



*Cardiff High School*

*Ysgol Uwchradd Caerdydd*

# *SCHOOL PROSPECTUS 2014-2015*





# Staying in Touch....

**Address:**

Cardiff High School  
Llandennis Road  
Cyncoed  
Cardiff  
CF23 6WG

**Telephone:**

029 20 757 741

**Fax:**

029 20 680 850

**Website:**

[www.cardiffhigh.co.uk](http://www.cardiffhigh.co.uk)



Follow CHS and also  
individual  
departments and  
groups on twitter

Search for @officialCHS



facebook

Like us on facebook

Search for  
@officialCHS



## Useful Contacts

**Achievement Leaders**

Y7 Mrs B. Jones (BJO@cardiffhigh.cardiff.sch.uk)

Y8 Mr. M. O'Brien (Acting)  
(MOB@cardiffhigh.cardiff.sch.uk).

Y9 Mrs. S. Crossan (SEC@cardiffhigh.cardiff.sch.uk)

Y10 Mr. M. Olsen (MO@cardiffhigh.cardiff.sch.uk)

Y11 Mr. D. Rhodes (DRH@cardiffhigh.cardiff.sch.uk)

Y12 Mrs. G. Olsen (GO@cardiffhigh.cardiff.sch.uk)

Y13 Mrs. M. Griffiths (MLG@cardiffhigh.cardiff.sch.uk)

**Heads of School****Lower School**

Mr. G. Jones (gdjones@cardiff.gov.uk)

**Middle School (Acting)**

To Be Confirmed

**Upper School**

Mr. D. Leggett (DL@cardiffhigh.cardiff.sch.uk)

**Deputy Headteacher - Wellbeing & Achievement**

Mrs. A. Yarrow (Allison.Yarrow@cardiff.gov.uk)

**Headteacher's Personal Assistant**

Mrs. H. Richards (HRichards@cardiff.gov.uk)

**ParentMail & Text Alerts**

Sign up for Parent Mail to get instant updates of important school information or details about school events. See the link on the school website for more information.



# Welcome

I am delighted that you have chosen Cardiff High School for the next stage of your child's education, and I am looking forward to working closely with you over the coming months and years.

In the last year we have entered an exciting new phase of development for Cardiff High School, which we believe has further enhanced the School's reputation for excellence. The School has introduced a number of new initiatives, all designed to improve the quality of educational provision and it was very satisfying that much of this work was recognised in the 2013 Estyn Report. Estyn inspectors noted that Cardiff High School is excellent because *'the quality of teaching is consistently high'* and *'the quality of care, support and guidance is highly effective'* while *'the inclusive ethos of the school contributes significantly to pupils' positive attitudes to learning'*

The contribution of the Cardiff High Partnership, which endeavours to bring the work of pupils, teachers, parents, governors and the local community closer together, has been invaluable in recent years and it has helped fund our Library, Dance Studio and also the purchase of IT equipment. At a time when school finances are increasingly stretched, we are most fortunate to benefit from the fundraising efforts of this group and I am sure that they would welcome the support of any new parents willing to get involved.

The part pupils and parents play in the life of Cardiff High is greatly valued and appreciated, and I very much hope the school will give your child a happy school career and a successful introduction to adult life.

Mr Stephen Jones  
Headteacher



# ***School Motto, Mission, Vision, Values & Aims***

**Mission:** To assist everyone in the school to fulfil their individual potential, discover new talents and develop a love for life-long learning.

**Vision:** A community in which all pupils, teachers, parents and governors recognise the need to continually learn and improve.

**Values:** because we:

- \* value high standards of learning and teaching
- \* value an ethos where self-esteem and enquiring minds can flourish
- \* believe all our pupils should have an equality and breadth of opportunity
- \* value the school's high standards of achievement
- \* celebrate and respect our school as a multi-ethnic community and the opportunities it provides for greater understanding
- \* recognise the roles and commitment of staff, parents, governors and the community

**Aims:** as we aim to:

- \* provide opportunities for pupils to develop their multi-intelligences and to become conscious and active learners
- \* maximise opportunities for our pupils to develop a full range of academic, vocational, sporting, creative, social and cultural skills
- \* equip our pupils with the skills of literacy, numeracy and information communication technology (ICT) so that they can realise their full potential
- \* encourage our pupils to aspire to improve their performance and develop their own high standards of achievement
- \* develop good communication and inter-personal skills to enable pupils to take responsibility for themselves and show an appreciation of others within the school and wider community
- \* Pursue all means to enable the school to be fully resourced to provide a safe, secure and stimulating learning environment

# Contents

<i>School Classification and Leadership</i>	6
<i>School Organisation</i>	7
<i>Term Dates, Inset Days and School Times</i>	8
<i>Uniform</i>	9-10
<i>General Information &amp; School Rules including:-</i> <ul style="list-style-type: none"> <li><i>Emergency Contacts</i></li> <li><i>Safety, Appearance &amp; Behaviour</i></li> <li><i>Detention</i></li> <li><i>Absence &amp; Punctuality</i></li> <li><i>Medical Issues</i></li> <li><i>Counselling Service</i></li> <li><i>Lunchtime Arrangements</i></li> <li><i>The Library</i></li> <li><i>Online Learning</i></li> <li><i>Homework &amp; Ownwork</i></li> <li><i>Personal Property</i></li> <li><i>Spontaneous Visits</i></li> <li><i>Out of Hours Activities</i></li> <li><i>Fire Safety</i></li> </ul>	11-15
<i>Conduct Expectations</i>	16
<i>Rewards &amp; Consequences</i>	17
<i>The Restorative Approach</i>	18
<i>Parents' Meetings</i>	19
<i>Policy Outline Information including</i> <ul style="list-style-type: none"> <li><i>Admissions</i></li> <li><i>Child Protection</i></li> <li><i>Charges for School Activities</i></li> <li><i>Sex &amp; Relationships Education</i></li> <li><i>Religious Education</i></li> <li><i>Welsh</i></li> <li><i>Learning Support</i></li> <li><i>The Specific Learning Disability Resource Base</i></li> <li><i>Equal Opportunities</i></li> <li><i>Disability Access</i></li> <li><i>Careers</i></li> <li><i>Able and Talented Pupils</i></li> <li><i>Public Examinations</i></li> <li><i>Complaints Procedures</i></li> </ul>	20-23
<i>Curriculum Information</i>	24-27
<i>Extra Curricular Activities</i>	28
<i>The School Parliament &amp; The Cardiff High School Partnership</i>	29
<i>The Governing Body</i>	30
<i>Staff Lists</i>	31-34
<i>Attendance Figures &amp; Destinations</i>	35
<i>KS4 &amp; KS5 Exam Results Summary</i>	36-38
<i>KS3 Comparative Levels Report</i>	39-40

# ***School Classification & Leadership***

Cardiff High School is a co-educational English medium comprehensive school for pupils aged 11 - 18. The school is maintained by the County of Cardiff. The school roll is approximately 1550 pupils of whom 400 are in the sixth form.

## **The Leadership Group**

### **Headteacher - Mr Stephen Jones**

Strategic overview of all aspects of learning and teaching, performance and standards, pastoral care, human resources and administrative management, finance, buildings, estate management, and staff welfare and development.

### **Deputy Headteacher - Mr Simon Thompson**

Responsibilities that include organisation and coordination of in-service training, performance management, human resource issues, staff welfare and professional development, educational visits, school calendar and elements of financial planning and management.

### **Deputy Headteacher - Mrs Allison Yarrow**

Responsibilities that include strategic management of the pastoral system which includes child protection, achievement and pupil welfare, community and cultural links and social inclusion including responsibility for looked after children. The management of human resource issues for support staff.

### **Assistant Headteacher (Curriculum) - Mrs Cath Falcus**

Responsibilities that include the strategic overview of curriculum including timetabling, skills and the learning core, learning pathways, the Welsh Baccalaureate and wider curriculum dimensions, self-evaluation, ICT development and strategic overview of The Literacy & Numeracy Framework.

### **Assistant Headteacher (Learning & Teaching) - Dr. Jude Brigley**

Responsibilities that include strategic overview of learning and teaching, dissemination and development of good practice, coaching and mentoring .

### **Assistant Headteacher (Performance & Standards) - Mrs Heather Lewis**

Responsibilities that include dissemination and analysis of quantitative and qualitative data, target setting and reporting, overview of publications, policies and related documentation.

### **Business Manager - Mrs Debbie Macho**

Responsibilities that include financial monitoring and management, a supportive role in human resource management issues, health and safety, buildings and estate management.

## **The Wider Leadership Group**

### **Director of Learning and Teaching - Mrs Mandy Esseen**

Responsibilities that include the implementation of a variety of whole school practice including coaching, in-service training, identifying and disseminating good teaching practice, assessment for learning and provision for able pupils.

### **Heads of School**

**KS3 - Mr Gareth Jones**

**KS4 - Mrs Gill Olsen (Acting)**

**KS5 - Mr David Leggett**

The three Heads of School also sit on the wider leadership group (Further detail regarding their individual roles is provided later in this prospectus)

# ***School Organisation***

Pastoral teams, curriculum leaders and subject staff all work in collaboration to support pupils to achieve their very best.

## **Learning and Teaching**

The school is divided into departments, each with its own curriculum leader.

### **Curriculum Leaders**

Curriculum Leaders are responsible for leading and managing the teaching in their areas of responsibility throughout the school and produce schemes of work for all age groups. They are responsible for:

- standards in the subject and quality assurance
- departmental organisation
- assessment and monitoring
- financial management of the departmental budget
- management of departmental staff
- monitoring the conduct of pupils

## **Pastoral Care, Wellbeing and Achievement**

Cardiff High is divided into three pastoral areas. Years seven, eight and nine are collectively referred to as Key Stage 3 or Lower School. Middle School refers to years ten and eleven which is collectively called Key Stage 4. Upper School is our title for the sixth form which is also sometimes referred to as Key Stage 5.

### **Heads of School**

There are three Heads of School who are responsible for the wellbeing and achievement of pupils in their Key Stage under the leadership of one of the Deputy Headteachers

### **Achievement Leaders**

The school is organised by year group each having their own Achievement Leader responsible for maintaining high standards of behaviour and uniform. Achievement Leaders work in collaboration with Curriculum Leaders to promote high standards of work and conduct both during and outside of lessons. Achievement Leaders monitor and support students to assist them in achieving their potential.

### **Form Tutors**

All pupils are assigned to a form group led by a Form Tutor. Form Tutors register their classes once a day in the morning, whilst in the afternoon pupils are registered by their subject teachers. The Form Tutor plays an essential part in the smooth running of the school and in providing support and guidance for all the pupils in their form. Form Tutors are responsible, in the first instance, for addressing issues regarding conduct, uniform, cleanliness, punctuality and attendance. If necessary these issues may be passed on to the relevant Achievement Leader and then to the Head of School.

## **Term Dates & INSET Days** **Academic Year 2014-15**

### **Autumn Term**

Monday 1st September 2014	INSET Day
Tuesday 2nd September 2014	INSET Day
Wednesday 3rd September 2014	All pupils return to school
Monday 27th October 2014 - Friday 31st October 2014	Half Term
Friday 19th December 2014	Term Ends

### **Spring Term**

Monday 5th January 2015	INSET Day
Tuesday 6th January 2015	Term Starts
Friday 13th February 2015	INSET Day
Monday 16th February 2015 - Friday 20th February 2015	Half Term
Friday 27th March 2015	Term Ends

### **Summer Term**

Monday 13th April 2015	Term Starts
Monday 25th May 2015 - Friday 29th May 2015	Half Term
Friday 17th July 2015	Term Ends for pupils
Monday 20th July 2015	INSET Day

### **INSET Days**

Monday 1st September 2014  
 Tuesday 2nd September 2014  
 Monday 5th January 2015  
 Friday 13th February 2015  
 Monday 20th July 2015

### **School Times**

#### **All Days Except Tuesday Week B**

8.30am	Staff Briefing
8.40am	Pupil Registration and Assembly or Form Time
9.05am	Lesson 1
10.05am	Lesson 2
11.05am	Break
11.25am	Lesson 3
12.25pm	Lunch
1.10pm	Lesson 4
2.10pm	Lesson 5
3.10pm	End of School Day

#### **Tuesday Week B**

8.30am	Staff Briefing
8.40am	Pupil Registration and Wider Curriculum Dimensions session
9.30am	Lesson 1
10.25am	Break
10.45am	Lesson 2
11.40am	Lesson 3
12.35pm	Lunch
1.20pm	Lesson 4
2.15pm	Lesson 5
3.10pm	End of School Day



# KS3 & KS4 School Uniform

The school colours are black, red and white. The stockist for Cardiff High uniform is Y.C. Sports, Crwys Road. Uniform is also available to purchase online at [sales@ycschoolwear.co.uk](mailto:sales@ycschoolwear.co.uk)

## Boys - Winter (Worn Sept - Easter)

<b>Trousers</b>	Plain black. <b>No denim or jean style trousers</b>
<b>Shirt</b>	Standard white long sleeve Shirts must be worn tucked in
<b>Tie</b>	School stripe
<b>Jumper</b>	Black V neck with school crest
<b>Socks</b>	Plain black

## Girls - Winter (Worn Sept - Easter)

<b>Trousers..</b>	Plain black. <b>No denim or jean style trousers</b>
<b>..or Skirt</b>	Plain Black <b>Must be at least knee length</b>
<b>Blouse</b>	Red V necked blouse
<b>Socks/ Tights</b>	Black tights or socks
<b>Jumper</b>	Red V neck with school crest

## Girls & Boys - Winter

<b>Blazer</b>	Plain black with school badge The blazer must be worn every day
<b>Coat</b>	Plain black or dark blue with no markings or logos A coat should be worn over the blazer in bad weather and must not replace the blazer
<b>Hooded tops, sweatshirts or cardigans (including Cardiff High PE hoodies) are NOT to be worn. If seen these may be confiscated by members of staff.</b>	
<b>Shoes</b>	Plain black Heels must not exceed two inches, platform soles and sling back shoes are not allowed
<b>Trainers or trainer style shoes with visible logos, coloured soles or laces are NOT to be worn</b>	
<b>Hair</b>	<ul style="list-style-type: none"> <li>• Tramlines or patterns cut into the hair are not permitted.</li> <li>• Cuts into eyebrows are not permitted.</li> <li>• Inappropriate coloured hair or streaks in the hair are not permitted.</li> <li>• Pupils may be sent home if they have a hairstyle that the Headteacher feels is inappropriate for school.</li> </ul>
<b>Piercings</b>	No body piercings including nose, tongue and eyebrows.
<b>Jewellery</b>	One single, or one pair of small studs may be worn by girls or boys in the ear lobe. Aside from a watch, no other jewellery is to be worn to school. Jewellery may be confiscated if seen.

## Girls & Boys - Summer

In the Summer term only (after Easter), pupils may wear a polo shirt with school badge. The boys' polo shirt is white and the girls' red. If weather is cool the polo shirt should be worn with the school jumper and/or blazer. **Coats, hooded tops or sweatshirts are not permitted to be worn instead of the blazer.**

# Physical Education Kit

<u>Boys</u>
Black/red reversible games jersey with school badge
Black shorts (two pairs).
Black socks with two white stripes. White sports socks as a Summer Term alternative
Black Polo Shirt with badge
Studded or moulded sole boots, sports trainers, (not leisure/fashion trainers)

<u>Girls</u>
Red skort (skirt & shorts) with badge
Black athletics shorts.
Black sports top with badge
Black socks with two white stripes and shin pads. Gum Shield (optional)
Black gymnastics/dance leggings.
Suitable sports trainers should be worn (not leisure/fashion trainers)

- Pupils with Asthma must ensure that they have their inhaler with them for all PE lessons and extra-curricular activities
- PE hoodies are available to purchase through the PE Department
- Pupils must bring a change of footwear for all PE lessons

## KS5 Uniform & Dress Code

In Key Stage 5 students are subject to a dress/appearance code and are required to wear "top half" Cardiff High endorsed garments in order to both identify them as members of our school and also to promote a sense of identity and belonging amongst our upper school students.

### "Bottom Half" Garments

Students are permitted to wear any suitable "bottom half" garments eg trousers / jeans / skirt

**Shorts or cut-off trousers are NOT permitted**

### "Top Half" Garments

Students can then select from a variety of different coloured Cardiff High endorsed "top half" garments showing the school badge. Eg T-shirts, polo shirts, sweatshirts and hoodies. Students are permitted to wear garments purchased to indicate membership of a team, society or trip as long as the Cardiff High badge is clearly visible. Students are not permitted to wear any top half garments which do not display the school badge. This means that only hoodies and jumpers displaying the CHS badge may be worn and these must be worn on top of a CHS t-shirt.

It is important that Upper School students set an example and are suitably attired at all times.

### Examples of unsuitable Dress :-

- Shorts / cut off trousers or short skirts
- Ripped / torn clothing
- Hats / Hoods worn inside
- Large earrings/excessive jewellery
- High heels / Flip flops

The final arbiters of what is considered to be suitable dress are the Head of School and the Key Stage 5 Achievement Leaders. Entering the Upper School indicates a willingness to comply with the above requirements and students who fail to observe the standards outlined above will be sent home to change or supplied with alternative clothing.

<b>Hair</b>	<ul style="list-style-type: none"> <li>• Tramlines or patterns cut into the hair are not permitted.</li> <li>• Cuts into eyebrows are not permitted.</li> <li>• Inappropriate coloured hair or streaks in the hair are not permitted.</li> <li>• Pupils may be sent home if they have a hairstyle that the Headteacher feels is inappropriate for school.</li> </ul>
<b>Piercings</b>	No body piercings including nose, tongue and eyebrows. One pair of earrings is only permitted to be worn in the lobe of the ear.

# **General Information & School Rules**

Every community needs a structure in order to protect people and property and to ensure an efficient organisation. Parents are asked to make sure that their children are aware of these rules and procedures and also to support the school in their enforcement.

## **Emergency Contacts**

It is essential that the school has the current details of an emergency contact for every pupil. Please make certain that this information is provided and kept up to date if, for example, mobile phone numbers or email addresses are changed.

## **Safety**

The front entrance is on a very busy traffic route. Pupils are constantly reminded of the need for great care in crossing the roads and are particularly encouraged to use the Pelican Crossing on Llandennis Road. Parents can assist by reinforcing this rule and can help by not parking their cars in areas where the view of oncoming traffic can be obscured. ***Parents/Carers are particularly asked not to obstruct the front entrance by dropping off or collecting their children within the double yellow lines and also not to drive on to the school premises.***

## **Uniform**

Pupils in Year 7 - 13 are expected to wear school uniform (see uniform lists). Parents should ensure that all articles of clothing are clearly marked with the child's name. All pupils are permitted to wear one small individual stud or one pair of small studs in the lobe of the ear. No other jewellery, badges or piercings are allowed.

## **Appearance and Behaviour**

Every pupil is expected to take pride in his/her appearance and to uphold the good name of the school. This includes hairstyles which should avoid extremes of fashion in terms of style, cut and colour. Correct and full school uniform should be worn on the journeys both to and from school. Also, pupils' behaviour when travelling to and from school should always be of a high standard. Conduct which brings the good name of the school into disrepute, may lead to disciplinary action, including, in very serious cases, exclusion. Pupils are not allowed to invite friends or visitors onto the school site without special permission by the Assistant Headteacher (Wellbeing and Achievement) or the Heads of School. Text books and exercise books are the property of the school. They must be looked after properly and returned, as and when required. The school must be compensated by parents for any damage done by pupils to books or property.

## **Detention**

Pupils are given 24 hours notice of an after school detention and should inform their parents that they will be late from school on that particular day.

## **Punctuality**

Pupils should be inside the school gates by 8.35am and are registered at 8.40am. School sessions end at 12.25pm and 3.10pm and pupils are expected to leave the premises by 3.20pm unless they are taking part in school activities. All pupils will be supervised whilst on the premises and within the times stated. Pupils will be given an after school detention for unauthorised lateness.

## **Absence**

Attendance at school is a legal requirement up to the age of sixteen. Permission for absence for any reason other than illness must be obtained from the Heads of School. Unauthorised absence is investigated by the school and in some cases by the Attendance Officer.

### **Absence Letters**

In the event of an absence from school, parents/carers will be notified by text or telephone by 10am, unless a message explaining the absence is received by the school. A letter of explanation or a telephone message is required from parents/guardians for all absences. (even if the absence is only half a day). Letters should be given to the Form Tutor during registration on the day of return to school. Explanations are needed because the school is now required to report on its attendance records annually to the Welsh Government. Regulations introduced in 1991 established categories of absence that distinguish authorised absence - that which is for legitimate reasons - from unauthorised absence - for which no acceptable reason is offered.

### **Holidays in Term Time**

At Cardiff High School, we have high ambitions for all students and want them to achieve success and realise their full potential. Excellent attendance and punctuality are crucial to achieving this.

Cardiff Council has recently reviewed the impact of holidays taken in term-time and has consequently amended its policy on Extended Holidays. Families are requested to make arrangements to take these in the 6 week break in July and August in order to help schools to support your child in achieving success. Headteachers are no longer able to authorise holiday related absences except in exceptional circumstances.

Regular attendance is important, not just because the law requires it, but also because it is the best way of ensuring that children get the most out of school. Please ensure that your child attends every day and is on time. If your child is absent for any reason, please contact the school to explain the absence by 9am, after which time you may be contacted by our Attendance Officer.

### **Medical Facilities, Illness or Injury**

We have a fully equipped medical area at the school and a number of trained first aiders. The school also benefits from the services of a School Health Nurse who is based at Pentwyn medical Centre (20549272), but is on site at Cardiff High School on Wednesday mornings. She runs a 'Drop -In' session on Wednesdays at breaktime (11.05am – 11.25am) for all pupils, offering confidential health advice. The School Health Nurse also liaises with school staff on issues related to general medical conditions, child protection and health promotion.

Parents of all pupils are asked to provide information on the school registration form of any medical condition, past or present. e.g. epilepsy, haemophilia, hayfever. Prescribed medication may be stored in the First Aid room, however it must be administered by the pupil, under the supervision of the School First Aider. The School First Aider will not administer any forms of medication for pupils e.g. paracetamol tablets, except in a medical emergency.

If a pupil is ill or injured, they should report to reception where they can be assessed by a first-aider. If the pupil needs to go home then a parent/carer will be contacted and asked to collect them. Sick or injured pupils **will not** be permitted to make their own way home.

### **Medical Appointments**

Parents should inform Form Teachers about appointments in good time and every effort should be made for these to take place outside school hours or in holiday periods. If for any reason the pupil needs to leave the school site, eg dentist or doctor's appointment, they must report to reception with an appointment card or letter from home. They will then be signed out. The school is not permitted to let any pupil go home without such an arrangement. Upon their return to school, pupils should report to reception to sign back in. This procedure is vital with regard to pupil safety in the event of an emergency.

### **Counselling Service**

As part of a whole school approach to support emotional health and well-being, the school offers an independent on site counselling service where pupils can access support and advice. 2 Talk 2 is supported by the Welsh Government and Cardiff County Council and is run by Action for Children. Pupils may be referred by a member of staff or they may self refer. Parental consent is not required for pupils to access this service. The school also offers a nurturing approach for vulnerable pupils, pupils returning to school following a lengthy absence and pupils in need of additional pastoral support.

### **PE**

Pupils needing to be excused PE on medical or other grounds must bring a letter from their parents to the Head of the PE Department. Extended periods of non-participation will require a doctor's note. The department operates an "All in kit" policy. This means that all pupils will bring and change into Cardiff High School Physical Education kit for all practical lessons. Pupils who are unable to participate physically during that lesson will be expected to change into kit and to develop their skills in other areas of the Physical Education curriculum such as leading, coaching and / or officiating.

This policy enables all pupils to fully engage in each lesson despite injury or illness and to develop a wider set of skills. It will also prevent pupils who are excused getting wet or cold in their uniform. Any pupil who does not bring kit on 3 occasions will be placed in departmental detention and if necessary parents/carers will be contacted.

### **Lunchtime Arrangements**

School meals are provided in the school canteen, alternatively pupils may bring in their own packed lunch to eat in designated areas. Parents in doubt about the eligibility of their children for free meals should seek advice from Pupil Services on Cardiff 2087 2926.

Cardiff High School operates a Cashless Biometric Catering service. The Trust-e Cashless Catering System provided by Nationwide Retail Systems Ltd. reduces queues at lunch time, provides anonymous free school meals to eligible pupils and allows dinner money to be pre-paid. The system will also allow pupils to pre-order items for lunch thereby reducing queue times and allowing them to customise some meal options. From September 2013, the school, in line with Welsh government regulations, has become fully *Appetite for Life* compliant in its menu and the food options available to pupils. Pupils are expected to carry out instructions by staff and ancillary helpers appointed for their safety. The school reserves the right to suspend pupils from having school meals if there is evidence of any serious misbehaviour.

Pupils in Years 7 - 11 are to remain on the school premises during school hours, including lunchtimes unless special permission or an exit permit has been given by the Deputy Headteacher Mrs Allison Yarrow. Lunchtime Exit Permits are issued on the strict basis that pupils go straight home for lunch and then return directly to school in time for the afternoon session. Pupils are not permitted to visit the local shops at lunchtime. Exit permits are granted only in response to a letter of application addressed to Mrs A. Yarrow and accompanied by a passport photograph. If parents seek permission for their children to leave, it must be emphasised that, once pupils are outside the gate, the school accepts no responsibility for their safety - they leave the premises entirely at their own risk.

### **The Library**

The Library is open every day before school from 8.15am, at break and lunchtime and also after school until 4pm. Pupils can use this as a place to work, research or use the IT facilities. There is a chess club run every day and a careers event organised each term. Please refer to the Cardiff High website for details of events.

### **Online Learning & Resources - Moodle, E-chalk & MyMaths**

At Cardiff High School we use a Virtual Learning Environment (VLE) called Moodle to support teaching and learning. Departments create their own Moodle pages that vary from simple online resources that support learning or home study, to completely interactive courses that are completed and assessed electronically. E-chalk and MyMaths are also online resources available for Cardiff High pupils to access in order to research topics or to revise and consolidate subject matter. Details about how to access these resources are provided by subject teachers in school.

### **Homework or Ownwork**

At Cardiff High School, homework is often called 'own work' in order to stress that work undertaken outside of school is important to the pupil's progress and the responsibility for completing tasks belongs to the pupil. Work is not set for the sake of filling time. The work a student is asked to complete outside of school is carefully selected in order to sustain interest, promote good learning habits and to extend a pupil's knowledge and understanding. A variety of tasks may be set such as:

- Researching a topic
- Making notes
- Reading
- Drawing charts or diagrams
- Watching a program
- Interviewing people
- Sketching
- Presenting material
- Thinking about a dilemma.

Ownwork will often have a literacy slant in KS3 in order to help student meet their literacy targets so may include playing with words, spelling, writing paragraphs, reading and summarising etc.

### **Personal Property**

Pupils should not bring expensive equipment or valuables to school. MP3 players, iPods, or electronic games should not be brought onto the school campus. Also, pupils should not bring mobile phones to school unless absolutely necessary. If they are deemed necessary, they must be switched off and not used in the school building. Valuable property should not be left in classrooms. Lost property should be handed in to the General Office and enquiries about mislaid property should be made at that office. Whilst every effort is made to trace lost property, the school does not accept responsibility for any missing items.

### **Spontaneous Visits**

The Governors have approved a school policy on educational visits of a spontaneous nature. Normally, these are visits that take place in the immediate locality of the school because of particularly fortuitous circumstances. All such visits are cleared by the school's management. Parents of new pupils are asked to give their general written consent for these visits, as part of the school registration procedure.

### **Pupil Planner**

Each pupil in years 7 to 11 is issued with a school planner at the start of term. Pupils use their planner to record homework or ownwork and to note down reminders about important dates or events. There are reference sections in the planner containing important information and also resources to support pupils' learning, for example word lists and a whiteboard at the back of the planner. The planner is also used by teachers to record information about merits, lateness, forgotten equipment or inappropriate behaviour. The planner is a vital means of communication between parents and teachers and we request that it is reviewed and signed by parents on a weekly basis. Pupils must bring their planner to school everyday and should place it on their desks at the start of each lesson.

### **Out of Hours Activities**

These are under the supervision of teachers and may take place at lunchtime or at the end of afternoon school. Pupils must stay in the designated area for the activity and are not permitted to go elsewhere on the school site on these occasions unless specifically authorised to do so by a teacher.

### **Fire Precautions**

Pupils are expected to obey all regulations currently in practice in the school. Fire drills take place at regular intervals. Deliberate misuse of the fire alarm will be treated as a very serious misdemeanor and may result in exclusion.

### **Other Information & Regulations**

- Lockers are available for pupils in Year 7
- A bike shelter is available for pupil use at the front of the school. Pupils' cycles are locked together for extra security during the school day
- Toilet facilities are available at various locations in the school including those with disabled access
- Cigarettes, alcohol, illegal drugs and other substances which could be deemed potentially harmful are banned from the school site. If found they will be confiscated and returned to parents or given to the police as appropriate. The school will apply appropriate sanctions and the police may be informed of any criminal activities.
- Any behaviour of a pupil which is deemed to be unsociable and below the standard expected of Cardiff High School students will lead to appropriate sanctions and in serious cases temporary or permanent exclusion.
- Pupils are expected to follow any other rules introduced from time to time by school staff for their safety and welfare.

# Conduct Expectations

The following conduct expectations are displayed around the building, in classrooms and are also in the pupils' planners. Failure to comply with these expectations will result in some form of consequence.

## BE PREPARED FOR LEARNING

Ensure you have all the necessary equipment and books for your lessons and arrive to lessons on time ready to learn.

## BE POLITE AND RESPECTFUL

Ensure you listen, follow instructions and show respect to staff and fellow students at all times. Also respect the school environment.

## BE ORGANISED

Ensure you use your planner to organise your time. Complete all work set by the deadlines given.

## BE YOUR BEST

Ensure you make every effort to complete all class and homework to the best of your ability.



# **Rewards**

## **Merit Stamps**

Merit stamps are awarded at the discretion of the teacher. They are recorded at the back of the planner and tracked on the school database and achievement certificates are awarded during assembly when a pupil reaches 25, 50, 75 and 100 merits.

## **Achievement Lapel Badges**

These will be awarded to pupils for exceptional achievement in terms of the number of merits achieved and other contributions to school eg in Music, Physical Education and Drama. Each year group will have a designated colour badge to be worn on the school blazer.

## **Achievement Postcards**

There are a number of departments who have their own achievement postcards and there are also generic achievement postcards which have been designed by pupils. These postcards can be used at the discretion of staff and are intended to reward pupils for academic achievement as well as any other valid reason eg, sustained effort, commitment to clubs or societies, improvement in attitude, overcoming adversity, going the extra mile to name a few.

# **Consequences**

Failure to conform to the classroom expectations will lead to a reprimand and warning of consequences should the behaviour continue. Continued poor behaviour is noted in the planner using the codes listed below:

- B1 Formal reprimand**
- B2 Discussion about behaviour at end of lesson / breaktime**
- B3 Departmental sanctions (eg referral to head of Department, detention)**
- B4 Referral to Achievement Leader. Formal one hour school detention**
- B5 Senior Staff Detention**

## **Referral to Achievement Leader**

For continual discipline problems a pupil may be referred to the Achievement Leader. The Achievement Leader may issue a reprimand or a detention; in addition they may implement discussion with parents, and/or a daily report/contract system as appropriate.

## **Referral to Head of School**

Serious incidents will be referred by the Achievement Leader to the Head of School who will decide course of action after consultation with all staff concerned. A Senior Staff Detention known as a B5 is operated weekly and should this sanction need to be imposed a subsequent parental interview will be arranged.

## **Referral to the Deputy Headteacher (Wellbeing and Achievement)**

This course of action may be taken when the Head of School feels that the matter warrants serious disciplinary action. In such cases the Deputy Headteacher (Wellbeing and Achievement) may refer to the Headteacher who has the right to exclude pupils from school.

## **Exclusions**

There are 2 categories of exclusions - Fixed term or Permanent.

In each case parents will be provided with details including the category or length of the exclusion, the reason and also regarding their right to make representations to the Governors and the Local Education Authority. The Governing Body and Local Education Authority must also be informed.



## **The Restorative Approach**

Cardiff High School has adopted a restorative approach to discipline since 2012. This has effectively enhanced our Discipline With Dignity Policy.

We feel that Restorative Justice helps create a more harmonious learning environment, encouraging students to self-regulate their own behaviour and learning. Schools that use a restorative approach to behaviour management have found that they need to exclude less and that incidents of poor behaviour have decreased.

Restorative Justice approaches in Cardiff High School may include holding conferences between the perpetrator and the victim with a mediator, restorative approaches by staff and Circle Time/Check In and Out with form tutors. Conferences can be used for the most serious incidents of bullying or victimisation to reduce the use of exclusions or, when exclusions cannot be avoided, to support the successful reintegration of the excluded student. School staff may also use restorative approaches more informally in dealing with behaviour problems. Form tutors support their tutees by exploring the language of restorative approaches.

Restorative approaches at Cardiff High School are based on four key features:

- **RESPECT** – for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY** - taking responsibility for your own actions
- **REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

# **Parents' Meetings**

## **Parents' Evenings**

It is obviously important that parents and carers are kept fully informed about the progress of their children. It is normal practice for parents' evenings to be held for all age groups once a year and Cardiff High School also provides an extra welcome evening when pupils start a new Key Stage in Years 7, 10 and 12. The dates of parents' evenings can be found in the school calendar. A letter will be sent to parents at least one week before the scheduled meeting providing details. Children will be given appointment sheets to arrange times for subject teacher interviews.

## **Other Parental Interviews**

The school is keen to involve parents throughout the academic year and parental interviews can take place any time. However, unless it is a matter of some urgency, interviews should be arranged in advance, by telephone or letter. Parents will appreciate that most staff have a full teaching commitment throughout the week and, as a general rule, interviews with individual subject teachers are not encouraged.

### **Staff to See**

**Achievement Leaders** - deal in the first instance with achievement related, social or pastoral issues within their year group.

**Curriculum Leaders** - are available to see parents regarding particular academic issues relating to a subject.

**Heads of School** - are available to see parents when concerns or problems relate to more than one year group, when situations have not been resolved or when a serious problem arises.

**The Deputy Headteacher (Wellbeing and Achievement)** – has responsibility for the Pastoral Team and is available to see parents when other channels have failed to reach a satisfactory conclusion. All new admissions and departures are dealt with by the Deputy Headteacher (Wellbeing and Achievement).

The vast majority of issues will be resolved by liaison with the above people, however the Deputy Headteachers and the Headteacher are available to see parents. Should you wish to see them a pre-arranged appointment is advisable and this should be made by contacting the Headteacher's Personal Assistant, Mrs Helen Richards.

Please refer to the *Staying In Touch Page* at the start of this prospectus for contact details of key members of staff.

# **Policy Outline Information**

## **Admissions Policy**

The school's Standard Admission Number from September 2011 was revised to 240 pupils divided into eight forms. The catchment area serving the school is the combined catchment areas of the four partner primary schools, Rhydypenau, Lakeside, Roath Park and Marlborough. Pupils who live within this area will normally be allocated places at this school. Places are assigned in March by the Education Authority but parents are permitted the right of appeal against the Authority's decision. The majority of these appeals are examined by an Appeals Sub-Committee, and usually resolved by the end of June. Parental choice of schools operates in a limited way in Cardiff County i.e. pupils can be admitted into a high school even if parents live outside the traditional catchment area. This is only possible where headteachers have spaces available. Further Information regarding admissions can be obtained from Mr Simon Williams (Pupil and Student Services at Cardiff County Council 20872840)

## **Child Protection**

Cardiff High School has as its priority, the protection and wellbeing of all pupils in the school. The school has a detailed Child Protection policy (available on request) an outline of which is provided below.

The Headteacher has overall responsibility for child protection matters. The Deputy Headteacher (Wellbeing and Achievement) Mrs Allison Yarrow, is the designated Child Protection Officer and the Deputy Headteacher Mr Simon Thompson is the deputy Child Protection Officer. Mrs Allison Yarrow also has responsibility for Looked After Children. These members of the Leadership Group act as a source of advice and support regarding child protection matters for all other school staff. Our school also has a nominated child protection governor, who must ensure that the school has a child protection policy in place which is consistent with the All Wales Child Protection Procedures (2008). All staff must act according to this policy where there are concerns about or suspicions of child abuse. If we receive information about a child which suggests that he/she has been abused or is at risk of being abused, we have a duty to refer these concerns to the social services department or the police without delay. We have no discretion in this matter.

## **Charges for School Activities**

Under the 1988 Education Reform Act the school is no longer empowered to insist on a direct charge for each activity, but we are permitted to ask for voluntary contributions of the full cost. The law now requires us to ensure that no child is excluded from trips arranged wholly or mainly in school hours because parents have not made a voluntary contribution. However, we must make it clear that no funds exist for this type of activity, and if parents who wish their child to take part do not make voluntary contributions of the full cost, trips will be cancelled. (Parents who receive Income Support or Family Credit, or if there are any other special circumstances should contact the organiser for further information)

### **Sex and Relationships Education**

The Governors' policy on sex education is based on helping pupils to understand its importance as they prepare for adult life. It is given careful and sensitive treatment and taught to all pupils in accordance with the 1996 Education Act and the requirements of the WAG PSE Framework 2010. All pupils are encouraged to have due regard for moral considerations and the value of family life. For further information regarding the policy please contact the school.

### **Religious Education**

Religious Education teaching is based on the Cardiff County Agreed Syllabus. The underlying approach is essentially Christian but the teaching has regard for the multi-faith nature of the school's pupils and seeks at all times to achieve an appropriate balance in the study of religion. Students gain an understanding of the main beliefs in Hinduism, Judaism, Sikhism and Islam. Religious Education is compulsory at both Key Stage 3 and 4. Key stage 4 all students are entered for the GCSE Full Course studying Christianity and Islam in greater detail.

### **Welsh**

Welsh is taught as a National Curriculum non core subject and is compulsory at both Key Stage 3 and Key Stage 4. At Key Stage 4 it is studied as either a Higher or Foundation Tier full GCSE depending on the ability of the pupils.

### **Learning Support**

The school's policy on special education needs is to provide support and help for all pupils who need to overcome educational difficulties, however they are caused. These difficulties embrace many aspects including difficulties accessing the curriculum (for example with literacy and numeracy), physical, social, psychological, emotional and behavioural difficulties. Special arrangements for meeting the needs of such pupils include making class sizes smaller whenever resources allow, providing support teaching in some subjects and extra literacy and numeracy sessions, some with specialist teachers. Pupils with statements of Special Educational Needs are fully included in school life and the curriculum. Statements are reviewed annually. All pupils are encouraged to take an active part in school life, to experience the widest possible curriculum opportunities and supported to feel safe and secure within the school community.

### **Specific Learning Disability Resource Base**

The Local Education Authority Resource Base for pupils with severe specific learning disabilities exists within the school. This provides fourteen places for pupils from all areas of Cardiff to access specialist provision and also be taught in mainstream classes for the majority of their curriculum.

### **Equal Opportunities**

The curriculum and all aspects of school life are founded on a rejection of discrimination against pupils and staff on grounds of gender, disability, race, sexual orientation, religion, ethnicity or culture. Each of these categories features prominently in Personal and Social Education, staff inset and pupils lead assemblies. Further details are to be found in the School's Equal Opportunities Policy.

### **Disability Access Statement**

Cardiff High School works with a policy regarding access for disabled people to the school buildings and the curriculum. This policy is governed by and is intended to comply with legislation up to the Equality Act 2010. The implications of this Act cover all aspects of the use of the school for pupils and staff, Adult Education users and all other visitors.

The AIMS of the school's policy are:

- To improve access to the school's curricular and extra-curricular activities for pupils with disabilities and special educational needs
- To improve the provision of information to disabled pupils and those with special educational needs
- To improve physical access to the school's facilities and the environment within, for all disabled people requiring the use of the facilities

It is intended that staff, pupils, families and carers will continue to be involved in deciding the school's approach to this issue. For information on the practice of the policy please contact the school.

### **Careers and The World of Work**

Ms Rachel Watson is the Careers Adviser for Cardiff High. She is available for pupils during school time on designated days and also attends the relevant parents' evenings and open evenings throughout the year.

Advice and guidance can be provided in relation to:-

- Year 9 option choices
- Year 11 choices about further full time study, jobs or apprenticeships
- Y12 and Y13 choices about going to university, getting a job/modern apprenticeship or taking a gap year
- Anyone unsure about their next step in education or employment

In addition *Careers in Focus* weeks are regularly organised in our Learning Resources Centre and **[www.careerswales.com](http://www.careerswales.com)** provides a wealth of information to pupils in all key stages to assist them with making choices and planning their future. The website provides information on choices, courses, career ideas, jobs and apprenticeships in Wales and is tailored to the needs of both parents and pupils.

### **More Able and Talented Pupils [MAT]**

More Able pupils are defined as those who are academically high achievers across the curriculum and Talented pupils are defined as those who exhibit a flair for particular subjects such as drama, sport, music or languages. The MAT list identifies those pupils who are in the top ten per cent of the school according to a variety of assessment criteria. Subject areas establish their own lists of pupils with specific talents in their particular areas. Classroom teachers use this information to track, support and provide challenges for pupils. Subject teachers provide a variety of extension experiences while further challenges and enhancement activities are organised on a whole school basis. A conference or/and field trip are organised bi-annually for MAT students in KS3.

### **Public Examinations**

In Key Stage 3 pupils are required to take the National Reading and Numeracy Tests. These usually take place in May of each academic year and are sat by years 7, 8 and 9. During Key Stage 4 all pupils are entered for the General Certificate of Secondary Education (GCSE) examinations set by a variety of examination boards and, in some cases, for other recognized equivalent qualifications. In the Upper School students study for the Advanced Welsh Baccalaureate. In addition students study AS level subjects and complete their A level courses in Year 13. Entry to AS level courses is gained by achieving suitable GCSE grades or equivalent qualifications at the end of KS4 and entry into Year 13 is subject to the achievement of suitable AS level grades at the end of Year 12. Pupils may enter examinations for which they have not been prepared by the school on the understanding that the cost of entry and invigilation, if necessary, shall be borne by the pupil or parent. The agreement of the Headteacher will be required. A summary of recent external examination results is included at the end of this prospectus and is available via the school website.

### **Complaints Procedure**

The Local Education Authority has established a Complaints Procedure as required by the Education Reform Act. The procedure relates only to matters affecting the National Curriculum and collective worship. It describes how anyone with a complaint can exercise his or her right to have the complaint processed within the legal framework of the Act. The arrangements cover complaints made by parents and others in respect of the performance of duties or exercise of powers by the LEA or by the governing body. The document is available for inspection at the school, public libraries and education office. A copy will be given to any person wishing to make a complaint under the specified arrangements.

# **Curriculum**

## **Governors' Policy on The Curriculum**

The Governors have adopted a policy on the curriculum that requires it to be broad, balanced, relevant and differentiated embracing the National Curriculum and the requirement to teach Personal and Social Education (PSE) including Careers and the World of Work, Sex and Relationships Education and Education for Sustainable Development and Global Citizenship (ESDGC).

## **The National Curriculum**

Schools are required to provide pupils with a curriculum that:

- is balanced and broadly based
- promotes their spiritual, moral, cultural, mental and physical development
- prepares them for the opportunities, responsibilities and experiences of adult life
- includes, in addition to the National Curriculum, religious education, and for secondary pupils, sex education and careers education and guidance

Schools have discretion to develop the whole curriculum to reflect their particular needs and circumstances.

The National Curriculum is divided into four Key Stages:

- Key Stage 1 (primary) for pupils aged 5 to 7
- Key Stage 2 (primary) for pupils aged 7 to 11
- Key Stage 3 (secondary) for pupils aged 11 to 14 (Years 7, 8 and 9)
- Key Stage 4 (secondary) for pupils aged 14 to 16 (Years 10 and 11)

## **National Curriculum Subjects**

The National Curriculum is made up of core and non-core subjects. The core subjects are English, Welsh (for schools that are Welsh-speaking), Mathematics and Science. Welsh is a non-core subject in schools that are not Welsh-speaking. The other non-core subjects are Art, Design and Technology, Geography, History, Information Technology (IT), Modern Foreign Languages, Music and Physical Education (PE).

## **Assessment & Reporting**

Booklets providing detailed information and guidance regarding matters of assessment and reporting are produced for each Key Stage. These are issued to parents as paper copies and are also available via the school website.



# **Curriculum**

## **Years 7 & 8**

Pupils pursue a common curriculum. Additional support is provided by the Learning Support Department.

## **Year 9**

An option is now introduced which allows for the study of a second Modern Foreign Language.

## **Years 10 and 11**

During the Spring Term pupils in Year 9 choose options which follow their most appropriate Learning Pathway for Key Stage 4. Students are guided through this important process and will utilise the Cardiff wide Careers Wales Online Options Package which provides detailed subject information of courses at Cardiff High School and additionally a range of vocational courses offered with our collaborative partners. A Year 9 Options and Learning Pathways Guidance Day provides parents and pupils with an opportunity to discuss and clarify any issues that arise when choices are being made. A similar day is also organised for Year 11 pupils to assist them in making decisions about their post-16 plans.

## **Wider Curriculum Dimensions (WCD)**

Learners across all Key stage follow a Wider Curriculum Dimensions programme. This includes a range of elements from the broader curriculum. Wider Curriculum Dimensions is delivered through a discrete fortnightly lesson delivered by Form Tutors or external specialist agencies and provides a broad range of relevant learning experiences.

At Key Stage 3, this includes Personal, Social and Health Education and Thinking Skills. At Key Stage 4 the programme also integrates parts of the Learning Core (compulsory elements which must be delivered to all KS4 learners) including Wales, Europe and the World, Wider Key Skills. At Key Stage 5 WCD contributes to the Advance Welsh Baccalaureate Qualification for post –16 learners.

## **Welsh Baccalaureate Qualification (WBQ)**

In Cardiff High The Welsh Baccalaureate Qualification currently forms part of the compulsory element of the 6th form curriculum. However this qualification is currently under review and may become compulsory at Key Stage 4 in the future. The current Welsh Baccalaureate Qualification aims to achieve a broader and more balanced curriculum for 14-19 year olds. It helps to develop knowledge and skills that further and higher education establishments and employers require learners to possess once they progress from Cardiff High School. Learners will experience a range of activities throughout the programme, including personal and social education, enterprise activities, work experience and community participation. They will also achieve accreditation in essential and key skills that will compliment their wider learning. The WBQ is an overarching qualification and is completed alongside the learners' other formal qualifications.

# **Curriculum KS3 & KS4 Summary 2014-2015**

Number of Lessons per fortnight is given in brackets. Based on a 50 period fortnight		
KS3	Core Subjects	Foundation Subjects
<b>Year7</b>	English (8) Mathematics (7) Science (6) PE & Games (4) RP (2)	Art (2) Design & Technology(3) IT (2) History (3) Geography (3) Modern Foreign Language (MFL) (4) Music (2) Welsh (4)
<b>Year 8</b>	English (8) Mathematics (7) Science (6) PE & Games (4) RP (2)	Art (2) Design & Technology (3) History (3) IT (2) Geography (3) Modern Foreign Language (MFL) (4) Music (2) Welsh (4)
<b>Year 9</b>	English (7) Mathematics (8) Science (6) Games (3) [2 hours for those choosing a second MFL] RP (2)	Art (2) Design & Technology (3) History (3) IT (3) Geography (3) Music (2) Modern Foreign Language (MFL) (4) Welsh (4) Optional second MFL (1)

<b>KS4</b>	
<b>Core / Compulsory subjects</b>	
English - Language & Literature Mathematics Science (Dual, Triple Award or BTEC Applied Science) Welsh	Games Religion and Philosophy
<b>Option Subjects</b>	
Art Business Studies Food Technology Design & Technology Drama Economics French Geography German History ICT Computer Science	Media Studies Music Physical Education Textiles Triple Science Auto Mechanics Certificate of Personal Effectiveness (COPE) Hair & Beauty Multi-media BTEC Learning Support

## **Curriculum KS5 Summary 2014-2015**

<b>KS5</b>	In year 12 students study for the Advanced Welsh Baccalaureate Qualification and four Advanced Subsidiary (AS) subjects from the following options. In Year 13 students complete the Welsh Baccalaureate and continue with the study of three Advanced Subsidiary subjects to Advanced Level.
	Art Biology Business Studies Chemistry Computing Economics English Literature & Language English Literature Geography German History Information Technology Law Mathematics Further Mathematics Media Studies Music Physics Physical Education Psychology Religious Studies Sociology Textiles Theatre Studies Welsh

In addition to the above options which are offered by Cardiff High School, sixth form students have the opportunity to select courses from a range of vocational and non-vocational subjects offered by our partner institutions under collaborative arrangements.

**Please note that subjects offered and combinations available may vary from year to year**

## **Extra Curricular Activities**

A huge number and wide variety of extra-curricular activities are offered at Cardiff High School and interesting and exciting opportunities for pupils are constantly being introduced and developed. Below is a list of some of the current clubs, societies and activities on offer, but for more information and up to date details, please see the **Pupils** section of the Cardiff High website. Many departments, clubs and societies also have their own twitter accounts.

- Art club
- Design & Technology Own Project Club
- Poetry Club
- Film Club
- Public Speaking teams
- Creative Writing Club
- Scrabble Club
- Movie Making Club
- History club
- Maths club
- Jaguar Cars Club - build and race a virtual Formula 1 car!
- Warhammer 40k
- Board Games Club
- University of Glamorgan Maths Quiz
- UK Maths Challenges
- Maths Surgery
- Chess Club
- Junior Girls Choir & Junior Boys Choir
- Wind Band
- String Orchestra
- Chamber Orchestra
- Lower School String Quartet
- Senior Mixed Choir
- Senior Boys & Senior Girls Choirs
- Annual Whole School Musical
- Athletics
- Tennis
- Baseball
- Basketball
- Netball
- Hockey
- Football
- Dance – Street, Jazz, Contemporary
- Cricket
- Basketball
- Rugby
- Football

- Gymnastics
- Circuit Training & Weight Training
- Badminton
- Cross Country
- 5 x 60 Activities
- School Parliament
- The Philosophy Café
- Science Club
- Welsh club - Clwb Cinio
- Cardiff High Def TV
- Learning Support
- ECO Action Group
- International School Club
- C.H.E.S.S (Cardiff High for the Equality of Sexuality in Society)
- Charity Committee
- Student Disability Working Group

## **Cardiff High School Parliament**

Here at Cardiff High we recognise that nobody knows the school better than the students themselves. They are the life of the school and so are best positioned to identify what it is that we are doing well in addition to any areas in need of improvement. This is why we have an active Parliament within the school made up entirely of members of the student body. Our pupils have strong and determined views, opinions and beliefs and the Parliament offers a vehicle via which their voice can be heard. Each year form representatives are selected to sit on the year council. Two students are then elected onto Parliament by way of a vote to represent the whole year group and any views expressed at council level. The Parliament aims to meet every half term following both meetings at form class and year council level. Any issues or areas of concern arising from such meetings will then be discussed by the School Parliament which works closely with students, staff, the Leadership Team and, in special circumstances, the Governing Body. A School Parliament is an effective way of fostering an awareness of the concepts of free speech and democracy and can help to nurture an interest in engaging in politics and the democratic process from a young age. It can also provide an opportunity for students to develop confidence in public speaking and debating skills whilst learning to value the opinions of others in order to inform the decision-making process. For more detail please see the website or follow us on Twitter @parliamentCHS.

## **The Cardiff High School Partnership**

The Cardiff High School Partnership is an association (like a PTA) of parents, teachers, children and local businesses. Our aim is to raise money and develop other opportunities to enhance the education and wellbeing of the 1,550 students at Cardiff High School. The Partnership is a registered charity and has a Board of Trustees.

The key area of activity is fundraising. This is done through the organisation of events for parents, community and students and also via the Gift Aid direct debit donation scheme, a donate by text system and business sponsorship. The school relies heavily on support from its parents and community to deliver continued improvements to both the educational and physical environment. We all assume that the Council funds everything the school needs - not so. The school budget is inadequate to fund all the work needed on the school and the school has had to deal with cuts this financial year. Since its inception in the Summer of 2001, the Partnership has managed several successful fundraising campaigns, delivering a new dining area, a learning resources room, pull out seating for the hall, ICT and DT equipment and contributed towards the purchase of a school mini bus. However, despite this success, both volunteers and funds raised have declined in recent years, ***so the school really needs your help, now!***

### **How can you help?**

- Come to The Partnership / Meet the Headteacher meetings
- Plan to help organise or attend just one of the events
- Donate a raffle or auction prize, advertise your business in the newsletter or sponsor an event
- Fill in a Direct Debit Gift Aid Form for regular donations or give a one-off donation. (This means we get money back from the Government with every pound you donate)
- Use the text donate opportunities

**You can contact The Partnership by calling the school on 02920 757741 or via the school website**

# **Body of Governors**

The instrument of Government provides for a total of twenty governors to serve on the Governing body of Cardiff High School, made up as follows:-

- Five LEA Representatives
- One Headteacher (ex officio)
- Six Parent Representatives
- One Support Staff Representative
- Two Teachers Representatives
- Five Co-opted Members

Each governor other than an ex officio governor holds office for a period of four years. Parent governors are elected by parents of pupils registered at the school and who are themselves parents at the time of the election. Co-opted governors are chosen by the existing Body of Governors, but due regard is given to the desirability of appointing a representative of the local business community. Ex officio governors may remain in office for the duration of their appointment to the school.

<b>Membership of the Governing Body</b>	
Mrs Nonny Matthewson (Chair)	LEA Representative
Mr Paul Guise (Deputy Chair)	Co-opted Representative
Mr Mark Gall	Co-opted Representative
Mr Saleem Kidwai	Co-opted Representative
Mrs Susan Morgan	Co-opted Representative
Mr Kevin Stephen	Co-opted Representative
Mrs Donna Hill	LEA Representative
Cllr Mohammed Javed	LEA Representative
Cllr Margaret Jones	LEA Representative
Miss Diane Owen	LEA Representative
Mr Mark Austin	Challenge Adviser
Mr Huw Burrows	Parent Representative
Dr Phil Davies	Parent Representative
Mrs Anne-Marie Koukourava	Parent Representative
Mrs Brenda Slack	Parent Representative
Mrs Julia Phillips-Lewis	Parent Representative
Mrs Rhiannon Williams	Parent Representative
Mr Stephen Jones	Headteacher
Mrs Mandy Esseen	Teacher Representative
Mr David Leggett	Teacher Representative
Mr Richard Brown	Support Staff Representative
Mrs Debbie Macho	Observer
Mr Simon Thompson	Observer

Mrs Debbie Macho  
Cardiff High School  
Llandennis Road  
Cyncoed  
Cardiff  
CF23 6WG

02920757741

# ***Staff Lists 2014 - 2015***

## ***The Leadership Team***

Headteacher	Mr Stephen Jones
Deputy Headteacher	Mr Simon Thompson
Deputy Headteacher	Mrs Allison Yarrow
Business Manager	Mrs Debbie Macho
Assistant Headteacher (Curriculum)	Mrs Cath Falcus
Assistant Headteacher (Learning & Teaching)	Dr Jude Brigley
Assistant Headteacher (Performance & Standards)	Mrs Heather Lewis

## ***The Wider Leadership Team***

Director of Learning	Mrs Mandy Esseen
Head of Lower School	Mr Gareth Jones
Head of Middle School	Mrs Gill Olsen (Acting)
Head of Upper School	Mr David Leggett

## ***The Achievement Team***

Achievement Leader Y7	Mrs Bethan Jones
Achievement Leader Y8	Mrs Kath Dilks
Achievement Leader Y8 (Acting until Jan 2015)	Mr Michael O'Brien
Achievement Leader Y9	Mrs Sian Crossan
Achievement Leader Y10	Mr Mike Olsen
Achievement Leader Y11	Mr David Rhodes
Achievement Leader Y12	Mrs Gill Olsen
Achievement Leader Y13	Mrs Melissa Griffiths

# ***Curriculum Areas 2014 - 2015***

## ***English & Media***

Ms Samantha Williams (Curriculum Leader English)  
Mr Andrew Bartlett (Deputy Curriculum Leader)  
Ms Deborah Jones (Curriculum Leader Media)  
Ms Michelle Bennett  
Dr Jude Brigley  
Ms Helen Davies  
Mr Jack Desambrois  
Mrs Mandy Esseen  
Mrs Sarah Grenyer  
Mr Stephen Howells  
Ms Beverley Jones  
Mr Ian Miles  
Mr Michael O'Brien  
Mr Ben Poole  
Ms Rachael Roberts  
Mrs Elisabeth Wheeler  
Mrs Allison Yarrow

## ***Mathematics***

Mr Simon Taylor (Curriculum Leader)  
Ms Syra Saddique (Deputy Curriculum Leader)  
Ms Rebecca Ayres  
Ms Charlotte Baker  
Mr Ian Barnsley  
Mr Kenton Friedl  
Mrs Catherine Jones  
Mrs Heather Lewis  
Ms Keira McDaide  
Mr Jack Nicol  
Mr David Rhodes  
Mr Ceri Thomas  
Ms Emily Woodhouse

## ***Science***

Ms Sian Isaac (Curriculum Leader - Science)  
Mrs Caroline Grennan (Curriculum Leader - Biology)  
Mr Nigel Jones (Curriculum Leader - Chemistry)  
Mr Jonathan Humphreys (Curriculum Leader - Physics)  
Dr Kay Christie  
Mr Rodney Davis  
Mrs Cath Falcus  
Mrs Natalie Goddard  
Mr Owain Hughes  
Miss Nadia Lewis  
Ms Hannah Rees  
Mr James Snook  
Mr Anthony Toyne  
Mr Nathan White



<i>Art</i>	<i>Business Studies/Economics</i>	<i>Design &amp; Technology</i>
Ms Eve Oliver (Curriculum Leader) Mr Paul Cruz Mrs Non Thomas-Evans	Mr Innes Robinson (Curriculum Leader) Miss Natalie Jones Mr John Marusza Mr Simon Thompson	Mr Jonathan Martlew (Curriculum Leader) Mr Ian Davis Mr Wayne Eldridge Mr Robert Griffiths Mrs Gillian Millin Ms Lydia Powell
<i>Drama</i>	<i>Geography</i>	<i>History</i>
Mr Ian Miles (Curriculum Leader)	Miss Sian Savage (Curriculum Leader) Mrs Katherine Dilks (Acting Curriculum Leader) Mr Joseph Jones Mrs Karen Pryce	Mrs Joanne Toye (Curriculum Leader History) Mrs Gillian Olsen Mr Michael Olsen Mr James Wise
<i>ICT</i>	<i>Law</i>	<i>Modern Foreign Languages</i>
Ms Josephine Farag (Curriculum Leader) Mr Gareth Bills Mrs Sara Davies Mr David Rumbelow Mrs Ann Thomas	Mrs Emma Tumelty (Curriculum Leader)	Mrs Amanda Hales (Curriculum Leader - French) Mr Jeremy Jones (Curriculum Leader - German) Ms Kerry Bevan Ms Natalie Bradfield Ms Kirstie Proctor-Jones
<i>Music</i>	<i>PE</i>	<i>Psychology</i>
Mr Dale Evans (Curriculum Leader) Mrs Sian Crossan Mr David Leggett	Mrs Louise Baynham (Curriculum Leader) Mr Huw Lewis (Deputy Curriculum Leader) Mr David Curnow Ms Gwennan Harries Mrs Rachel James Mr Gareth Jones	Ms Danielle Crook (Curriculum Leader)
		<i>Sociology</i>
		Mr James Wise (Curriculum Leader)
<i>Religion &amp; Philosophy</i>	<i>Special Educational Needs &amp; SPLD</i>	<i>Welsh</i>
Mrs Lisa James (Curriculum Leader) Mrs Angela Hill Mr Richard Watkins Mrs Stephanie Williams	Mrs Elisabeth Wheeler (Curriculum Leader) Miss Hannah Williams (Deputy Curriculum Leader) Mrs Jan Eldridge (Lead Specialist Teacher) Mr Kenton Friedl Ms Emma Muncey Ms Jessica Yarrow	Mrs Lona Evans (Curriculum Leader) Ms Emma Brittany Mrs Hannah Edwards Mrs Melissa Griffiths Ms Bethan Jones Mrs Kathryn Normansell Ms Charlotte Taylor
<i>Welsh Baccalaureate</i>	<i>Wider Curriculum Dimensions</i>	
Ms Natalie Jones (Curriculum Leader) Delivery by teachers from all areas of the curriculum	Mrs Emma Tumelty (Curriculum Leader) Delivery by teachers from all areas of the curriculum	

# ***Support Staff 2014 - 2015***

<b>Learning &amp; Wellbeing Support Staff Teaching and Cover Assistants</b>	<b>Administration / ICT Support Site Management</b>	<b>Science &amp; DT Technicians</b>
Mrs Georgina Brownlow	Mr Matthew Baker	Mrs Maysoon Aziz
Ms Hannah Chadwick	Mrs Christine Blower	Mrs Lisette Hillier
Mrs Sarah Dowell	Mr Neil Board	Mrs Penny Howlett
Mr Edward Frelford	Ms Nicola Brinning	Ms Lisa James
Mrs Heidi Perry	Mr Richard Brown	Ms Emily Jones
Mrs Alison Rayer	Miss Amy Butler	Mrs Tania Popova
Mrs Elaine Rees	Mr Stephen Copner	
Ms Jennifer Salmon	Mrs Catherine Davies	
Mr Richard Watkins	Mrs Elizabeth Jones	
Ms Jessica Yarrow	Mr Anthony Geach	
Mrs Stephanie Williams	Ms Christine Heathcote	
	Mr Chris Newton	
	Mr Peter Pace	
	Mrs Helen Richards	
	Mrs Sandra Roberts	
	Mrs Alison Rowlands	
	Ms Kath Taylor	
	Mrs Sandra Walsh	
	Ms Bethan Wood	
	Mrs Sarah Young	

# Attendance

	<b>2012-13</b>	<b>2013-14</b>
Attendance	95.3%	96.1%
Authorised Absence	4.7%	3.5%
Unauthorised Absence	0.03%	0.4%

# Destinations

<b>Year 11 Destinations</b>	
Cardiff High Sixth Form	78.4%
College	16.0%
Employment / Work Based Training	0.5%
Other	5.1%

<b>Year 13 Destinations</b>	
Higher/Further Education	67.2%
College	6.6%
Employment	10.1%
Not in Education / Employment or Training	4.1%
Returned to Year 13	5.0%
Gap Year	2.0%
Unknown	5.0%

**Pupils aged 15****Number of pupils aged 15 who were on roll in January 2013 : 216****Percentage of pupils aged 15 who:**

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2012/13	100	99	94	75	72	378	638
LA Area 2012/13	100	92	73	50	47	322	457
Wales 2012/13	100	93	78	53	49	333	501
School 11/12/13	100	99	91	81	78	377	539
School 10/11/12	100	98	89	83	82	373	489

**Number of boys aged 15 who were on roll in January 2013 : 119****Percentage of boys aged 15 who:**

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2012/13	100	98	92	75	72	372	617
LA Area 2012/13	100	90	69	46	44	309	435
Wales 2012/13	100	92	74	49	46	320	475
School 11/12/13	100	98	89	79	77	368	519
School 10/11/12	100	97	86	81	80	363	468

**Number of girls aged 15 who were on roll in January 2013 : 97****Percentage of girls aged 15 who:**

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2012/13	100	99	95	74	71	385	664
LA Area 2012/13	100	94	77	54	50	336	481
Wales 2012/13	100	95	82	57	53	347	529
School 11/12/13	100	100	94	83	80	386	561
School 10/11/12	100	100	94	85	83	384	512

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 results.

(4) Entry Level Qualification.

(5) For the final SSSP this definition will be replaced with the percentage of pupils aged 15 leaving education with no qualifications as defined under the National Performance Indicator EDU/002.

(6) Used for all Free School Meal benchmarking tables.

(7) Used in the calculation of the Core Data Set statistical family.

.. Data not available.

**Pupils aged 15****Number of pupils aged 15 who were on roll in January 2013 : 216****Percentage of pupils aged 15 who:**

	achieved A*-C in English/Welsh	achieved A*-C in Maths	achieved A*-C in Science	Average English/Welsh Points per pupil	Average Maths points per pupil	Average Science points per pupil
School 2012/13	85	80	84	44	44	47
LA Area 2012/13	63	57	66	38	35	38
Wales 2012/13	64	60	75	38	36	38
School 11/12/13	89	85	87	46	46	49
School 10/11/12	..	..	..	..	..	..

**Number of boys aged 15 who were on roll in January 2013 : 119****Percentage of boys aged 15 who:**

	achieved A*-C in English/Welsh	achieved A*-C in Maths	achieved A*-C in Science	Average English/Welsh Points per pupil	Average Maths points per pupil	Average Science points per pupil
School 2012/13	81	83	83	43	45	46
LA Area 2012/13	55	56	64	35	35	35
Wales 2012/13	56	60	72	36	36	36
School 11/12/13	84	87	85	44	46	48
School 10/11/12	..	..	..	..	..	..

**Number of girls aged 15 who were on roll in January 2013 : 97****Percentage of girls aged 15 who:**

	achieved A*-C in English/Welsh	achieved A*-C in Maths	achieved A*-C in Science	Average English/Welsh Points per pupil	Average Maths points per pupil	Average Science points per pupil
School 2012/13	90	76	85	46	43	47
LA Area 2012/13	71	57	69	41	36	41
Wales 2012/13	73	61	78	41	36	41
School 11/12/13	94	84	89	47	46	50
School 10/11/12	..	..	..	..	..	..

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 results.

(4) Entry Level Qualification.

(5) For the final SSSP this definition will be replaced with the percentage of pupils aged 15 leaving education with no qualifications as defined under the National Performance Indicator EDU/002.

(6) Used for all Free School Meal benchmarking tables.

(7) Used in the calculation of the Core Data Set statistical family.

.. Data not available.

**Pupils aged 15**

	Percentage of pupils aged 15 who:		Percentage of boys aged 15 who:		Percentage of girls aged 15 who:	
	achieved one or more ELQ (4) only	Left full time education without a qualification (5)	achieved one or more ELQ (4) only	Left full time education without a qualification (5)	achieved one or more ELQ (4) only	Left full time education without a qualification (5)
School 2012/13	0	0.0	1	0.0	0	0.0
LA Area 2012/13	1	0.7	2	0.9	1	0.5
Wales 2012/13	1	0.3	1	0.4	1	0.2
School 11/12/13	0	0.0	0	0.0	0	0.0
School 10/11/12	0	0.2	0	0.3	0	0.0

**Pupils aged 17**

	Number of pupils aged 17 who were on roll in January 2013: 165		Number of boys aged 17 who were on roll in January 2013: 83		Number of girls aged 17 who were on roll in January 2013: 82	
	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2012/13	98	1083	99	1068	98	1099
LA Area 2012/13	96	866	95	817	97	910
Wales 2012/13	96	807	96	758	97	849
School 11/12/13	98	1063	97	1043	98	1083
School 10/11/12	97	1033	96	1011	97	1058

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 GCSE results or the vocational equivalent.

(4) Entry Level Qualification.

(5) For the final SSSP this definition will be replaced with the percentage of pupils aged 15 leaving education with no qualifications as defined under the National Performance Indicator EDU/002.

(6) Used for all Free School Meal benchmarking tables.

(7) Used in the calculation of the Core Data Set statistical family.

.. Data not available.

**CARDIFF HIGH SCHOOL**  
Cardiff

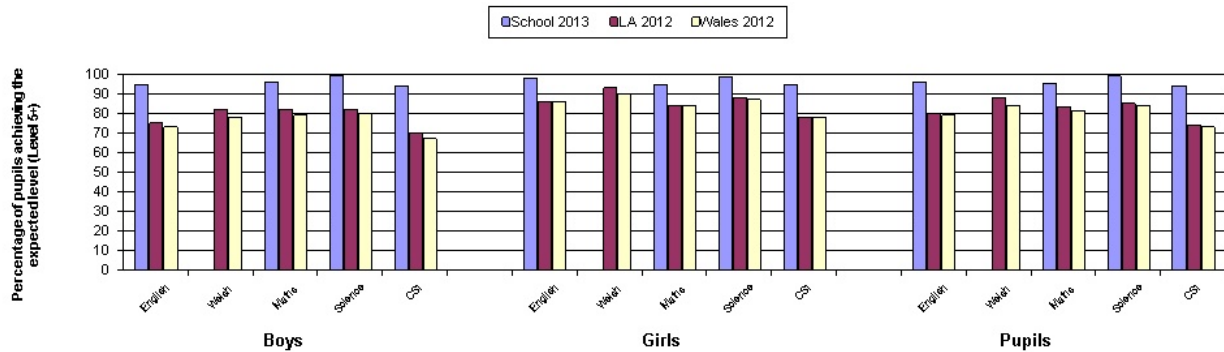
LA/School no: 681/4039

### School comparative information: National Curriculum Assessments 2013

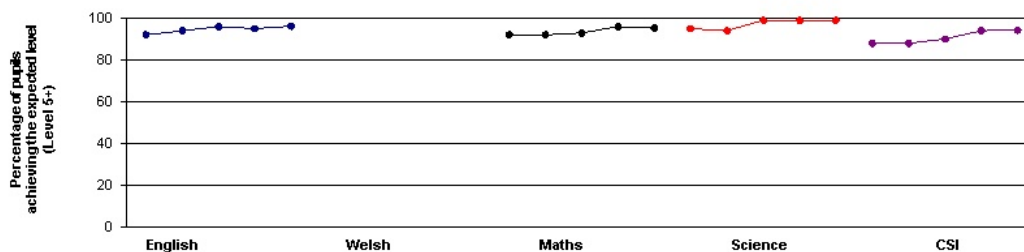
#### Key Stage 3

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2013	LA 2012	Wales 2012	School 2013	LA 2012	Wales 2012	School 2013	LA 2012	Wales 2012
English	95	75	73	98	86	86	96	80	79
Welsh	0	82	78	0	93	90	0	88	84
Maths	96	82	79	95	84	84	95	83	81
Science	99	82	80	99	88	87	99	85	84
CSI	94	70	67	95	78	78	94	74	73



#### School Performance over time (2009 - 2013)



#### Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

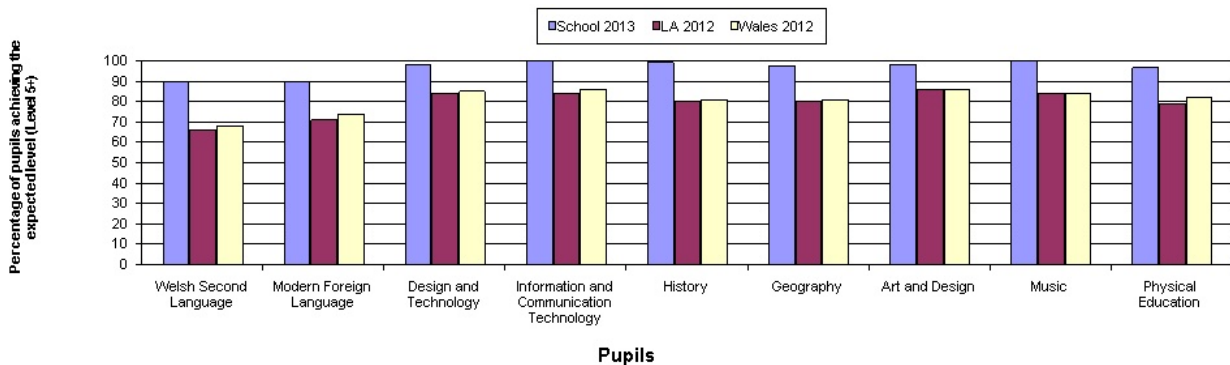
**CARDIFF HIGH SCHOOL**  
Cardiff

LA/School no: 681/4039

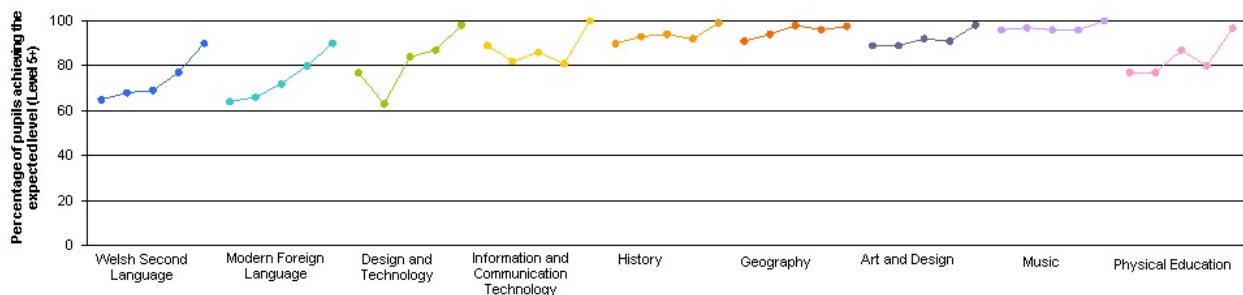
**School comparative information: National Curriculum Assessments 2013**  
**Key Stage 3**

Percentage of pupils achieving the expected level (Level 5+)

	Boys			Girls			Pupils		
	School 2013	LA 2012	Wales 2012	School 2013	LA 2012	Wales 2012	School 2013	LA 2012	Wales 2012
Welsh Second Language	85	58	59	96	75	78	90	66	68
Modern Foreign Language	86	64	67	95	78	83	90	71	74
Design and Technology	97	80	79	99	89	91	98	84	85
Information and Communic	100	80	82	100	88	91	100	84	86
History	99	76	76	99	84	87	99	80	81
Geography	97	75	76	99	85	86	98	80	81
Art and Design	97	80	78	99	92	93	98	86	86
Music	100	79	78	100	89	89	100	84	84
Physical Education	95	81	82	99	76	82	97	79	82



**School Performance over time (2009 - 2013)**



**Notes:**

1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.







***Cardiff High School***

***June 2014***