:
- Many football tournaments

- Paris trip with the MFL dept
- Shrewsbury prison visit
- Year 12 had a one-day induction in Edge Hill University
- Maths UK Maths Trust Challenges: Junior Challenge for Year 8 and Intermediate Challenge for Year 10
- Year 12 students – Geography Coastal fieldtrip
- Year 12 students – Geography 'Changing Places' urban fieldtrip
- LLS residential
- Product Design Innovation Awards
- Y11 Product Design trip to JCB
- Y13 Edge Hill University visit
- Y12 Bangor University visit
- Blood Brothers theatre trip
- Tape Music and Film Breakfast Podcast Project
- ECP Summer Fun - Liverpool Albert Docks and Museum
- ECP Summer Fun - Ice Skating and Inflatables
- ECP Summer Fun - Chester Zoo Trip
- Year 9 Crocky Trail
- Year 10 Alton Towers trip
- Year 7 Chester Zoo trip
- Product Design Ifor Williams Trailers visit
- Our Earth, Our Future Conference
- Biology Field trip to Chester Zoo
- NFL Basketball Flag Loughborough
- Seren Oxbridge Even
- Product Design Llyn Brenig girls in STEM trip
- SEREN trip - Bangor University
- UCAS Higher Education Conference Liverpool
- LLS Awards – Flint
- Product Design Airbus Year 9 trip
- Public Services - Anglesey Adventures
- Public Services - Locked In Abergele Escape rooms
- LLS Sports Comp - Flint High School
- Erddig Hall - Well-being trip
- Public Services Alton Towers trip
- Merseyside Derby trip
- LLS trip to Alicante
- Y7 PGL trip
- Law trip to the to the Supreme Court
- Product Design Toyota site visit Year 10 / 11
- Year 8 and Year 9 Attendance Reward Trip to the Scala
- Mathematics trip to Disneyland Paris
- Product Design F1 in schools North Wales Regional Final
- Vallnord – Andorra Ski Trip
- Tape Music and Film Breakfast Podcast Project
- Duke of Edinburgh Bronze Expedition
- Future Doctors Glan Clwyd



- Gronant Bird Hide visit
- Pupil Language Ambassador training Bangor
- Seren Oxbridge Event
- Chester Uni Green Expo 2024
- Portugal Football Trip
- Denbighshire Athletics
- Year 8 Rugby Semi Final
- Iceland trip
- St Asaph Tree Nursery
- Urdd Football Tournament
- Welsh Cup football
- Year 7 Panto Venue Cymru
- Manchester City Champions League Fixture
- Hamilton Theatre Trip
- Liverpool Walker Gallery and World Museum visit
- Year 9 Glan Llyn trip
- Theatre Clwyd trip
- Public services students visited Moel Hiraddug

## 2.2 Teaching and Assessment

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. Heads of Department have been involved in professional learning opportunities with GwE. In addition, they have focused on planning for progression in professional learning sessions and focused on the principles of progression. The principles of progression provide a mandatory requirement of what progression must look like for learners.

They are designed to be used by practitioners to:

- understand what progression means and should look like in each Area
- develop the curriculum and learning experiences to enable learners to progress in the ways described
- develop assessment approaches which seek to understand whether this progress is being made.

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.

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

The care and support systems in school continue to support learners and the rise in support needed by our young people continues to be a priority. The school has responded to this by upskilling the pastoral, safeguarding and wellbeing teams to respond effectively to our learners. The school's Wellbeing Hub is a space which 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. School based staff 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.

Our ALNCo, Mr Berry 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 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 our internal science labs are now fully refurbished along with all prep rooms. Phase one of the Block refurbishment began in the final two weeks of the next academic year. Each block in turn will undergo the same planned internal refurbishment, but we await confirmation for the timescale of the next phases. 3 lifts were installed in the academic year and eventually became operational during the summer. These lifts now give disabled access to first floor classrooms and staff access to the staff room. The new corridor across the quad to reduce the traffic on the science corridor is now fully operational.

Denbighshire Leisure commenced their refurbishment work at the end of the academic year. The new facilities include state of the art climbing walls and bouldering areas, an interactive Prama studio for fitness and an interactive squash court. The reception lobby will be a fully equipped Costa Cafe. These improvements and activities will be available to our pupils for use in the 2024-25 academic

year, with the Costa Cafe being available for all staff and 6<sup>th</sup> form students in November 24. There is also a phase two to these upgrades, and we await confirmation of when these will take place.

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. Steve Dennis retired at the end of the 2023-24 academic year and I, along with the school would like to pass on our thanks for all of his hard work and improvements he has contributed to PHS over the past three decades. Steve will be replaced as site manager by Barry Holmes for the 2024-25 academic year.

### **3.1 Leadership**

We are exceptionally proud of all the teachers and the role they play in supporting our pupils in the post pandemic world and all the challenges it brings. The current educational landscape is particularly difficult with the cuts to education and budgetary constraints, but all leaders within the school do what they can to ensure that there is no disruption to the education of our learners. The staff and the leadership team work tirelessly to ensure the pupils at Prestatyn High get the best education possible. This was highlighted the previous academic year by the outstanding Estyn inspection and subsequent report and also the recognition we receive from external bodies and visitors. These amazing achievements were brought about by the dedication and efforts of the hard working, diligent and tenacious leadership team we have here at PHS.

We are am immensely proud of all the leaders in the school and what they do to achieve amazing results year in, year out.

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 student head team (Tiffanie Mitchell and Beth Rhodes) we wish them well at university and their future careers. Our new team (Amelie Moore, Eve Randa, Austin Jones, Sofia Jones, Emma Hyland, Erin Fox-Byrne and Isla Oliver) 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 2023-24. 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 develop restorative practice with pupils and building relationships. We are also continuing to develop the new curriculum for Wales and building resilience in our pupils after the pandemic. The whole cluster is committed to the national mission of reducing the impact of poverty on education 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, police and health providers.

We continue to work closely with the Coastal Alliance group of schools. The five 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 but unfortunately due to financial constraints, this year will be the last. We are still committed to ensuring that the five Coastal Alliance schools work 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, X and Instagram accounts, 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 significant 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 predicted overspend and managed to cut costs leading to the school now carrying forward a small surplus. Due to the major financial pressure going forward, this surplus will be wiped out next year due to budget cuts and the school will report a deficit. The Finance committee will look at further savings to reduce the predicted deficit. Staffing numbers are stable, but cuts in teaching and support staff may be inevitable as we look to reduce costs.

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.

- Dylan White – Teacher of Science
- Stephanie Prescott – Teacher of Law
- Sarah Merrifield – Teacher of English
- Stephen Dennis – Site Manager
- Sheila Allen – TA
- Emma Duffy – 2nd in Mathematics
- Jamie Rasmussen – Subject lead for Animal Care and Medical Science

- Amanda Bristow – Teacher of Mathematics and Numeracy Coordinator
- Michael Galeandro – TA
- Dr Lucy Twist – Teacher of Science
- Dale Falgate – Teacher of Science
- Jorja Horton – Dance Instructor

We are pleased to welcome:-

- Claire Strauch – Teacher of Science
- Emma Lloyd-Walker – Teacher of Science
- Amber Spicer – Teacher of Science
- Sarene Beanland – Teaching Assistant
- Kelly Roberts – Teaching Assistant
- Racheal Wills – Teaching Assistant
- Shuyi Guo – Mandarin Assistant

## School Improvement 2024– 2025 (priorities)



## Priority 1 – Building and Maintaining Positive Relationships

### Our learners will:

- Identify an adult who can support them.
- Will have a positive relationship with all adults and peers in school.
- Display resilience and the skills to deal with conflict.
- Will understand how their behaviour impacts others.
- Experience a common positive approach within schools as they transition through their educational journey.



## **Priority 2 – 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 3 – 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 4 – 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 5 – Obsessive about Attendance and Punctuality**

### **We will:**

- Reduce the numbers of PAs this year by up to 50 learners and increase the attendance of FSM learners.
- Work towards a whole school aspirational target of 89%, which is an increase of 2%.
- 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 (below 90%) 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. Capacity to further improve is judged as good by the LA and GwE.
2. 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.
3. 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.
4. School budget carefully monitored and savings made where possible. Current saving of over £4M has been achieved over the past 5 years

**Pastoral:**

1. Attendance last academic year (May 2024) was 87.1%. This was an improvement by 0.1% compared with May 2023 and an improvement of 2.5% since May 2022. This is still 5.9% lower than it was in May 2019 before the pandemic. 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 % rate last year was 23% and for those with transitional protection and FSM entitlement it was 35%.

**School Organisation:**

1. All internal science labs and the prep rooms been refurbished by the end of the academic year, work completed by DCC
2. All 3 blocks are in the process of being refurbished / over the next 2 years, with the first block being completed over the summer.
3. A total revamp of the sports facilities is underway and will be handed over in November of the next academic year. State of the art facilities including an interactive climbing wall and PRAMA studio will be installed along with a Costa cafe.
4. All lifts now installed and will be in use at the start of the next academic year.
5. Further building improvements, painting ongoing.
6. Approved DCC works – still awaiting commencement date including the new car park and phase 2 of the leisure upgrades.
7. Staffroom refurbishment will commence in the next academic year.

## Lifts



Denbighshire Leisure upgrade near to handover



Block refurbishment completed



### **Teaching and Learning:**

1. Continued focus on the consistency of T&L.
2. All departments have skills activities embedded within their Learning Plans.
3. All departments have up to date and complete standards files with Learning Plans published online.
4. Year on year improvement in T&L (much more work still to do).
5. Refining our robust assessment procedures to maximise pupil progress.
6. High priority and focus on planning and developing pedagogy in all years in all subjects.

### **Staffing and HR:**

1. All ongoing staffing issues are resolved
2. One vacancy in Mathematics
3. Attendance issues challenged and resolved; one long term sickness absence resolved. All career breaks have now ended.

### **Staff wellbeing and community work**

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

We have also worked hard to support staff wellbeing and promoted the five ways to wellbeing by encouraging staff to remain active, connect, take notice, keep learning and to give.

The Community Focussed School Manager, Jo Wynne-Eyton, is working on a variety of projects to improve the engagement between the school and the local community. Jo's work continues to link with 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 and engagement with environmental projects.

## PRESTATYN HIGH SCHOOL 2023-24

Description	Code	2023-2024 Actuals
-------------	------	-------------------

Balance brought forward		676,150
-------------------------	--	---------

Budget allocation		8,157,224
-------------------	--	-----------

Teachers	0BUR	5,359,505
----------	------	-----------

Staff recharges	091R	0
-----------------	------	---

Agency staff	0980	240,937
--------------	------	---------

NJC Staff	0190	1,847,786
-----------	------	-----------

Training	0920	2,997
----------	------	-------

Medical examinations	0940	0
----------------------	------	---

Staff advertising	0930	484
-------------------	------	-----

### EMPLOYEES

**7,451,710**

Contractors	1117	0
-------------	------	---

R&M	1211	51,241
-----	------	--------

Mobiles	1216	0
---------	------	---

Ground maintenance	1311	11,857
--------------------	------	--------

Energy	1411	269,316
--------	------	---------

NNDR	1531	99,009
------	------	--------

Water	1611	21,932
-------	------	--------

Refuse collection	1814	13,175
-------------------	------	--------

### PREMISES

**466,529**

Diesel	2311	4,806
--------	------	-------

Bus passes	2610	0
Fleet management	2633	27,898
Contract Hire	2710	12,923
Casual mileage	2814	90
Transport Income	2630R	

<b>TRANSPORT</b>
------------------

<b>45,717</b>
---------------

General equip.	3070	34,910
Capitation	3110	123,472
Printing	3920	3,222
Uniforms	3940	143
ICT costs	3980	117,181
Communications	4010	6,716
Telephones	4030	4,587
Insurance	4110	1,988
Subscriptions	4230	319
Education/training fees	4310	242,441
Fees and servcies	4510	24,616
Misc costs	4610	4,319
Internal recharges	4670	111,107
Pooled schemes	4980	203,394

<b>SUPPLIES</b>
-----------------

<b>878,414</b>
----------------

Outdoor Ed	5156	2,043
Peri music	5326	4,904
Dual use	5333	94,821
Cleaning contract	5611	209,199
Recharge Other Depts	532R	32,243
Creditors & Systems	572R	220,452

**THIRD PARTY PAYMENTS****563,662**

Education grants	9144	(246,660)
Post 16 grant	9192	(62,895)
Recoupment	9222	(930)
Other contributions	9223	(36,500)
SALES OF PRODUCTS/MATS*INTERNAL	932R	258
Misc income	9731	(12,157)
INTEREST ON INTERNAL BALANCES	9811	(17,508)
Teaching council	9783	(16,262)
School fund contributions	9789	1,053
Internal transfers	992R	(241,722)
Sickness insurance	993R	(68,355)

**INCOME****(701,677)****NET EXPENDITURE** **8,704,355****SURPLUS / DEFICIT FOR YEAR** **(547,131)****SURPLUS / DEFICIT ACCUMULATIVE** **129,019****SURPLUS / DEFICIT AS % OF TOTAL BUDGET** **1.58%**



## DESTINATIONS

### Year Group with Current Status

customerstatus	Year 11	Year 12	Year 13
Apprenticeship	8	1	1
Current Status Unknown	5	2	12
FE FT	146	13	4
FE PT	1	1	0
Foundation Apprenticeship	1	0	0
HE	0	0	66
JGW+ Advancement	2	0	0
JGW+ Engagement	3	0	0
Job FT no formal training	4	4	7
Job PT no formal training	3	2	1
Job PT with formal training	2	0	0
Non Employed - actively seeking	3	2	2
Non Employed - not available to enter	1	1	0
Non Employed - not ready to enter	3	1	0
Out of Wales	4	0	2
Self Employed	0	1	0
Year 12	100	0	
Year 12 Repeater/2nd Year		3	0
Year 13	0	89	0
Year 14		0	1
<b>Total</b>	<b>286</b>	<b>120</b>	<b>96</b>

*Data Provided by Careers Wales*