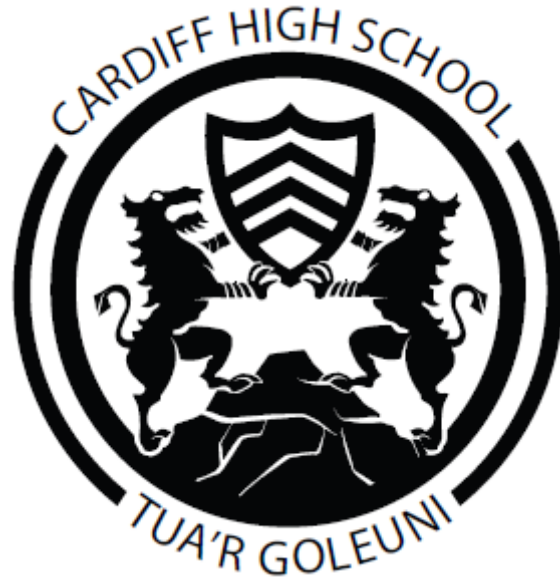


CARDIFF HIGH SCHOOL



GOVERNORS' ANNUAL REPORT TO PARENTS

2018/19

AUTUMN TERM 2019

Introduction from the Chair of Governors

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 many 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 even further, 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 presented by Mrs H. Lewis Assistant Headteacher (See also Appendices 1&2)

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 $9 \times 40 = 360$.

Revised Capped 9 – Average Point Score 2019	445
$445 \div 9 = 49.4$	
<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.

Literacy Measure - Average Points Score 2019	48.3
Numeracy Measure - Average Points Score 2019	49.4
Science Measure - Average Points Score 2019	51.1

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%.

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

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 LAs 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 Fixed Term Exclusions issued
2018 - 2019	35
2017 - 2018	30
2016 - 2017	69

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.

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 consolidate of the bespoke Learning and Teaching model for Cardiff High School introduced last year and which embraces national priorities yet maintains a focus of what works well for Cardiff High School. A key strand of this work is to introduce two new Learning and Teaching techniques for staff to incorporate into their daily classroom practice: ABC123 and Product v Process – both techniques seek to strengthen modelling as a key pedagogical principle across the school. In line with national approaches and priorities there is also an ongoing focus on the cross curricular responsibilities of the new revised Curriculum for Wales and a focus on a regional project, funded through the Central South Consortium, to work alongside Mountain Ash School with Daniel Sobel and his team to focus on improving the experiences and outcomes of vulnerable learners through pedagogy and classroom practice.

2. PRIORITY 2 : CURRICULUM

“To continue to support and develop the New Curriculum for Wales and formulate the vision, values and explore curriculum reform ideas at CHS and within our cluster.”

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 continues to work directly with Welsh Government in refining the draft curriculum for one of the six Areas of Learning and Experiences (AOLES). A separate strategic plan will be formulated to align work streams and responsibilities to senior leaders to manage this change over the next two years. As part of this plan a separate transition cluster plan will be drawn up by the AHT Curriculum to begin work as a cluster of moving this agenda forward in 2019-2020.

3. PRIORITY 3 : INITIAL TEACHER EDUCATION REFORMS [ITE]

“To develop a deliver highly effective ITE programmes in collaboration with accredited Higher Education Institutions (HEIs).”

The school commences its role as a LEAD PARTNER school with Cardiff Metropolitan University and will deliver 15 School Led Training days as part of the PGCE Secondary programme for ITE students. This priority in the school improvement plan looks to ensure a

high quality provision is strategically planned and delivered as well as incorporating new roles and responsibilities such as research champion, subject mentors and coaches and Welsh language support into the school.

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.

Fundraising

The Parent Teacher Association under Chair Charlotte Jones continues to fundraise on behalf of the school.

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 – 2018/19

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
26.05.2023	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:

09.05.2019*	Mr R Wyn Davies
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 Spring Term 2020.

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 - 97.4 (86 full time)
(15 part time)

Pupil:teacher ratio 17.2 : 1

Contact ration 68.6% (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 2018 and 24 May 2019 was 310.

Term Dates

	2019-2020
Term Begins	Monday 02.09.19
Half Term Begins	Monday 28.10.19
Half Term Ends	Friday 1.11.19
Term Ends	Friday 20.12.19
Autumn Total	75 Days
Term Begins	Monday 06.01.20
Half Term Begins	Monday 17.02.20
Half Term Ends	Friday 21.02.20
Term Ends	Friday 03.04.20
Spring Total	60 Days
Term Begins	Monday 20.04.20
Half Term Begins	Monday 25.05.20
Half Term Ends	Friday 20.05.20
Term Ends	Monday 20.07.20
Summer Total	60 Days
Year Total	195 Days

Financial Statement

The financial out-turn statement for 2018/2019 is shown at Appendix 3.

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) 15% of pupils were registered as ALN with 42 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 42 pupils who are in receipt of a statement of ALN, 9 benefit from the provision of the LA resource for children with severe Specific Learning Difficulties (Dyslexia). The 33 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 dis-applied (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. During dis-application sessions, interventions are put in place, as directed by the pupils' Statements of ALN. This ranges from specialist literacy and numeracy lessons, to over-learning and support with social, and basic life skills. Several children benefit from the opportunity to have help with their homework during break and lunch times.

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. 109 pupils are currently involved in this successful scheme, which is tracked and analysed three times throughout the academic year. Numeracy support is provided within small classes across Key Stages 3 & 4 and is led by Maths specialists, including a member of the Maths department who is qualified to teach pupils with specific learning difficulties. At present, 73 pupils benefit from this support.

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, e.g the 'Talkabout Teenagers' Social Skills programme.

The ALNCOs work closely with outside agencies and specialists, allowing for expert advice and support to be given for pupils with Statements and also at School Action Plus on the ALN register. Whilst the Local Authority provides a number of specialist teams, e.g. Visual & Hearing Impairment and Physical Medical, Cardiff High School currently employs a Speech & Language Therapist/Teacher, Emotional Health & Well-being specialist, Occupational Therapist/ASD Consultant and our own Educational Psychologist. This allows for ease of access to specialist advice, direct input with pupils and staff training.

Specialist teachers and outside agencies 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 Bacalaureate 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 60 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 2018/2019

YEAR 11 (2018-2019)

203	-	Students returned to Year 12
16	-	In College
2	-	Apprenticeship
3	-	Other

YEAR 13 (2018-2019)

178	-	Students placed in Higher Education
18	-	Taking a Gap Year
4	-	College
2	-	University Overseas
1	-	Online access course then going to University
0	-	Unemployed
7	-	Employed