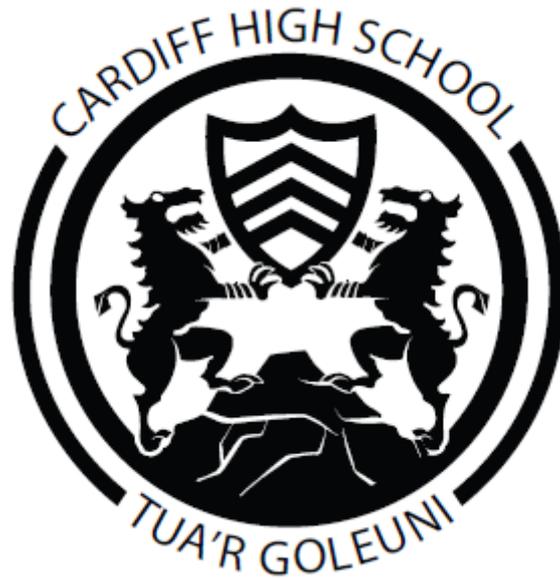


# **CARDIFF HIGH SCHOOL**



## **HEADTEACHER'S GOVERNORS' REPORT**

**DECEMBER 2019**

## **AUTUMN TERM 2019**

### **Introduction presented by Mr S M Jones, Headteacher**

The 2018-19 academic year was a very special year for Cardiff High School. It was a year rich in wonderful opportunities for our pupils, both inside and outside the classroom. It was a year in which the school became the first in Wales to receive no recommendations in its Estyn Report; another year when the school worked with teachers from other schools to enhance learning opportunities for children, not just in Cardiff High, but across Wales; and a year which culminated in exceptional examination results. The beginning of this academic year has been very exciting. We continue to look to raise our standards, plan for the new curriculum and we have had unprecedented interest from students from other schools choosing to study with us next year in the sixth form. There are certainly challenges ahead, but the school is very well placed to meet them with confidence.

### **Summer Examination Results 2019 (See Also Appendices 1-3)**

At both GCSE and A Level Cardiff High is once again proud to record superb examination results for the 2019 cohorts

#### **GCSE**

In 2019 schools were subject to new performance indicators at KS4. The intention of these measures is to move away from a focus on the achievement of threshold measures such as Level 2 and Level 2+ which only credited the achievement of A\* to C grades and did not distinguish between these grades. We have now moved to a system of average points and capped points, the calculation of which includes all grades. Another significant change is that schools are now only permitted to count the grade achieved in the first entry of a qualification in performance measures. The introduction of these new indicators makes year on year comparisons difficult and although the old indicators will not exist going forward, they are included here for reference in order to provide comparison to previous years.

- 86% of our cohort achieved L2+ (5 GCSEs including English & Maths at C grade or above) (89% in 2018 including re-sits)
- 97% of the cohort achieved 5 A\* to C grades (98% in 2018 including re-sits)
- 100% of pupils achieved at least 5 A\* to G grades (100% in 2018)
- A record breaking 55% of pupils achieved at least 5 A\* to A grades (46% in 2018)
- 49% of all grades awarded were A\* to A (38% in 2018)

#### **The Revised Capped Nine**

One of the new indicators this year is the new Capped Nine Average Points Score. This uses a points system to award a total number of points to each pupil for nine of their qualifications.

- These totals are then averaged to give an Average Capped Nine Score for the Y11 cohort.
- Points are assigned to grades as follows **A\*=58, A=52, B=46, C=40, D=34, E=28, F=22 & G=16.**
- Three of the nine slots in the total must be the best of English Literature or English Language, the best of Numeracy or Maths and the best Science GCSE grade achieved.
- The other six slots are then the pupil's best other six results.

- So, for example if a pupil scored Cs in everything their Capped Nine Points Score would be  $9 \times 40 = 360$ .

<b>Revised Capped 9 – Average Point Score 2019</b>	<b>445</b>
$445 \div 9 = 49.4$	
<i>So this represents average performance of between a B and an A grade across all 9 subjects</i>	

### **The Literacy, Numeracy and Science Average Points Measures**

The new performance indicators also focus on average points score in the core subjects, giving a measure of the average grade achieved in each core subject across the whole cohort. The literacy measure takes into account every pupil's best grade in English Language or Literature. The Numeracy measure counts every pupil's best grade in Numeracy or Mathematics and the Science measure counts every pupil's best GCSE science grade.

<b>Literacy Measure - Average Points Score 2019</b>	<b>48.3</b>
<b>Numeracy Measure - Average Points Score 2019</b>	<b>49.4</b>
<b>Science Measure - Average Points Score 2019</b>	<b>51.1</b>

All three scores represent performance between a B and an A grade on average across the whole cohort. The core subjects performed exceptionally well at higher grades with 58% of students achieving S to A grades in Maths and Science and 51% in English.

Y10 pupils also attained some superb grades with 83% having already secured grades A\* to C in Numeracy. In addition, there were some very promising module results in other subject areas which will impact positively on next year's Y11 results.

### **Comparison to Family Schools, Local Authority, and All Wales figures**

For the purposes of comparison schools are grouped into families based on their context and the level of challenge this represents. Individual school performance can then be considered in relation to local, national and family averages. The 2019 results for Cardiff High were well in excess of national, local and family averages. The school's results placed it top of the family for all key measures including The Average Capped 9, The Literacy Measure, The Numeracy Measure, The Science measure and the proportion of cohort achieving at least 5 A\* to A grades.

### **Upper Middle and Lower Third Analyses**

Part of the new performance measures include an analysis of upper, middle and lower thirds of pupils. Analysis shows that for performance in the Capped 9 the proportion of Cardiff High pupils achieving in the top third of results nationally was an impressive 68.91%. This is significantly above the family at 46.35%.

<b><i>Capped 9</i></b>	<b><i>Wales</i></b>	<b><i>Local Authority</i></b>	<b><i>Family</i></b>	<b><i>CHS 2019</i></b>
<b><i>Lower Third</i></b>	32.92%	26.07%	22.19%	<b>3.78%</b>
<b><i>Middle Third</i></b>	32.92%	31.70%	31.20%	<b>27.31%</b>
<b><i>Upper Third</i></b>	33.92%	41.14%	46.35%	<b>68.91%</b>

### **Performance against Modelled Expectations & Value Added**

Welsh government provides modelled expectations for performance based on the proportion of eFSM pupils in a school. The 2019 average capped 9 result was 56 points above the modelled expectation. For literacy the outcome was 4.4 points above, for numeracy it was 7.8 points above and for Science it was 7.8 points above.

Value added measures were also extremely strong with a KS4 Alps overall value added quality indicator of 1.1, indicating value added performance in the top 10% of all performances across the UK. This score represents pupils achieving, on average, half a grade in excess of their expected grade across all subjects.

### **A Level**

Cardiff High School also enjoyed excellent results at Key Stage 5 in 2019. The school has a very open and inclusive Sixth Form and this academic year our students were prepared for over 1400 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 2019 A Level Results**

- 40% of A level grades were A\* to A (32% in 2018)
- 68% were A\* to B. (63% in 2018)
- 100% of students achieved the Level 3 threshold. (99% in 2018)
- 27% of students achieved 3 A\* to A grades compared to a Wales average of 13% and a family average of 17%
- 74% of students achieved 3 A\* to C grades compared to a Wales average of 58% and a family average of 67%.
- The average wider points score was 810 compared to a Wales average of 734 and a family average of 811.

### **Value Added at KS5**

KS5 pupils make excellent progress. Two systems (Alps and Fischer Family Trust) are currently used to assess value added at post 16. In 2019, the A2 Alps Overall Quality indicator score indicated performance in the top 25%. The new Fischer Family Trust post 16 value added measure also indicated value added performance in the top 20% of all providers.

### **Destinations**

We are very proud that nearly all of our students achieved at least 3 A Level qualifications at grades A\* to E and secured a place in further education, training or employment, with individuals overcoming significant and serious difficulties to perform superbly in their examinations. A numbers of students have secured places to study medicine and we continue our tradition of supporting pupils to study at Oxbridge and Russell Group universities

The effort, commitment and perseverance of our students together with the expertise, the dedication and the care of an amazing body of staff all come together to consistently produce exceptional results, year on year. We are very proud to provide our young people with the qualifications and the skills they need to move forward and build bright futures.

### **Key Stage 3**

At Key Stage 3 our younger pupils also performed exceptionally well during the last academic year with an outstanding 96% 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 86% nationally. Significant numbers of pupils also achieved higher levels, across all subjects.

### **Departmental Data Analysis**

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 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 2019/2020 based on the new school improvement plan and departmental improvement plans. The performance management and action enquiry processes are carefully aligned to a number of educational reform initiatives with explicit links to both the professional standards for teachers as well as the Schools as a Learning Organisation model. Cardiff University have provided valuable input to the school in

order to refine these processes to ensure they have maximum impact in terms of both staff development and the impact on pedagogical practices in the classroom.

### **Improvement Hub Update presented by Mr S Thompson, Deputy Headteacher**

Cardiff High School continues to very successfully operate as a key regional hub school, which for 2019-2020 has been rebranded as a Professional Learning Alliance School. The school is directly involved in co-constructing and leading on the provision of two core programmes which are being offered to every school in the region this year; "creating a culture of enquiry" and "realising the national mission". 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 300 staff from the five neighbouring Local Authorities which make up the Central South region. In this academic year, the school is also providing support to regional AOLE developments in both Science and Technology and in Maths and Numeracy AOLES.

In addition to providing school-to-school support for general professional learning, the school is also contributing to a national programme for both middle leaders and aspiring headteachers working with a cross-consortia planning group across Wales. These programmes will be offered on a national basis and delivered regionally across the country and Cardiff High School will be the secondary school delivering in the Central South consortia region.

The work of the school has now also been shared beyond both local and regional boundaries. In early October, the school was invited to present at the Olevi International Learning and Teaching conference in London. This was a great opportunity for the school to share its work on learning and teaching and professional learning with an international audience. The school also presented at the most recent Welsh Government conference at the Cardiff City Stadium sharing with headteachers, Estyn and LA's the work it has done in transforming the school into a successful learning organisation.

All this work benefits the school through a range of excellent networking and collaborative partnerships to support innovation and ensure the school continues in its drive to improve 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 focused on what went well, as well as suggested areas for further discussion and thought for their observed lessons. This well-established programme provides a key opportunity to engage in professional reflection focused on the impact of classroom pedagogy. In 2019, the standards of learning and teaching across the school were excellent with many examples of highly effective teaching and learning being observed and shows an improving trend in the quality and consistency of learning and teaching across the school.

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

Although there are still no statutory requirements in place for school support staff in terms of Performance Management, Cardiff High School remains committed to equality in the development of all staff. In light of this, the school effectively carried out the Central South Consortium Performance Management protocol for support staff last year for the second time and has begun its third cycle in September 2019.

To date, Performance Management has involved every member of the non-teaching staff. Targets have been successfully achieved and a range of training opportunities have been embraced. This improvement planning cycle contributes significantly to the on-going professional development of all non-teaching staff.

**Attendance Presented by Mrs A Yarrow, Deputy Headteacher**

Mrs Karen Price's temporary contract has been extended until the end of the academic year. She has settled very well in to the role of Attendance Officer and has been an asset to both Cardiff High and to our cluster of primary schools. Cardiff High School continues to set itself hugely aspirational attendance targets. We were delighted to report to the Local Authority that our target was, once again met and we were able to submit the figure of 96.6% for the academic year 2018 – 2019. This represents a slight increase in comparison to last year (96.5%) and a rise of over 3% since 2010. The school remains in the top quarter of similar schools in Wales for attendance.

**Exclusions Presented by Mrs A Yarrow, Deputy Headteacher**

The decision to exclude a pupil from school is never taken lightly. The introduction of The Restorative Room, coupled with the employment of a range of specialist members of staff eg BESD Specialist Teacher and ASD Consultant, effectively contribute to the positive behaviour across all key stages. 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, there will, inevitably be occasions where exclusion is the most appropriate sanction. Expectations in terms of behaviour remain high at the school. Whilst there was a small increase in the number of exclusions last year, it is to be noted that the figure remains comparatively small and both the number of days lost to exclusion and repeat exclusions have been reduced.

Year	Number of FTE issued	Number of Pupils Excluded	Number of days lost to exclusion	Number of repeat exclusions
2018 - 2019	35	30	58	Pupil A – 4 Pupil B – 2 Pupil C - 2
2017 - 2018	30	22	103.5	Pupil A – 2 Pupil B – 3 Pupil C - 3 Pupil D – 3 Pupil E - 2
2016 - 2017	69	47	141.5	Pupil A – 8 Pupil B – 7 Pupil C – 5 Pupil D – 4 Pupil E – 2 Pupil F - 2

**Wellbeing Update Presented by Mrs A Yarrow, Deputy Headteacher**

As the school cohort continues to grow and the number of pupils with a range of additional learning needs and mental health issues increase year on year, we remain relentless in our pursuit of additional effective strategies to support our vulnerable learners. We pride ourselves in our unique and comprehensive approach to supporting pupil wellbeing but are always keen to explore new initiatives. To this end, we have been particularly pleased with the appointment of an Animal Assisted Therapist. Dave O’Driscoll began working with us in January 2019. To date he has provided therapy to 25 of our very vulnerable pupils. The impact that this has had has been incredibly positive. This includes improved attendance, improved behaviour and a significant change in confidence for specific pupils. As a result of the success of the therapy, the Local Authority have agreed to our request for additional funding to access the Animal Assisted Therapy for an additional day per week in the spring term. This will allow us to offer the support to an additional 5 pupils per week.

Similarly, within our Nurture Provision, the Nurture Manager, Alison Rayer, continues to roll out the introduction of EFT (Emotional Freedom Technique) also referred to as “Tapping”. Studies at Harvard Medical School have revealed that tapping of the body’s meridian points (the body points that are manipulated by acupuncturists) will significantly reduce activity in the amygdala, thereby

reducing the amount of cortisol or “stress hormone” released in to the system. The original pilot involved 10 pupils, all of whom suffer from various degrees of anxiety. The impact was very positive with pupils reporting that they felt better equipped to deal with various social situations and public examinations. This work compliments the school’s approach to the practice of mindfulness and will continue to be offered to our pupils within the Nurture facility.

### **ICT & New Technologies Update presented by Mr R Brown, ICT Network Manager**

Over the summer we successfully submitted an ICT renewal funding bid which has been used to update several elements of the schools CCTV system, to replace the schools cashless catering system and installed a new phone system. As part of the funding, we have also to date replaced 250 computers and monitors and aim to replace the other 360 in the near future should funds allow. In addition we are also installing a high specification internet connection.

### **Estates Department Update presented by Mr C Newton, Estates Manager**

In summer 2019 the roof of the tower block was replaced as part of the council asset renewal programme. Unfortunately there are also many other areas that come under Cardiff Councils' asset renewal programme that need repair or replacing such as flat roofs , playground areas , paths and windows and frames as reported in previous updates . Whilst a decision is still to be made regarding any future developments at the school, the estates team have been carrying out emergency repairs when required. The estates team have been undertaking the works necessary to ensure the school remains compliant with all its health and safety obligations. This includes arranging for outside contractors to inspect and repair statutory equipment and also general site housekeeping tasks, step line painting, drain and low level gutter clearance, room painting and minor repairs.

### **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 2020.

### **Staff Changes**

#### **New Teaching Staff**

Jessica Miller, Permanent Teacher of Maths  
Sarah Davies, Permanent Teacher of Art  
Stephanie Cuff, Temporary Teacher of French  
Stefanie James, Graduate Teacher  
Alistair Tait, Temporary Teacher of Geography

#### **New Non Teaching Staff**

Hilary Price, Temporary Learning Support Assistant  
Carolyne Edleston, Temporary Learning Support Assistant  
Lewis Clarke, Temporary Learning Support Assistant  
Airam Nawaz, Temporary Learning Support Assistant  
Mattias Kuster, Temporary Learning Support Assistant  
Taylar Smith, Temporary Learning Support Assistant