

CARDIFF HIGH SCHOOL



GOVERNORS' ANNUAL REPORT TO PARENTS

2017/2018

Published December 2018

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Introduction From the Chair of Governors

I am very pleased to be given the opportunity as Chair of Governors to present the Annual Report to parents which I would urge you to read alongside the Autumn Newsletter which provides further details relating to information contained within this report.

I would advise that the 'Schools Standards and Organisation Act 2013' has removed the requirement for School Governing Bodies to hold an Annual Meeting with parents. However, new arrangements mean that you have the right to request up to 3 meetings in any school year with the Governing Body. For this to take place, the following 4 conditions need to be met:

- Parents will need to raise a petition in support of holding a meeting.
- The meeting must be called to discuss matters which *affect the school*. It is not designed to discuss individual matters. The petition should include brief details of the matter to be discussed and the reasons for calling the meeting.
- Parents can use this right to request up to 3 meetings with a school Governing Body during the school year.
- There must be at least 25 school days left in the year when the petition is received in order that the meeting can be held. A 'school day' means a day when the school is open to pupils and does not include weekends, public or school holidays or INSET days.

Further advice for parents can be found on the Welsh Government's website at: <http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en> or [Click here for Welsh Government Website](#)

Summer Examination Results 2018 (See Also Appendices 1-3)

In 2018 schools across Wales continue to be challenged by new specifications and changing performance indicators at both GCSE and A level. Cardiff High School is, however, delighted to report outstanding GCSE and A Level results once again for 2018.

GCSE

Cardiff High School has consistently been placed in the top benchmark quartile for all key indicators at KS4 (see Appendix 1, Page 1). The school has consistently achieved results well in excess of national, local and family averages, achieved excellent value added figures, indicating that pupils have made excellent progress. The school has been placed at the top of its family of schools across all measures. Furthermore, the school has consistently achieved the highest level of performance in the whole of Wales, across a variety of performance measures.

Analysis of 2018 GCSE Results

- 89% of pupils achieved the Level 2+ threshold which is 5 GCSEs at grade C or above including English Language and Maths. This was the highest performance in Wales for this measure.
- 100% of the cohort achieved the Level 1 threshold which is at least 5 A* to G grades.

- 97% of the cohort achieved the Level 2 threshold, which is at least 5 A-C grades, despite a cap on vocational qualifications.
- The average capped 9 score (see Appendix 1, Page 1) was exceptional at 431
- 46% of students achieved 5 A* to A grades
- 91% of the cohort achieved A* to C in English Language
- 93% of pupils achieved an A* to C grade in Maths or Numeracy
- 91% of pupils achieved L2 in GCSE Science
- There were only 5 U grades across over 2900 entries.
- The above results are evidence of excellent progress between key stages.
- The L2 English figure was 18.4 percentage points higher than the modelled expectation.
- The L2 Maths figure was 19.1 percentage points higher than the modelled expectation.
- The L2 Science figure was 11.7 percentage points higher than the modelled expectation.

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 underpinned 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.

In recent years the national focus has been on the L2+ threshold. However, the assessment and accountability processes applied to secondary school performance continue to shift with significant change planned for 2019 onwards. With this in mind, Cardiff High School continues to carefully and strategically plan to ensure that pupils are appropriately prepared for new assessment arrangements, whatever they may be.

A Level

Cardiff High School also enjoyed excellent results at Key Stage 5 in 2018. The school has a very open and inclusive Sixth Form and this academic year our students were prepared for over 1650 separate entries at AS and A2 level. Cardiff High School is a centre that offers exclusively A Level qualifications, covering a broad range of academic disciplines, including 25 separate subjects at Advanced Level. We also offer the Skills Challenge Certificate which constitutes part of the Welsh Baccalaureate Qualification. The proportion of KS5 students achieving the Level 3 threshold (at least 2 E grades) is consistently very high, despite a very open entrance policy of just 5 C grades and an extremely diverse sixth form population

Analysis of 2018 A Level Results

- 32% of A level grades were A* to A and 63% were A* to B.
- 99.5% of students achieved the Level three threshold. (Prior to this academic year, the three-year average for the L3 threshold measure was 99.3%)
- 24% of students achieved 3 A* to A grades compared to a Wales average of 13%.
- 74% of students achieved 3 A* to C grades compared to a Wales average of 58%.
- The average wider points score was 907 compared to a Wales average of 739
- KS5 pupils make excellent progress with high proportions of pupils achieving challenging ALPS (ALPS is a progress measure for schools) estimations. In 2018, the ALPS progress measure shows performance in the top 25% of all providers.

Many students achieved amazing results and some individuals overcame significant and serious difficulties to perform superbly in their examinations. 4 students won Oxbridge places, 78 will go on to Russell Group institutions and 95% were successful in achieving the grades required to secure a place on their chosen course for further study. The effort, commitment and perseverance of our students together with the expertise, the dedication and the care of an amazing body of staff have all come together again to produce exceptional results. We are very proud to provide our young people with the qualifications and the skills they need to move forward and build their futures.

Key Stage 3

At Key Stage 3 our younger pupils also performed exceptionally well during the last academic year with an outstanding 97% of pupils achieving the Core Subject Indicator (at least Level 5 in English, Maths and Science) at the end of Key Stage 3, compared with 88% nationally. Significant numbers of pupils also achieved higher levels, across all subjects and the recent National Reading and Numeracy test results indicated performances significantly above local and national averages.

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 results and progress 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 shown that there is no significant difference in the performances of pupils from different genders, ethnic or social backgrounds; a further indication of the genuinely inclusive environment.

Performance Management for Support Staff by Mrs A Yarrow, Deputy Headteacher

Although there are still no statutory requirements in place for school support staff, Cardiff High School is committed to equality in the development of all staff. In light of this, the school has adopted the Central South Consortium Performance Management protocol for support staff and is in its second year.

The policy is based upon the same principles as those that underlie the Performance Management Policy for teaching staff and sets out the framework for a clear and consistent assessment of the overall performance of all non-teaching staff and for supporting their development needs within the context of the school's improvement plan and their own professional needs. The policy applies to all support staff employed by the school except those on contracts of less than one term.

The review, planning and objective setting processes were originally conducted in September 2017. A review of professional learning coupled with the planning for 2018 has recently concluded. We remain committed to ongoing discussions about performance through the year and, in line with the framework for teaching staff, formal mid-year reflections will be carried out in order to review progress and any development needs.

Attendance presented by Mrs A Yarrow, Deputy Headteacher

Once again, we set ourselves an aspirational attendance target of 97% for 2017/18. As reported in July, the figure submitted to the LA for 2016/17 was 96.04%. 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 eighth consecutive year. The attendance rate for this academic year so far is, once again, extremely encouraging – standing currently at 97.22% and our target remains 97%.

Exclusions presented by Mrs A Yarrow, Deputy Headteacher

The decision to exclude a pupil from school is never taken lightly. A range of strategies will have been put in place prior to the exclusion. Whilst the staff at Cardiff High work incredibly hard to support pupil wellbeing and to maintain appropriate behaviour for learning within lessons and around the school, this was, undoubtedly, an area of challenge for staff within the academic year 2017–18, as indicated in the chart below.

In a bid to further support our learners in terms of behaviour for learning, Cardiff High School employed a second Restorative Officer, Sue Orpin, on a part time basis, to compliment the work of our existing officer – Eileen Humphries.

This enabled us to work proactively to modify behaviour amongst pupils and to provide an additional, meaningful alternative to off-site fixed term exclusions.

The Restorative Room has the capacity to be supervised every day of the week should the need arise; this provides capacity to offer internal exclusions with the unique purpose of encouraging students, with appropriate support, to consider and 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, once again, by Eileen Humphries and Sue Orpin two highly experienced and respected Restorative Officers who are also trained behaviour support specialists and members of the Achievement Team.

The **Nurture** provision continues to support a wide range and very high number of vulnerable learners and also compliments the work of the Restorative Room. The Nurture team continues to provide a range of unique 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 vulnerable groups within the Nurture Room, has also made an impact on improving behaviour, social skills and the art of friendship - particularly in Key Stage 3 for a significant number of learners.

Year	Fixed Term Exclusion Figure
2017 – 2018	29 Days
2016 - 2017	69 Days
2015 - 2016	32 Days
2014 – 2015	49 Days
2013 - 2014	60 Days

Additional Learning Needs (ALN) Bill and New Code of Practice presented by Mrs A Yarrow, Deputy Headteacher

CONTEXT

The Additional Learning Needs and Education Tribunal (Wales) Bill is at the heart of Welsh Government's programme to transform the educational provision and support for children and young people with additional learning needs in Wales. Similarly, a new ALN Code of Practice is being developed for Wales.

IMPLEMENTATION

Across all local authorities in Wales, a consistent phased approach towards implementing the new system has been agreed. This will focus on learners at key points of progression (transition points I suspect) and will prioritise the transfer of learners with statements. Those with statements will transfer within the first two years, with a further year – so a three-year period in total – for learners with existing non-statutory plans. Full details about this approach will be set out in a transition guide to be published next year.

A public consultation into the ALN Code, which sits alongside the Bill, and some of the draft regulations were due to be published in autumn 2018 and we are awaiting a final draft. The plan is for the Code and all subordinate legislation to be in place by the end of 2019. Implementation training will be rolled out in early 2020 and the new system will be expected to go live from September 2020.

Children and young people newly identified as having an additional learning need and requiring an individual development plan during the implementation period will be supported directly via the new arrangements.

In line with the Bill, Cardiff High School has:

- Moved away from the term SEN and adopted Additional Learning Needs (ALN)
- Appointed two members of staff as ALNCo (Additional Learning Needs Coordinators) - Hannah Williams and Bethan Simons (nee Forbes). Hannah will take the lead on Key Stage 3 pupils, Bethan on Key Stage 4. They will share responsibility for Key Stage 5.
- Begun the transition from Individual Educational Plans (IEPs) to Individual Development Plans (IDPs) – enhanced by the introduction of One Page Profiles
- Introduced the Olevi accredited OTAP – Outstanding Teaching Assistant Programme for all LSAs – to be rolled out, by Cardiff High School, across the consortium

School Improvement Plan presented by Mr S Thompson, Deputy Headteacher

The school has set three key priorities which it is working on to continue to raise outcomes for all learners through both provision and leadership.

Our priorities are:

1. PRIORITY 1 : LEARNING AND TEACHING

“To continue to develop and further improve the provision of learning and teaching across the school to ensure all learners experience high quality learning and teaching experiences across the curriculum.”

This priority seeks to consolidate and foster mastery of pedagogies making them an implicit part of the Learning and Teaching process with the introduction of a bespoke Learning and Teaching model for Cardiff High School which embraces national priorities yet maintains a focus of what works well for Cardiff High School. A key strand of this work is for all staff and departments to continue to work on feedback and the impact that this has on learners. The focus is on further involving pupils in feedback practices so that they are aware of and understand how they should respond to feedback to enable them to continue to make progress in their learning. In line with national approaches and priorities there is also an ongoing focus on the cross curricular responsibilities of literacy and numeracy, as well as using the Organisation for Economic and Cultural Development concept and model of schools as a learning organisation to refine and hone practice and strategy in the school and ensure that staff at all levels continue to embrace the culture of reflection and professional development.

2. PRIORITY 2 : CURRICULUM

“To continue to support and develop the New Curriculum for Wales and further enhance curriculum provision for both Skills Challenge and Personal and Social Education.”

The school continues to work to realise the ambitions and aspirations raised in the Successful Futures national agenda and has incorporated a vision based on the four purposes across the school curriculum into the CHS Learning and Teaching model. One of the senior team is now working directly with Welsh Government in the shaping and development of one of the six Areas of Learning and Experiences (AOLES). From a school perspective, this priority will also strengthen and streamline the curriculum provision of both Skills Challenge and Personal and Social Education as key cross curricular areas to further enhance and promote health and wellbeing in a modern diverse society.

3. PRIORITY 3 : DIGITAL COMPETENCIES FRAMEWORK [DCF]

“To develop a consistent approach for pupils to apply, develop and make progress in their digital skills across the curriculum and to support staff in its implementation.”

The school continues to promote and consolidate the vision for digital skills development within the wider context of the DCF.

A number of training and professional learning opportunities will be utilised throughout the year to support staff in making digital technology a positive experience which enhances practice in the classroom. The school will transition to the launch and use of "Google Classrooms" as a key strategy to support DCF developments.

Fundraising

The Parent Teacher Association under Chairs Bev Minnis and Charlotte Jones continues to fundraise on behalf of the school. At a time of financial cuts, this support is vital. The next edition of the PTA newsletter will be distributed prior to Christmas.

Nonny Matthewson
Chair of Governors

Statutory Information for Parents

Structure of the Governing Body

1. Five LA Governors, appointed by the Local Authority
2. Six Elected Parents
3. The Headteacher
4. Two Elected Teachers
5. One Elected Non Teacher
6. Five Community Governors, appointed by the Governing Body

All the above to serve for four years from their individual date of election/appointment, with the exception of the Headteacher.

Sub-committee Structure and Chairperson

- | | |
|-------------------------------|----------------------------------|
| 1. Finance | Chair, Mr. Kevin Stephen |
| 2. Human Resources | Chair, Mrs. Nonny Matthewson |
| 3. Premises | Chair, Dr. Jill Davies |
| 4. Education Policy | Chair, Mr. Gareth Evans |
| 5. Well-Being and Achievement | Chair, Mrs. Julia Phillips-Lewis |

Membership of Governing Body – 2017/18

Term of Office Ends

Chair: Mrs. Nonny Matthewson
 c/o Cardiff High School
 Llandennis Road, Cyncoed, Cardiff, CF23 6WG
 (Local Authority Representative)

L.A.

Representatives:

30.09.2020	Mrs. L. Wigley
23.03.2021	Mrs. J. Phillips-Lewis
20.09.2020	Mrs. N. Matthewson
25.05.2019	Dr. J. Davies
27.05.2020	Mrs. M. Norton

Parent Representatives:

08.11.2019	Prof. R. Tong
08.11.2019	Mr. G. Evans
07.11.2020	Dr. R. Dodge
07.11.2020	Mrs. J. Woodhall
07.11.2020	Dr. R. Krishnan
01.07.2022	Mr. A. Skinner

Teacher Representatives:

25.09.2019	Ms. A. J. Hales
25.09.2019	Mrs. M. Griffiths

Non-Teacher Representative:

25.09.2019	Mrs. H. Jones
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Community Representatives:

10.05.2019	Mrs. B. Slack
30.04.2020	Mrs. S. Morgan
27.09.2020	Mr. S. Kidwai
26.10.2021	Mr. K. Stephen
26.11.2021	Mr. C. Jones

Clerk to Governors:

Mrs. Debbie Macho
Clerk to the Governors
Cardiff High School
Llandennis Road
Cardiff CF23 6WG

The next parent governor election will be held in the Autumn term 2019.

School Information

Address: Cardiff High School
Llandennis Road
Cardiff CF23 6WG

Type: Comprehensive

Age Range: 11 - 18

Number of pupils on roll (Sept. 2018): 1640 (435 in Sixth Form)

Number of full-time equivalent teaching staff: 96.5 (90 full time)
(15 part time)

Pupil : teacher ratio 16.8 : 1

Contact ratio: 68.8% (excluding Headteacher)

Teaching time per week 25 hours

Attendance

The total number of half day attendance sessions that the school was open for pupils in Years 7 to 11 between 1 September 2017 and 25 May 2018 was 306.

Term Dates

	2018-2019
Term Begins	Monday 03.09.18
Half Term Begins	Monday 29.10.18
Half Term Ends	Friday 2.11.18
Term Ends	Friday 21.12.18
Autumn Total	75 Days
Term Begins	Tuesday 07.01.19
Half Term Begins	Monday 25.02.19
Half Term Ends	Friday 01.03.19
Term Ends	Friday 12.04.19
Spring Total	65 Days
Term Begins	Monday 29.04.19
Half Term Begins	Monday 27.05.19
Half Term Ends	Friday 31.05.19
Term Ends	Monday 22.07.19
Summer Total	55 Days
Year Total	195 Days

Financial Statement

The financial out-turn statement for 2017/2018 is shown at Appendix 4.

Governors' Expenses

No claims for expenses were submitted.

Prospectus

A Prospectus is issued to parents when pupils are first admitted to school. Assessment and reporting guidance booklets are also issued at the start of each Key Stage.

Additional Learning Needs

Following the school's policy on the identification of pupils with Additional Learning Needs (ALN) 21% of pupils were registered as ALN with 38 pupils in receipt of a statement of additional learning needs.

All pupils registered at School Action, or above, have Individual Educational Plans, which are regularly reviewed in order to establish their continued relevance and appropriateness. In addition to this, staff are provided with detailed information about pupils with the most complex needs via our 'ALN Confidential Booklet'. In light of the upcoming changes to the ALN Code of Practice, we have already started to complete 'One Page Profiles' for a growing number of our pupils.

Of the 38 pupils who are in receipt of a statement of ALN, 9 benefit from the provision of the L.A resource for children with severe Specific Learning Difficulties (Dyslexia). The 23 other Statemented pupils have a variety of needs. Statemented pupils receive the majority of their lessons in mainstream provision, with some support, and are sometimes disapplied (in line with their Statement provision) from Welsh, and, occasionally, Modern Foreign Languages, as well as other subjects deemed appropriate. This is led by need.

The Learning Support provision at KS3 continues to be successful. Literacy interventions with Year 7, 8 and 9 pupils are overseen and taught by staff who are Literacy specialists, in order to make the best use of strategies and resources. 144 pupils are currently involved in this successful scheme, which is tracked and analysed three times throughout the academic year.

During registration periods, pupils who need support with organisation and touch-typing are supported by members of our department. In addition to this, a number of pupils require 'checking-in' and reassurance from key members of staff. This may also take place during one-to-one mentoring/Learning Support sessions, or access to the Nurture facility. Our specialist teachers and LSAs organise interventions that provide additional bespoke support for pupils in Years 7-11, during one-to-one or small group sessions.

Several children benefit from the opportunities offered by our Homework Club, which takes place every Monday and Friday in the Learning Support department. The school liaises closely with our Educational Psychologist and Specialist Teachers who provide a range of services including; assessments, advice and monitoring for a number of School Action Plus and Statemented pupils, in addition to attendance at annual Statement reviews.

School Achievements

Through a combination of the Headteacher's Report to the Governing Body each autumn and summer term (which is published on the website) and two yearly newsletters to parents, all the major achievements of the school have been identified and recognised.

Summary of Changes to School Prospectus

The prospectus is up-dated annually. School information is provided in two sections i.e. general information and annually up-dated information. This has streamlined the process of keeping the document as accurate as possible. The school prospectus is available on the website and is also issued to every member of staff as part of the Staff Handbook for the school.

Action taken to Review School Policies

The Policies and Procedures Handbook is an integral part of the Staff Handbook. All policies have been updated as necessary by the Headteacher and Leadership Group. All policies are available from the School.

School's Links with the Community

The School offers a comprehensive range of activities, both curricular and extra-curricular. The School arranges a myriad of work-related education, organising industry days and key skills activities for pupils in all the key stages. A wide cross-section of industrialists help to both organise and run these activities.

A number of Community Organisations including the police, local magistrates and the health service continue to work with the School and provide inputs into the Welsh Baccalaureate Skills Challenge programmes. The School has also maintained and fully utilised its excellent links with Careers Wales to continue to provide a diverse range of Careers and Education Guidance Services, to pupils in all Key Stages.

Health and Wellbeing at Cardiff High School

Health and wellbeing is paramount at Cardiff High School, not only for our students but also for our staff. We strive to ensure that the school environment is a safe, happy and respectful place where all members of the community tolerate and respect each other and celebrate and embrace diversity. The school works hard to continue to invest in and improve its provision in relation to both physical and mental health and wellbeing. This has included securing the services of specialist staff to provide bespoke provision to support good mental health, develop mindfulness, enhance restorative approaches, behaviour intervention strategies, Emotional Literacy Support Assistant services as well as continuing to invest in whole staff training in this area.

Physical health is also an area which has been developed. There continues to be an extensive range of extracurricular sporting clubs for pupils to take advantage of, as well as whole school events such as the School Fun Run and Inter-form competitions focused on different sporting disciplines. Resources have also been spent to enhance the sporting equipment and facilities around the school and we now offer a diverse range of provision including weight training areas, table tennis tables as well as more traditional investment in rugby, football and netball to name just a few. The take up of these opportunities continues to be strong. Staff are also able to make use of these facilities and there are also opportunities for staff such as the staff running club as well as early morning fitness classes and afternoon yoga sessions.

The school has, for some years now, run and managed its own catering service. The school offers a comprehensive menu selection, in line with relevant Welsh Government guidance, and has expanded its daily provision, responding to pupil voice and feedback. This provision includes and promotes healthier food choices through a fresh salad bar, jacket potato counter, range of healthy soups and fruit pots as well as a nutritionally balanced main meal offering which is very popular with both pupils and staff.

As the school continues to progress each year with the staged Healthy Schools assessment programme, the curriculum provision is also reviewed each year to ensure that health, fitness and wellbeing area are key areas which are delivered across a whole school personal and social education programme which is delivered to each year group throughout the year.

Disabled Pupils

The school is committed to ensuring full access to all facilities and opportunities at Cardiff High School for all pupils and visitors with special requirements.

The school has a ramp for wheelchair users.

The school has two lifts which give access to all areas of the school.

Toilet Facilities

The school meets Health and Safety requirements for the number of toilets needed for the pupils on roll. The school also has disabled toilets in different buildings. All toilets are cleaned daily and as required throughout the day.

Sporting Opportunities

The school has a comprehensive range of sporting and extra curricular activities for pupils to participate in. Information regarding these activities is on the school website and contained within our two yearly school Newsletters.

Welsh Language Provision

Cardiff High School is an English medium comprehensive school with a rich cultural mix. The school celebrates the fact that amongst its school population, are a total of 54 different first languages spoken. Formal Welsh Second Language provision in the school is different at KS3, KS4 and KS5. At Key Stage 4 nearly all pupils study Full Course GCSE Welsh Second Language. Outside of lessons the school promotes the use of the Welsh language reflecting the Welsh Government document 'Our Language : Its Future, Iaith Pawb'.

Destination of Pupils 2017/2018

YEAR 11 (2017-2018)

165	-	Students returned to Year 12
62	-	In College
3	-	Apprenticeship
1	-	Employed

YEAR 13 (2017-2018)

161	-	Students placed in Higher Education
13	-	Taking a Gap Year
9	-	Deferring University Place
9	-	College
4	-	Apprenticeship based working
1	-	Unemployed
5	-	Employed