

CARDIFF HIGH SCHOOL



HEADTEACHER'S GOVERNORS' REPORT

NOVEMBER 2016

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Introduction presented by Mr S M Jones, Headteacher

Once again it has been a very challenging year for the school. Welsh Government are introducing new performance measures on top of a new curriculum model and Estyn are drawing up a new inspection framework. The school is now the largest it has ever been in its history, at a time when funding remains a challenge. It is remarkable therefore to note the achievements of the school once again in the last year. Cardiff High School has now set a new record for the performance of a Welsh school for three years in succession. Meanwhile, the structure supporting the wellbeing and achievement of pupils has been further enhanced and improved. In addition, the school has worked hard to ensure that the environment supports the excellent experience pupils receive. The following report outlines much of this work and will, hopefully, make very enjoyable reading. In addition, the Autumn 2016 School Newsletter will be published in the coming weeks and will highlight much of the extra curricular activities on offer in the school.

Summer Examination Results 2016 – Presented by Mrs H Lewis, Assistant Headteacher

In 2016 Cardiff High pupils, once again achieved record breaking examination results at all levels.

At Key Stage 4 this year performances in all key measures were outstanding.

- No pupil left Cardiff High School without 5 qualifications - 100% of the cohort achieved the Level 1 threshold (5 A* to G grades)
- A record 99% of pupils achieved the Level 2 threshold (5 A* to C grades)
- 93% achieved at least a C in Mathematics
- 98% achieved at least a C in English
- 95% achieved at least a C in Science
- 89% at least a C grade in English, Maths and Science
- 92% of the cohort achieved, arguably, the most significant threshold of Level 2+ (5 A* to C grades including English and Mathematics). This was the highest figure in Wales and represented the first time that any school has broken the 90% barrier. In addition 91% of those pupils entitled to Free School Meals achieved this coveted threshold
- The school continues to support SEN and vulnerable pupils resulting in some excellent individual achievements

The 2016 KS4 results continue the consistently upward trend of performance for the school. For the past three years the school has secured the highest L2+ figures of any comprehensive school in Wales and represents attainment in line with top performing institutions across the whole of the UK. Our skilled teaching professionals, our experienced and knowledgeable achievement team and our supremely dedicated support staff have all worked together to establish and promote a culture of high expectation and achievement backed up by superb pastoral care. We believe that it is this team approach, this aspirational environment and positive ethos, which has helped more children than ever reach their goals this year.

The national focus, as in previous years was on the L2+ threshold. However, the assessment and accountability processes applied to secondary school performance are constantly shifting with significant change planned for 2017 onwards.

With this in mind, Cardiff High School continues to carefully and strategically plan to ensure that pupils are appropriately prepared for these new assessment arrangements. The new measures will place emphasis on all grades, rather than on the achievement of at least a C grade.

Our commitment to push every pupil to achieve the very best they can was evident this year in the high numbers of top grades awarded to students in the 2016 cohort. 36% of pupils achieved 5 A* to A grades including English and Mathematics.

Cardiff High School also enjoyed excellent results at Key Stage 5 in 2016. Our vibrant and inclusive sixth form continues to go from strength to strength with pupils awarded over 1600 separate subject qualifications at AS and A level. At A Level 48% of grades awarded were A* or A compared to 26% nationally, 87% were A* to C and 98% were A* to E. 100% of students achieved the Level 3 threshold (at least 2 A* to E grades). 33 students achieved at least 4 A* to A grades and 4 students secured Oxbridge places. Once again there were some outstanding individual performances and these achievements are particularly pleasing, given that the Sixth Form continues to grow and the entrance requirement remains very open and at just 5 GCSEs at grade C.

At Key Stage 3 our younger pupils also performed exceptionally well during the last academic year with an outstanding 95.0% of pupils achieving the Core Subject Indicator (at least Level 5 in English, Maths and Science) at the end of Key Stage Three. This achievement represents attainment well in excess of national averages. The recent National Reading and Numeracy test results showed performances significantly above local and national averages, with the school placed in the top benchmarking quarter for 14 out of the 15 available categories.

Departmental performance data for all key stages is examined in detail and discussed at scheduled meetings with each curriculum leader early in the autumn term. This analysis drills down to pupil level data to identify trends and patterns in both raw and value added data. These discussions ensure transparency and accountability and inform future planning. Recent exam performance analysis has shown that, at all key stages, groups of learners with additional learning needs achieve similar results to the rest of the cohort, a testament to the care and support they receive in Cardiff High School. Similarly, analysis has also shown that there is little significant discrepancy in the performances of pupils from different genders, ethnic or social backgrounds; a further indication of the genuine inclusive environment

Performance Management presented by Mr S Thompson, Deputy Headteacher

The current performance management cycle has now come to an end. This has involved every member of the teaching staff. Smart targets focused on school and departmental improvement plans (set up a year ago) have been successfully achieved. This improvement planning cycle contributes significantly to the on-going professional development of all staff and ensures that they remain highly skilled and proficient. The performance management system utilises the principle of performance related pay and the Pay Committee of Governors have scrutinised the process and agreed with the school's recommendations for annual pay increments for members of staff.

The cycle has now commenced again with targets being set for 2016/2017 based on the new school improvement plan and departmental improvement plans.

In addition to the performance management framework, the school has again year launched its own professional learning entitlement which outlines key areas for staff development. A key feature of this work will include the opportunity for staff to work on extended research in funded triads and also the re-launch and development of the Cardiff High School coaching scheme. An exciting new development also includes the use of peer-to-peer support and lesson observations – a powerful professional reflection and development opportunity which will allow staff to work in pairs to jointly plan and observe each other teach to support each other in developing classroom pedagogy.

Improvement Hub Update presented by Mr S Thompson, Deputy Headteacher

Cardiff High School continues to very successfully operate as a School **Professional Learning Improvement Hub** for the Central South Consortium. The school has been at the forefront of the improvement hub agenda and to date Cardiff High School staff have been involved in providing training and professional learning opportunities for over 250 staff from the five neighbouring Local Authorities which make up the Central South region. In this academic year, Cardiff High will be responsible for training colleagues in the areas of:-

- Olevi Outstanding Teacher Programme
- Newly Qualified Teacher ASPIRE Programme
- The lead school managing and coordinating the Future Senior Leaders Programme : Secondary
- Providing senior staff to support Newly qualified teachers across the region in the role as External Mentors

In addition to providing school-to-school support for general professional learning, the school has now developed a range of programmes and is offering red and amber schools bespoke support and intervention in a range of both core and non-core subject areas.

1. Curriculum Hub

The school will provide professional learning programmes and bespoke support and provision for red-amber schools in three curriculum areas: Mathematics, Science and Second Language Welsh

2. Lead Practitioner

The school will provide guidance and support for non-core subjects in PE, Music, RS, History and Design Technology

This work allows and benefits the school through a range of excellent networking and collaborative partnerships to support it in improving its own practices.

Whole School Learning and Teaching Review presented by Mr S Thompson, Deputy Headteacher

The Senior Leadership Team have just completed the annual whole school learning and teaching review where every member of staff has been observed teaching. Lessons across the curriculum and all three key stages have been formally observed with staff then benefiting from the opportunity to have a coaching-style feedback conversation focussed

on what went well, and even better if for their observed lessons. This well-established programme provides a key opportunity to engage in professional reflection focused on the impact of classroom pedagogy.

Eastern High Support Team Progress presented by Mr S M Jones, Headteacher

The school formally finished its work alongside Eastern High School in August 2016. Having allowed the secondment of a member of staff and having written a timetable, produced systems for pupil tracking and reporting, guided both English and Maths departments amongst other aspects, the school was pleased to note almost a doubling of Eastern High School's L2+ (5A*-C including English and Maths) results this summer. Cardiff High once again this year will be supporting schools both in Cardiff and across the Central South Consortium.

Attendance presented by Mrs A Yarrow, Deputy Headteacher

Once again, we have set ourselves an aspirational attendance target of 97% for 2016/17. As reported in July, the figure submitted to the LA for 20/5/16 was 96.7%. This represents a 3.5% rise since 2010 and places the school in the top quarter of similar schools in Wales for attendance for the sixth consecutive year.

The attendance rate for this academic year so far is, once again, extremely encouraging – standing currently at 97.3%

Exclusions presented by Mrs A Yarrow, Deputy Headteacher

We are very pleased to report that the fixed term exclusion figure continues to drop. As highlighted within the chart below, since 2014-2015, the fixed term exclusions have dropped from 60 to 32.

Year	Fixed Term Exclusion Figure
2015 - 2016	32
2014 – 2015	49
2013 - 2014	60

We believe that there are a number of contributory factors which have supported this trend whilst maintaining high expectations of our learners.

The Restorative Room provides learners with an internal exclusion with the unique purpose of encouraging students, with appropriate support, to modify their behaviour. Whilst there is a punitive element within this process – the key aim is to encourage meaningful reflection which, in turn, prevents a repeat of inappropriate behaviour. This is facilitated by the Restorative Manager, Mrs Eileen Humphries. Eileen is a behaviour support specialist teacher with many years' experience of working successfully with vulnerable and challenging learners. We are delighted that she continues to work with us on a part time basis.

The **Nurture** provision supports a wide range and very high number of vulnerable learners but also compliments the work of the Restorative Room. The Nurture team provides a range of support programmes, spanning up to 8 weeks at a time. The programmes focus closely upon improving behaviour and include Anger Management and Raising Self-Esteem. The social skills programme “**Talkabout**”, which is delivered to small groups within the Nurture Room, has also made an impact on improving behaviour, particularly in Key Stage 3.

Cardiff High School is a **Restorative Justice** (RJ) school. Every member of the Wellbeing and Achievement team has been trained in the practice. All form tutors work with their form group to focus on the language of RJ. Gill Olsen, an experienced Achievement Leader and confident advocate for RJ, has recently trained as an RJ Facilitator. This will allow us to train more members of staff in-house whilst also effectively supporting form tutors as they continue to embrace the process.

ICT & New Technologies Update presented by Mr R Brown, Director of New Technologies

Over the summer we have continued to improve both the Learning and Teaching Environment as well as the ICT system as a whole.

The Library has had a transformation and now has 2 bookable learning spaces with 30 additional computers which were taken from G24 to be re-used whilst creating space for a new classroom for the Welsh Department.

More classrooms have had replacement projectors and high quality speakers installed to continue our standardisation of ICT throughout the school which gives the staff continuity in any room they teach in and we have added to our network infrastructure to allow us to continue to grow as and when needed.

The servers we leased in 2011 have now been replaced with new high power and less expensive units which allow for expansion and we have also introduced more storage space for staff and students across all departments.

Our backup and recovery processes have also been improved further by re-purposing existing equipment and we are looking to continue with ICT improvements across all departments.

Ty-Celyn will have additional ICT installed to give further access to ICT for all students, by the end of the Autumn term.

In the new year, our private cloud as mentioned previously will be operational and allow staff and students access to the network from home.

Heading towards the summer and beyond, our Windows10 and Office2016 upgrade will be underway ready for the new term in September 2017.

We are looking forward to another busy and productive year ahead.

Estates Department Update presented by Mr C Newton, Estates Manager

As part of the on-going commitment to maintain the highest standard of teaching environment it was decided that after spending the previous two years refurbishing the external areas that we would start modernising and upgrading the teaching rooms. The maths department rooms were identified as one of the first areas needing a makeover. As a result during the summer recess 10 teaching rooms received new carpet, vertical blinds, pupil tables and chairs and were decorated in a white silk to create a brighter, cleaner learning space.

With the school working at maximum capacity and the ever increasing number of pupils and the limited number of teaching rooms in the school, the Estates Department were tasked with finding an area that could be transformed into a new additional classroom. The existing estates storage area which is situated on the inner courtyard was identified as the most suitable area. The new room was available for use on the first day of the new term.

After a successful application by the PTA on behalf of the school to the Wolfson Foundation, which promotes excellence in the teaching of science within secondary education, funds were made available to carry out some identified refurbishments to our science department. Due to the late notification of the grant the works were only started in the October half term but we still managed to install new ceilings and lighting to four science labs. The staff in these rooms have noticed a huge improvement to the environment with better acoustics which previously was poor due to a corrugated metal ceiling and no sound insulation between adjoining rooms, much brighter lighting due to the new lower level of the lights and much warmer due to the added insulation provided by the new ceilings. With funds still left in the pot we will be looking to further improve these labs with new floorings and furniture when time allows in the curriculum.

As part of the on-going improvement to the toilet facilities, a male student toilet was refurbished to match the newly refurbished toilets from the previous year. This included new flooring, cubicles, toilet ware, sinks and basins and decoration. The upgraded toilet areas are much appreciated by the students.

The work to replace the existing leaking façade above the reception area at the front of the tower block has not been carried out. Similarly, the construction of a new draught lobby outside the main entrance has not progressed any further. We await updates from the Local Authority on these projects.

With the main focus of the estates department being internal upgrades to the teaching environment we will be looking to the next phase of classroom renovations to bring the remaining classrooms over the next two years up to the same standard that we have set ourselves using the math department refurbishment as a benchmark.

Finance presented by Mr S M Jones, Headteacher

To date, the school has ensured that all spending remains within the allocated budget set. However, it is anticipated that a challenging budget settlement will be presented to schools in March 2017.

Staff Changes

It has again been a busy year for recruitment. I enclose below a list of all new staff, teaching and non-teaching.

New Staff

Teaching

Daniel Devonald, Teacher of Maths
Jamie Stevens, Temporary Teacher of Maths
Bethan Forbes, Temporary Teacher of English
Katie Rees, Teacher of Economics/Business Studies
Alys Habberfield, Teacher of Physical Education
Sophie Faria, Teacher of Music
Amy Reddington, Teacher of Biology
Lucy Jenkins, Teacher of Maths
Rosemarie Foreman, Temporary Teacher of Maths
Carol Phillips, Teacher of ICT
John Amer, Temporary Teacher of ICT
Rhian Marsh, Temporary Teacher of Design & Technology
Jonathan Reddy, Temporary Teacher of Chemistry

Support Staff

Elliot Jones, Temporary Teaching Assistant