Ysgol Uwchradd
Prestatyn
High School

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



Annual Governors' Report to Parents 2025 - 2026

Chair of Governors: **Mrs. L. Davenport**
Headteacher: **Mrs. C. L. Turner – Commenced post 1st September '26**
Clerk to Governors: **Miss Carla Smith**

www.prestatynhigh.co.uk | @PrestatynHigh

Annual Governors' report to parents for the academic year September 2025 to July 2026

School Governors

The school has a Governing Body consisting of LEA representatives, elected and co-opted members. The Governors during 2024/2025 were as follows:

PARENT GOVERNORS		
Mr. Russell Lodge	17.04.2023	17.04.2027
Miss Nia Hughes	08.03.2024	08.03.2028
Mrs Melanie Du Preez	12.05.2022	12.05.2026
Mrs Emma Orbine	12.05.2022	12.05.2026
Mrs Louise Bradley	17.05.2023	17.05.2027
VACANCY		
LEA GOVERNORS		
Mrs. Lindsay Davenport (Chair of Governors)	20.02.2023	20.02.2027
Mrs. Sharon Frobisher (Vice Chair of Governors)	09.02.2024	09.02.2028
Mr. Richard Yates	20.02.2023	20.02.2027
VACANCY		
VACANCY		
COMMUNITY GOVERNORS		
Mr. Rae Hughes	09.02.2024	09.02.2028
Mr. David Edwards	09.02.2024	09.02.2028
Mrs. Jo-anne Newell	22.09.2026	22.09.2030
Mr Darren Ankers	11.12.2024	11.12.2028
VACANCY		
TEACHER GOVERNORS		
Miss Ella Davies	08.02.2025	08.02.2029
Mr Gareth Bennett	08.02.2025	08.02.2029
STAFF GOVERNOR		
Mr Paco Van Cant	24.09.2025	24.09.2029
Mrs Helen Hodder-Peacock	18.03.2026	18.03.2030
EXCEPTIONAL GOVERNOR		
Mr Glen Vernon	01.11.2024	01.11.2028

Mrs Claire Turner - Headteacher is also a member of the Governing Body.
During the academic year of 2025 – 2026, Mr Neil Foley was Headteacher Governor.
Mrs. L. Davenport (Chair of Governors) and Miss. C. Smith (Clerk to the Governors) are both available to contact via Prestatyn High School main reception either via email or phone.

During the academic year from September 2025 to July 2026 the full Governing Body met on 6 occasions. The Finance Committee also met on 6 occasions. The budget for the financial year 25/26 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.

Governors Attendance at Meetings September 2025 to July 2026

Name:	Full Governors possible:	Actual Attended:	Finance Committee possible:	Actual	Appointed when required	Appeals when required
Mrs. L. Davenport (Chair)	6	6	6	6		
Mrs. S. Frobisher (Vice Chair)	6	6	6	5		
Mr. D. Edwards	6	4	6	5		
Mr. R. Yates	6	4	-	-		
Mr. R. Hughes	6	6	-	-		1
Mrs. J. Newell	6	3	-	-		
Miss. E. J. Davies	6	6	-	-		
Mr. G. Bennett	6	6	-	-		
Mr. R. Lodge	6	6	-	-		1
Ms. N. Hughes	6	6	6	3		
Mr. D. Ankers	6	6	-	-		1
Mrs. M. Du Preez	5	5	-	-	-	-
Mrs E Orbine	5	0	-	-	-	-
Mrs Louise Bradley	6	4	-	-	-	-
Mr Glen Vernon	6	6				
Mr Paco Van Cant	2	2	-	-	-	-
Mrs Helen Hodder-Peacock	2	2	-	-	-	-

Annual Report to Parents 2025-26

The following summary relates to progress towards our improvement plan during the school year 2025-26. It also makes reference to our most recent core Estyn inspection in the 2022-23 academic year and the recent Estyn interim visit in November 2025 and targets the recommendations in the report. 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 school priorities are available via our school website.

At the time of the January 2026 school census, Prestatyn High School had 1551 on roll with 233 in the sixth form compared to 1482 on roll with 221 in the sixth form in 2025.

Learning

At Prestatyn High School, we are committed to ensuring that every pupil receives high-quality learning experiences that enable them to achieve their full potential. Throughout the year, staff have worked tirelessly to provide engaging and supportive learning experiences, helping pupils develop the knowledge, skills and confidence needed for success both in school and beyond.

A significant focus has been placed on maintaining high standards of teaching and learning across the school. Staff have continued to engage in professional learning and collaborative working, sharing effective practice to ensure that pupils benefit from the very best classroom experiences.

Supporting pupil progress and achievement has remained a key priority. To help learners succeed, departments have continued to:

- Deliver high-quality teaching and learning across the curriculum.
- Use assessment information effectively to support pupil progress.
- Provide clear and constructive feedback to help learners improve their work.
- Develop pupils' independent learning skills, resilience and confidence.
- Promote high expectations and encourage pupils to take pride in their achievements.
- Strengthen literacy, numeracy and digital skills across all areas of learning.
- Provide targeted intervention and support for learners who would benefit from additional guidance.

Supporting our GCSE, AS and A-level learners remained a particular focus throughout the year. Staff provided a wide range of additional opportunities to help pupils and students prepare for their examinations, including Easter and half-term revision sessions, after-school intervention programmes, early morning and weekend study sessions, examination preparation workshops and access to high-quality revision materials. Targeted support and diagnostic feedback helped learners understand their strengths and identify the areas that required further development, ensuring they were well prepared and confident as they approached their examinations.

The summer examination series was a significant milestone for many of our learners. Pupils and students approached their GCSE, AS and A-level examinations with determination and maturity, supported by the

dedication and commitment of staff throughout the year. We were delighted to celebrate their achievements and are immensely proud of the hard work, resilience and perseverance they demonstrated.

Throughout the year, leaders carefully reviewed pupil performance and progress information to identify effective practice and share successful strategies across departments. This ongoing work ensures that learners continue to receive both the support and challenge needed to achieve their very best.

We are extremely proud of the enthusiasm and commitment shown by our pupils and students, as well as the professionalism and dedication of our staff. We would also like to thank parents and carers for their continued support. Together, we continue to foster a culture of ambition, achievement and aspiration, ensuring that every learner at Prestatyn High School is equipped with the knowledge, skills and confidence to succeed in the next stage of their education and beyond.

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 pupils 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. All teachers participated in a sharing good practice session and have explored how to utilise whole-class feedback and AI. In addition, teachers have focused on planning for progression in professional learning sessions. 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 pupils 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 pupils 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.

Curriculum Support

In July 2026, there were 419 pupils at Key Stage 3/4 on the school's ALN/Learning difficulties register at Universal Targeted and IDP level. This equates to 27% of the pupils. At Key Stage 5 there were 56 students, equating to 25% of 6th Form students. Overall, 64 pupils (4% of the school population) had an IDP. We had written 443 (28.5% of the school population) learner profiles for students who had an identified learning difficulty that year, which are reviewed annually.

Special arrangements (Access Arrangements) for pupils with specific and other learning difficulties who met the criteria were obtained from the Joint Council for Qualifications (JCQ) for exams taken in 2025/26. Across year 10,11,12 and 13 this equates to 103 pupils who accessed some form of support in their exams. JCQ inspected our Access Arrangement documentation earlier this year to ensure we were compliant as a centre. They were very happy with our processes.

This year the department also had a year 7 and a year 8 nurture class of 16 pupils which focused on literacy, numeracy and pupil well-being. Ms Williams is the nurture teacher of year 7 and Mrs Berry is the nurture teacher of year 8, there is one supporting teaching assistant in both classes.

We ran 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.

Extra interventions for those pupils identified as struggling with either reading, spelling, numeracy or social skills were delivered in 1:1 or small group sessions through evidenced based interventions by our level 2 teaching assistants.

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 2025-26 this was delivered through presentations from a variety of sectors, visits to local universities, visits to SEREN specific events and workshops to support the development of skills such as effective communication skills. 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. Improvements in this area has been a key strategic focus again this year. 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 and overseen by the Deputy Headteacher. 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. The skills strategy continues to focus on the progress of skill development, as well as improved provision for skill development. 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.

Cymraeg

At Prestatyn High School, we are proud of our Welsh heritage and remain fully committed to promoting the Welsh language and culture in all aspects of school life. We embrace every opportunity to celebrate Cymraeg and to create an environment where pupils are encouraged to use and value the language both inside and outside the classroom.

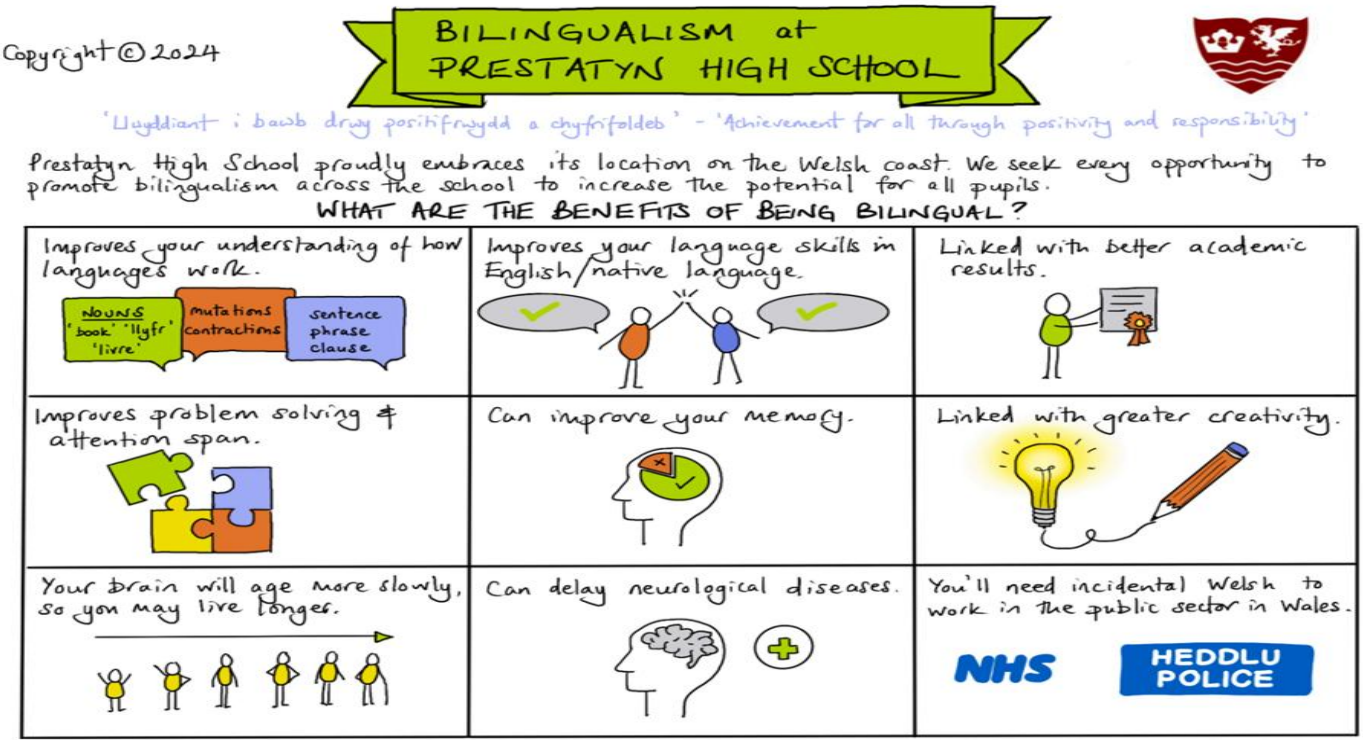
It continues to be encouraging to hear learners and staff using Welsh in lessons, during social times and around the school. This growing confidence contributes to a strong sense of belonging, cultural pride and appreciation of Wales's rich history and traditions.

Throughout the year, pupils participated in a wide range of activities and events designed to celebrate and promote the Welsh language and culture. These included our annual residential visit to Glan-llyn, celebrations for Diwrnod Santes Dwynwen and Dydd Gŵyl Dewi, our Year 7 Eisteddfod, the Tocyn Iaith initiative and a range of school competitions and fundraising activities.

Our Criw Cymraeg continues to play an important leadership role within the school. Members actively contribute to pupil voice activities, help evaluate the impact of our Welsh language provision and work alongside staff to develop and promote initiatives that encourage the everyday use of Welsh across the school community.

We are working tirelessly to support the Welsh Government's ambition of reaching one million Welsh speakers and increasing the daily use of the language across Wales. Through our curriculum, enrichment activities and wider school culture, we are committed to providing meaningful opportunities for pupils to develop their Welsh language skills and confidence. We remain determined to foster a positive attitude towards Cymraeg and to ensure that our learners appreciate the important role the language plays in Wales's identity, culture and future.

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 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.



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 included:

- Geography trip to Iceland
- Y8 Glan Llyn trip
- Trip to Morocco
- Ski Trip to Italy
- History trip to Krakow
- Football trip to Valencia

Sport, Physical Education and Extra-Curricular Provision

At Prestatyn High School, we are proud of the outstanding physical education and sporting opportunities available to our pupils. Our PE curriculum is broad, engaging and relevant, enabling pupils of all abilities to develop their physical skills, confidence, teamwork and lifelong appreciation of health and wellbeing.

A particular strength of our provision is our exceptional partnership with Denbighshire Leisure. Through this relationship, pupils benefit from access to first-class facilities during the school day, including a Multi-Use

Games Area (MUGA), climbing wall, fully equipped fitness gym and sports hall. We have also embraced the opportunities provided by the recently opened padel facilities in the town, further enhancing the range of sporting experiences available to our pupils.

Beyond the classroom, our extensive after-school enrichment programme offers pupils a wide variety of opportunities to stay active, develop new skills and build positive relationships. Running daily between 3.00pm and 4.00pm, these sessions complement learning in lessons and contribute to a strong sense of community and inclusion within the school. Activities include football, rugby, cricket, basketball, gymnastics, badminton, archery, volleyball, netball and many others. To ensure these opportunities remain accessible to all, pupils who normally travel by school bus can make use of our free minibus service following enrichment activities.

We are equally proud of our sector-leading summer holiday programme, *Food and Fun*, which has been running successfully for the past five years. Designed to support pupils moving into Year 7, the three-week programme helps reduce anxiety about the transition to secondary school while promoting physical activity, healthy eating, friendship and engagement. During the summer, more than 100 Year 6 pupils from over 15 primary schools participated in the programme. Pupils had the opportunity to meet staff, make new friends and take part in a wide range of sporting, educational and recreational activities in a safe and welcoming environment.

Feedback from both parents and pupils has been overwhelmingly positive. Many children reported feeling more confident about starting secondary school, while parents praised the programme for helping their children settle successfully into school life. These opportunities, together with our excellent curriculum and enrichment offer, ensure that physical activity, wellbeing and personal development remain at the heart of the Prestatyn High School experience.

Through our commitment to high-quality teaching, outstanding facilities and a wide range of enrichment opportunities, we continue to ensure that every pupil is encouraged to lead an active, healthy and fulfilling lifestyle.

Healthy eating

We recognise the importance of promoting healthy eating and supporting our learners to develop positive lifestyle choices that will contribute to their long-term health and wellbeing.

Healthy eating and nutrition are embedded within our curriculum, with relevant learning opportunities delivered through PSHE, Science and Health and Wellbeing. These sessions aim to develop learners' understanding of balanced diets, nutrition, hydration, the impact of food choices and the importance of maintaining a healthy lifestyle.

Our most recent **Student Health and Wellbeing (SHRN) report** provides some encouraging findings about the habits of our learners. The data highlights positive trends in a number of areas, including:

- Good breakfast habits amongst our learners.
- Positive water-drinking habits.

- Levels of physical activity that are above the national average.

However, the report also identified an area for further development, with the consumption of sugary and energy drinks amongst our learners sitting above the national average. This is something we are keen to address as a school. We will continue to raise awareness of the impact of high-sugar and energy drinks, promote healthier alternatives and work with learners to encourage informed choices around hydration and nutrition.

We have also made changes to our school canteen this academic year, following discussions and feedback through Student Voice. This has included a focus on providing healthier food options that reflect the views and preferences of our learners. We are committed to ensuring that pupils have opportunities to influence decisions about their school environment, whilst maintaining our responsibility to follow national guidelines and requirements relating to school food provision.

Working in partnership with our learners and the local authority remains an important part of this work. Denbighshire County Council continues to work alongside our Student Council to ensure that learners' voices are heard and that their views help inform developments and improvements to food provision and healthy lifestyle choices within the school.

Overall, we are encouraged by the positive findings within our SHRN data and recognise that there is further work to do. Our commitment is to continue developing a whole-school approach to health and wellbeing, combining curriculum learning, healthy food provision, physical activity and meaningful learner participation to support our young people in making positive choices, both in school and beyond.

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 and 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 now run by Mrs K Shackleton, supported by Mr K Goward. 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 internal exclusion provision in the ECP area has continues to allow more pupils to spend time in school being supported, rather than being externally excluded, and this reduces the potential loss of education.

Wellbeing and inclusion

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, school attendance was as follows:

Whole school attendance - 87.5%.
Attendance of FSM learners – 80.8%.
Persistent absenteeism accounted for 77.8% of absences (learners with attendance of below 90%).
39.7% of learners are persistently absent from school.
58.6% of persistent absentees are FSM learners.
Unauthorised attendance accounted for 4.8% of absences with an increase in the U code (which is an unauthorised absence due to being late to school after the registers close).

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 safeguarding team was extended last year to support the needs of learners. The pastoral support staff and the wellbeing hub continue to be a safe place for learners to receive targeted interventions to support their needs.

Engagement and recognition are monitored through Class Charts, which is now fully embedded into the fabric of the school. We continue to focus on praise and rewards. 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 were a key focus, and pupils strive to achieve them. 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 do not 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.

Learning Environment and Health & Safety

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. Phase two of the Block refurbishment was completed at the start of the academic year and phase three began in the final half term of the academic year. Each block has 3 working lifts, with a new lift installed for the Dance studio in July.

Solar panels were fitted in the summer with future plans to seek additional ways in which the school can generate cleaner energy.

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.

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 to make sure it is the best learning environment possible.

All Health and Safety matters continue to be addressed within the H&S governors committee.

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

We would also like to thank our outgoing student head team (Joshua Nield, Bethany Parcell-Griffiths, Katie McGuinness and Mohammad Shah) we wish them well at university and their future careers. Our new team (Ffion Williams and James Cumberlidge) have already made an impact.

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 2025-26. 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. All teachers are involved in Professional Dialogue meetings which are mapped out across the year.

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 common numeracy skills across all schools. 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.

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.

Prestatyn High School continues to develop as a Community Focussed School which is coordinated by our CFS manager, Jo Wynne-Eyton. In 2025-26, a variety of projects saw successful completion or are continuing to embed. This includes our collaborative work with Tyfu, a community eco organisation which now utilises space in the school's eco garden. Tyfu is a CIC that supports the local community with dedicated growing spaces and runs successful events with a commitment to community support and sustainable living. Our CFS work also saw continued collaboration with the Yew Collective and other organisations to support the needs of our young people. One of the projects which saw successful outcomes was the Families United project which was run in collaboration with MIND and provided families with education around mental health. This model is now being rolled out to other communities within Denbighshire.

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 only a relatively small deficit. Due to the major financial pressure going forward, this deficit is likely to rise due to budget pressures and cuts. 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

During 2025 – 2026, we were pleased to welcome: -

- Beverley Slater – Car Park Attendant
- Tracy Poulton – Car Park Attendant
- Alistair Williams – Teacher of Geography
- Katy Wood – Teaching Assistant
- Christine Yates – Midday Supervisor
- Andrew Pope – Exam Invigilator
- Jack Marsden – Teacher of RS
- Isla Grace-Davies – Teacher of English
- Shannan Stephenson – Teacher of WBQ
- Cian Breeze-Jones – Teacher of Product Design
- Bianca Mason – Teacher of Maths

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.

- Neil Foley – Headteacher
- Glen Vernon – Acting Deputy Headteacher
- Lynn Jones – Midday Supervisor
- Amanda Barker – Teaching Assistant
- David Durham – Teacher of Geography
- Bethany Crabtree – Teaching Assistant
- Emma Lloyd Walker – Teacher of Science
- Jack Marsden – Teacher of RS
- Emilia Johnson – Teacher of RS
- Tracie Hesketh – Cover Supervisor
- Kelly Roberts – Teaching Assistant
- Michelle Jones – Student Behaviour Manager
- Panos Athanasopolous – Teacher of Physics
- Shannon Stephenson – Teacher of WBQ
- Alistair Williams – Teacher of Geography
- June Stevens – Teacher of Science/HoY
- Chloe Lusted – Teacher of Vocational

School Improvement Priorities 2025– 2026

1. **Primed for Success in Maths and Numeracy**

   Why do we need this?

To support learners in developing mathematics and numeracy skills from their primary curriculum right the way through to the secondary curriculum. Mathematical proficiency empowers individuals, leading to higher levels of wellbeing and, ultimately, creates skills that can transfer to the workplace.

2. **Skills for Success**

   Why do we need this?

To continue to develop impactful provision for the development of literacy, numeracy and digital competency and to ensure that learners are progressing well with these skills as they move through their school curriculum. To ensure that learners have the skills required for lifelong learning.

3. **Learning for Progress**

   Why do we need this?

To ensure our learners make progress with their knowledge and skills as we develop our curriculum offer. To develop learning and teaching experiences that allowed for more challenging opportunities where they could also develop their higher order thinking skills. To develop pedagogy, including effective questioning, to allow learners to deepen their knowledge and understanding.

4. **Empowering all Leaders**

Why do we need this?

To continue to develop the leadership teams at all levels. To ensure that all leaders are empowered to support the school development planning and undertake effective evaluation on the impact of their actions on learning.

5. **Obsessive about Attendance and Punctuality**

Why do we need this?

Attendance rates are still 4.9% lower than it was pre-pandemic. There are still too many learners that are persistently absent from school and have attendance below 90%. Lateness to school and to lessons is also a priority this year as this can cause disruption to others and can result in lost learning time.

Blaenoriaethau/ Priorities for 2025-2026 – Evaluation

5) Primed for Success in Maths and Numeracy

Why did we need this?

To support learners in developing mathematics and numeracy skills from their primary curriculum right the way through to the secondary curriculum.

How did we do?

Staff in each of the cluster schools were trained in the Primed for Success programme and implemented the training with the curriculum planning. The programme successfully supported the maths and numeracy curriculum across phases.

5) Skills for Success

Why did we need this?

To continue to develop impactful provision for the development of literacy, numeracy and digital competency and to ensure that learners are progressing well with these skills as they move through their school curriculum.

How did we do?

We improved the provision for the development of skills across all curriculum areas. The intervention offer was also improved with additional numeracy interventions being implemented to support learners to develop their skills. We ensured that staff had additional professional learning to support our work in this area.

5) Learning for Progress

Why did we need this?

To ensure our learners make progress with their knowledge and skills as we develop our curriculum offer. To develop learning and teaching experiences that allow for more challenging opportunities where they could also develop their higher order thinking skills. To develop pedagogy, including effective questioning, to allow learners to deepen their knowledge and understanding.

How did we do?

Learners are developing and there is progress over time. Improvements in feedback and learning experiences meant that learners could identify where they were able to make improvements and act on the feedback given so that they could progress further.

5) **Empowering all Leaders**

Why did we need this?

To continue to develop the leadership teams at all levels. To ensure that all leaders are empowered to support the school development planning and undertake effective evaluation on the impact of their actions on learning.

How did we do?

Leaders at all levels demonstrated an effective and active role in school evaluation and development of their areas of responsibility.

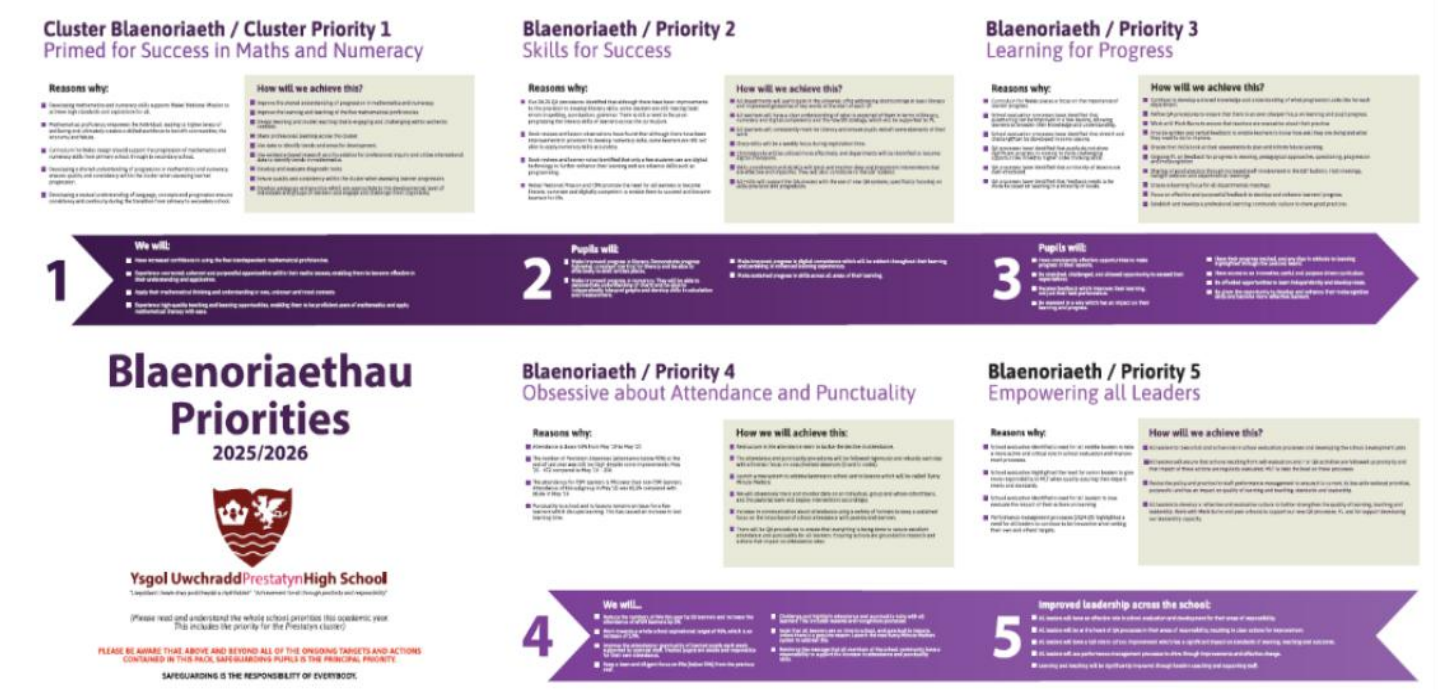
5) **Obsessive about Attendance and Punctuality**

Why did we need this?

Even though there were small improvements in rates of attendance, attendance remained 4.9% lower than it was pre-pandemic.

How did we do?

Attendance across the school declined by 0.6%. There was a reduction in the numbers of learners who were persistently absent from school (attendance below 90%) but this is still an area that requires significant improvement.

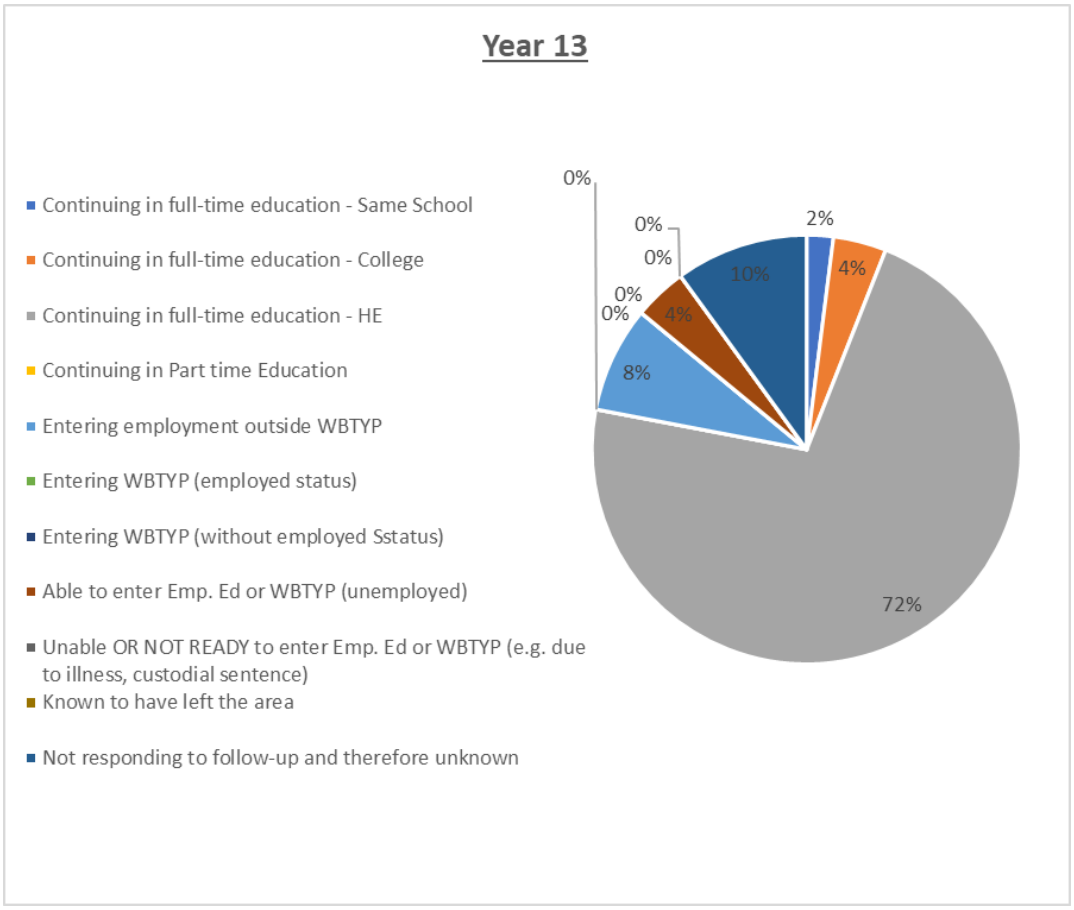


Staff wellbeing and community work

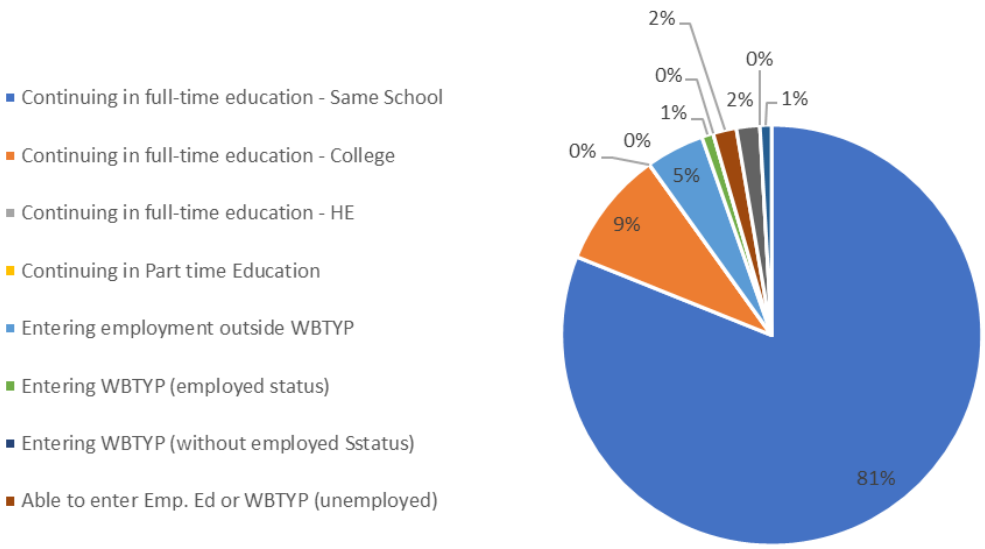
The school continues to support local and national charities with our fundraising work. Last year we raised a total of £6216 for various charities.

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. All staff have been encouraged to take care of their own health and wellbeing by taking regular health checks and supporting national health campaigns.

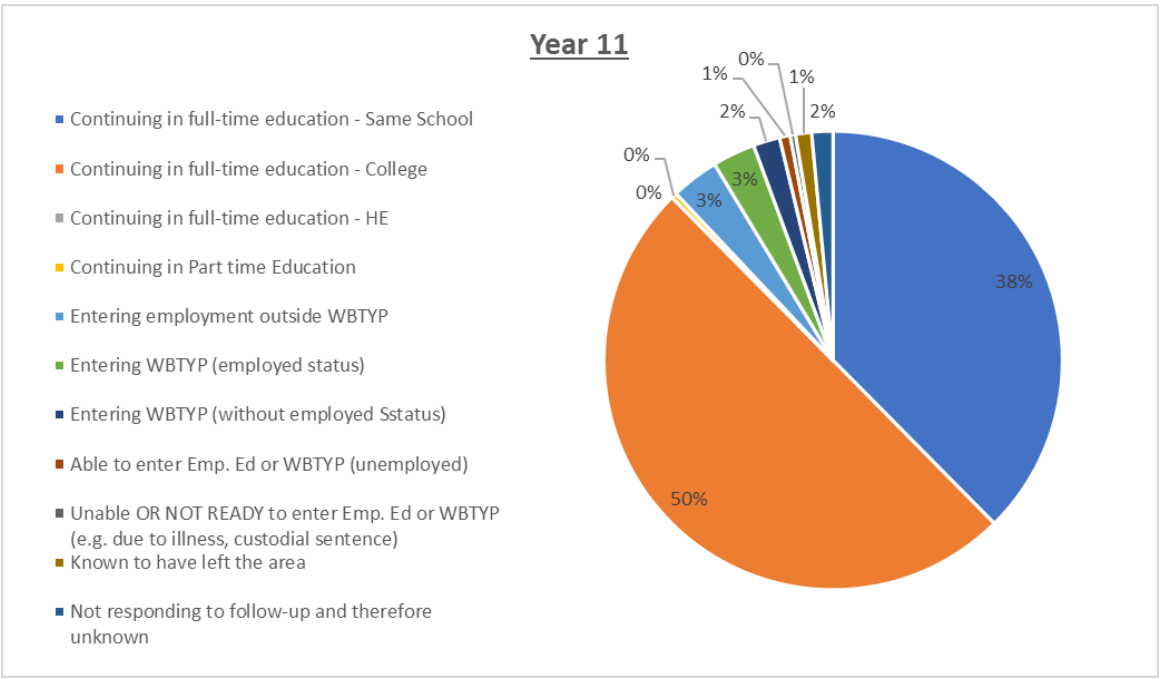
Pupil destination



Year 12



Year 11



Data Provided by Careers Wales

PRESTATYN HIGH SCHOOL

Description	Code	Actuals 25-26
Balance brought forward		(56,745)
Budget allocation		8,146,230
Teachers	60011	6,214,516
Admin	60191	568,716
Technicians	60401	321,809
Wardens	60441	402,726
Ancilliary Supp	60471	602,694
Supply Food & Fun	60491	12,600
Supply Exam Invigilator	60541	74,694
Caretakers & Overtime	60671	119,006
Caretakers Overtime	60671	22,235
Cleaners	60691	20,686
Esscorts	60711	11,669
Midday Supervisors	60741	125,052
Training Course Fees	60923	2,912
NI Leased Cars	60944	224
Agency Staff Fees	60987	16,437
Agency Staff - Teaching	60988	239,223
EMPLOYEES		**8,755,199**
Repair & Maint - Contractors	61105	52,670
Ground maintenance	61121	15,849

Natural Gas	61131	55,538
Electricity	61134	99,901
Water / Sewerage	61147	30,654
Refuse collection	61155	20,251
Caretaking Materials	61157	6,312
NNDR	61145	110,760
DLL Duel Use	65028	123,328
PREMISES		**515,263**
Transport - Secondary	61222	7,906
Hire - DSO Without Driver	61230	11,176
Inclusive Leasing Charges	61233	45,138
Diesel	61209	1,345
Use of Public Transport	61243	85
Casual mileage	61284	2,996
TRANSPORT		**68,646**
Recharge Supplies	63888	264,685
General equip.	64010	44,758
Capitation General	64021	16,755
Stationary	64106	5,710
Workshops / Visits	64034	393
Advertising - Excluding Staff	64107	0
Uniforms	64120	166
Breakfast Club Supplies	64132	1,072
Computer - Purchase of Hardware	64138	13,690
Computer - Purchase of Software	64139	(1,970)
Computer - Licences	64141	10,077
Computer - Misc	64146	257
Postage	64152	5,591

Alarms & Security	64154	239
Fax	64155	141
Telephone Rentals	64159	(13,143)
Telephone Calls	64160	4,258
Mobiles	64164	520
Subscriptions	64212	15,649
Course for Pupils	64231	138,874
Education Exam Fees	64234	193,774
Misc Expenditure	64316	6,083
Physiotherapy Costs	64331	4,097
Professional Fees		21,375
Capitation subjects	64021	86,305
SUPPLIES		**819,356**
Peri music	65024	10,000
Cleaning	65888	235,000
Contractors	65045	6,225
Recharge Other Depts	66888	15,000
Creditors & Systems	65888	180,000
Purchase Card Unreconciled Expense	63900	0
THIRD PARTY PAYMENTS		**446,225**
Other Education Grants	40011	(713,868)
6th Form	40027	(1,181,777)
MISC Income	40199	(5,939)
Teaching Council	40226	(6,218)
School Fund Contribution	40229	(1,077)
Recharges Income	48888	(302)
PDG LAC	48888	(17,639)
Community Focus School Manager	48888	(3,000)

Food & Fun	48888	
CtW Funding	48888	(240,473)
Cluster B&F Contribution	48888	
Hire of Facilities	40083	
Other Contributions	40043	
INCOME		**(2,170,293)**
NET EXPENDITURE		**8,434,396**
SURPLUS / DEFICIT FOR YEAR		**(288,166)**
SURPLUS / DEFICIT ACCUMULATIVE		**(344,911)**
SURPLUS / DEFICIT AS % OF TOTAL BUDGET		**-4.23%**