

CARDIFF HIGH SCHOOL



GOVERNORS' ANNUAL REPORT TO PARENTS

2019/20

AUTUMN TERM 2020

Introduction from the Chair of Governors

At the start of the Academic Year 2019/2020 everyone associated with the school was excited at the prospects that lay ahead. After many years of success and the backdrop of a very successful exam season, the school and Governors were looking at the future developments that would ensure the school continued to deliver an outstanding education to its pupils. Of course, mid year everything changed and very quickly new priorities were realised as the school quickly adapted to lockdown, centre awarded grades and eventually a return to school. Throughout this time, it has been the schools intention to deliver a learning experience to all our students with as little disruption as possible. As we reach the end of the Autumn term, I wish to congratulate all those associated with the school on all the hard work and thank the community for its support in achieving this.

Summer Examination Results 2020 presented by Mrs H. Lewis Assistant Headteacher

Summer Results 2020 (See Also Appendix 1)

In March 2020, due to the Covid-19 pandemic, all examinations scheduled for summer 2020 were cancelled. After much controversy and changes in Welsh Government policy, exam grades were eventually awarded based on the higher of the Centre Assessed Grades (CAGs) or the calculated grades from the examination board algorithms.

School results data publication was also suspended for 2020. However, as part of the unique grade awarding process and in line with our normal school quality assurance and record keeping processes, data analysis was carried out internally. The 2020 outcomes, along with some brief explanation and commentary are provided below for reference. (Please also see Appendix 1 for a glossary and explanation of terms).

GCSE

From 2019 schools were subject to new performance indicators at KS4. The intention of these measures was 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 in 2019 was that schools were 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 more challenging and although the old indicators are no longer collected at a national level, they are included here for reference in order to provide comparison to previous years.

Key Stage 4 2020 – Raw Results & Thresholds

Level 1 Threshold

2015	2016	2017	2018	2019	2020
100%	100%	100%	100%	100%	100%

Level 2 Threshold

2015	2016	2017	2018	2019	2020
98%	99%	98%	98%	97%	99%

Level 2 + Threshold

2015	2016	2017	2018	2019	2020
89%	92%	84%	89%	86%	91%

At Least 5 A* - A Grades

2015	2016	2017	2018	2019	2020
36%	36%	46%	46%	55%	62%

A*-A (% of Grades awarded)

2015	2016	2017	2018	2019	2020
36%	36%	42%	38%	49%	51%

New KPIs

	2018	2019	2020
Average Points English	46.6	48.3	50.0
Average Points Maths	49.3	49.4	50.0
Average Points Science	48.0	51.1	52.3
New Capped 9	439	445	458

The Revised Capped Nine Average Points Score Explained

The Revised Capped Nine Average Points Score 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 2020	458
$458 \div 9 = 50.9$ <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 Explained

These 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.

<i>Literacy Measure - Average Points Score 2020</i>	<i>50.0</i>
<i>Numeracy Measure - Average Points Score 2020</i>	<i>50.0</i>
<i>Science Measure - Average Points Score 2020</i>	<i>52.3</i>

English and Maths scores represent average performance between a B and an A grade on average and the science average score represents average performance just above an A grade.

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

A document entitled the Summary of Secondary School Performance (SSSP) is normally published annually. This provides an official record of national performance indicators and a comparison to local authority and all Wales figures. For more focused comparison of school performance, schools are also grouped into families based on their context and the level of challenge this represents. Individual school performance can then be considered in relation to national, local and family averages. However, as a result of the pandemic, Welsh Government have decided that this analysis will not be published for 2020.

Performance against Modelled Expectations & Value Added

Welsh government normally provides analysis of individual school performance in comparison to modelled expectations based on the proportion of eFSM pupils in a school. This analysis will not be published for 2020, however the school does use an internal system called Alps to provide a value added measure by comparing performance against prior attainment. Similarly to last year, the 2020 performance was strong with a KS4 Alps value added quality indicator of 1.13, indicating value added performance in the top 10% of all performances across the UK. This score represents pupils achieving, on average, more than half a grade in excess of their expected grade across all subjects.

A Level

At A Level, a number of extra mitigating allowances were put in place, before the eventual abandonment of the examination board algorithm generated grades. As a result, pupils were awarded the best of their AS grade from 2019, their AS CAG from 2020, their A2 CAG from 2020 or the exam board generated grade. The final grades therefore reflect significant increases in the grades awarded from previous years. The positive news for our students is that they now have been awarded the highest possible grades available to them. They have been supported throughout this challenging time and have received expert help in securing university places.

A LEVEL							
	2015	2016	2017	2018	2019		2020 FINAL
	<i>(Sk Ch Whole Cohort)</i>	<i>(Sk Ch Whole Cohort)</i>	<i>(Sk Ch Whole Cohort)</i>	<i>(Sk Ch Partial Cohort)</i>	<i>Sk Ch Option</i>	<i>3YR AV</i>	<i>Sk Ch Option</i>
S	102	145	55	65	91	70	136
A	152	207	174	167	163	168	177
B	151	179	231	228	179	213	169
C	101	102	153	146	129	143	90
D	69	62	57	88	54	66	21
E	31	24	22	28	19	23	2
U	17	13	4	6	6	5	1
	623	732	696	728	641	688	596
S	16.4%	19.8%	7.9%	8.9%	14.2%	10.3%	22.8%
S - A	40.8%	48.1%	32.9%	31.9%	39.6%	34.8%	52.5%
S - B	65.0%	72.5%	66.1%	63.2%	67.6%	65.6%	80.9%
S - C	81.2%	86.5%	88.1%	83.2%	87.7%	86.3%	96.0%
S - D	92.3%	94.9%	96.3%	95.3%	96.1%	95.9%	99.5%
S - E	97.3%	98.2%	99.4%	99.2%	99.1%	99.2%	99.8%

A Level - New Measures. Proportions of Students Achieving					
	2017	2018	2019	3YR AV	2020 FINAL
At Least 3 A* to A	23.0%	24.0%	25.7%	24.2%	35.1%
At Least 3 A* to C	79.0%	74.0%	73.8%	75.6%	88.0%
At Least 3 A* to E	94.0%	97.0%	94.8%	95.3%	97.4%

Value Added at KS5

At KS5, as at KS4, no nationally published value added data is available this year, however the school uses the Alps system to provide a value added measure by comparing performance against prior attainment. In 2020 strong value added performance was maintained with an A Level Alps value added quality indicator of 1.08, indicating value added performance in the top 10% of all performances across the UK. This score represents pupils achieving, on average, nearly half a grade in excess of their expected grade across all subjects.

Destinations

We are very proud that, even in these most challenging circumstances, 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. A number of students have secured places to study medicine, veterinary science and dentistry, and we continue our tradition of supporting pupils to study at Oxbridge and Russell Group universities.

Departmental Data Analysis

Each year, 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. These meetings have taken place this year, and have focused on our recovery planning and how we can best support our exam classes navigate the uncertainties and challenges surrounding assessment in the current situation.

Performance Management presented by Mr S Thompson, Deputy Headteacher

The current performance management cycle has now come to an end. Given the abrupt end to statutory education in March of this year, Welsh Government in consultation with the trade unions, agreed upon a stance of no detriment, meaning that the PM cycle was paused for all members of staff and progression was automatically awarded.

The cycle, however, has now commenced again with targets being set for 2020/2021 based on the new school improvement plan which largely focuses on developing a high quality Blended Learning provision. 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. Teaching staff have chosen to either restart their action enquiry from the last cycle or to amend and adapt their work in light of the blended learning approach.

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 third time and has begun its next cycle in September 2020.

Every member of the non-teaching staff are involved in this improvement planning cycle which we firmly believes contributes significantly to the on-going professional development of all non-teaching staff, to the smooth running of the school and to the support of our learners.

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

The key school improvement priorities this year centred around developing a sophisticated approach to blended learning as well as supporting pupil and staff wellbeing during these unprecedented times. The learning and teaching team have developed a whole school model for blended learning which puts pedagogy and practice at the heart of the process. Professional learning provision has been prioritised and fast-tracked for the first half of the

Autumn Term to ensure that all teaching staff have the knowledge, understanding and skills to be able to realise this vision and strategy. The school is leading on this area and sharing its work and views with schools across the region.

Attendance Presented by Mrs A Yarrow, Deputy Headteacher

In the current climate, the monitoring of attendance and the support of our pupils in this key area pose a number of challenges. Whilst we have undertaken a range of strategies to enhance parental confidence, it is understandable that some families have made the decision not to allow their children to return to school. Cardiff High School, however, continues to set itself hugely aspirational attendance targets and this year remains at 96%. We were unable to report a full figure to the Local Authority in light of the lockdown in March 2020 but the indication was that with a figure of 95.4% on 19th March, we were on track to meet or even exceed last year's target of 96.4%. The school remains in the top quarter of similar schools in Wales for attendance.

Exclusions Presented by Mrs A Yarrow, Deputy Headteacher

The wide range of specialist colleagues employed by the school as a result of leaving the Local Authority SLA have, undoubtedly, led to more appropriate levels of support being swiftly provided to our pupils. This, in turn, has enhanced the positive behaviour across all key stages. There will, however, inevitably be occasions where exclusion is the most appropriate sanction. Whilst it is important to keep in mind that school closed on 19th March 2020, thereby limiting the impact of comparative data, it is to be noted that the figures remains relatively small - both in terms of the number of days lost to exclusion and repeat exclusions.

Year	Number of FTE issued	Number of Pupils Excluded	Number of days lost to exclusion	Number of repeat exclusions
2019 - 2020	24	21	25	Pupil A – 3 Pupil B - 2 Pupil C - 4
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

Wellbeing Update Presented by Mrs A Yarrow, Deputy Headteacher

We pride ourselves on our comprehensive and, sometimes, unique approach to supporting pupil wellbeing at Cardiff High School. Being thrust into a lockdown on March 19th was, therefore, a hugely unsettling time for all pupils but for those who are more vulnerable, it often presented a host of challenges and issues.

Throughout the period of lockdown over 200 pupils each week received personal telephone calls from members of the Achievement Team. The key members of the team met, virtually, at least once per week to share the ensuing findings and, where necessary, to act upon them. Our Learning Support Assistants ensured that all work being set by mainstream teachers was appropriately differentiated and contact was regularly made to encourage pupil engagement. "Wellbeing Packs" were created and posted to pupils who are vulnerable, from families who struggle financially and who have a statement of Additional Learning Needs. These were personalised, age appropriate and very well received.

The Achievement Team worked hard to ensure that all pupils who were in need of ICT equipment received the delivery of a chrome book to their home. Almost 60 were given out in total. Follow-up ICT support was also available following the delivery of the equipment. Throughout the period of lockdown, our Nurture Provision continued and pupils were offered the option of either a regular telephone call or a virtual meeting. This would take the form of counselling or a time to simply touch base with school.

Returning to school for a short period in July provided an opportunity for a Wellbeing focus and helped pupils to begin the process of reintegration. This work is continuing throughout the year – underpinned by the inclusion of Wellbeing as a priority within the School Improvement Plan.

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

Over the summer we have removed all teaching staff computers and used these to improve lower specification computers around the school, installed a docking station in all teaching rooms to work with the staff laptops provided by the Local Authority and worked on improving the user experience all users of the schools' network.

We have since replaced all of the computer monitors for teaching staff and projectors, so every classroom has now been upgraded to the latest standard which will serve the staff and students well in the years to come.

As a school we have also adopted and migrated our online services to the Welsh Government Hwb platform which includes many additional e-learning and teaching tools. This further builds on our extensive use previously of Google Classrooms.

Estates Department Update presented by Mr C Newton, Estates Manager

There have been a number of council funded projects that have taken place since my last report. The inner quadrant first floor curtain walling wooden panels that have perished over the years and allowed rainwater to enter the ground floor class rooms, have been replaced with waterproof UPVC inserts. As we were receiving a Year 7 student with mobility issues three toilets had been identified at various points around the school in need of an upgrade.

These were refurbished by an external contractor to ensure DDA compliance which included widening of doorways, replacement of the existing toilet fixings and an automated door opening.

Although not undertaking any large building or refurbishment works in the past the Estates Department has been kept busy during the past 7 months in preparing and maintaining the school in line with Welsh Assembly guidelines for re-opening after the lockdown in March. This involved the installation of 150 wall mounted hand sanitiser dispensers in all classrooms, toilets, halls and canteens. The implementation of a new one-way system and the putting up of all signage around the school in the corridors, stairs and teaching and learning spaces.

To increase pupil usage of our outdoor spaces we have purchased an additional 15 picnic style benches and 20 seating benches which are being put at various locations around the school grounds. Also we have constructed 3 additional outdoor covered shelters for students to use. We continue to carry out essential and emergency maintenance to ensure the school remains compliant with its Health and Safety obligations.

Finance presented by Mr S M Jones, Headteacher

The school has ensured that all spending remains within the allocated budget set, however, the very challenging nature of COVID has meant that we will be reviewing our position throughout the year.

Fundraising

The Parent Teacher Association has temporarily ceased all operations due to the current restrictions. Mrs Debbie Macho (School Business Manager) is now operating the PTA on a day to day basis. The school is a registered charity and a fundraising appeal was launched via the school Autumn Newsletter.

Nonny Matthewson
Chair of Governors

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, Vacancy |
| 5. Well-Being and Achievement | Chair, Mrs. Julia Phillips-Lewis |

Membership of Governing Body – 2019/20

Term of Office Ends

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

Representatives:

30.04.2021	Mrs. L. Wigley
23.03.2021	Mrs. J. Phillips-Lewis
30.04.2021	Mrs. N. Matthewson
26.05.2023	Dr. J. Davies
26.05.2024	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:

23.09.2023	Ms. B. Wilson
23.09.2023	Miss S. Isaac

Non-Teacher Representative:

23.09.2023	Mr. C. Newton
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Community Representatives:

09.05.2023	Mr R Wyn Davies
30.04.2024	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 2021.

School Information

Address: Cardiff High School
Llandennis Road
Cardiff CF23 6WG
Type: Comprehensive
Age Range: 11 - 18

Number of pupils on roll (Nov 2020): 1780 (578 in Sixth Form)

Number of full-time equivalent teaching staff - 105.3 (86 full time)
(22 part time)

Pupil:teacher ratio 16.8 : 1

Contact ration 70.9% (excluding Headteacher)

Teaching time per week 25 hours.

Attendance

We were unable to report a full figure to the Local Authority in light of the lockdown in March 2020 but the indication was that with a figure of 95.4% on 19th March, we were on track to meet or even exceed last year's target of 96.4%. The school remains in the top quarter of similar schools in Wales for attendance.

Term Dates

	2020-2021
Term Begins	Monday 01.09.20
Half Term Begins	Monday 26.10.20
Half Term Ends	Friday 30.10.20
Term Ends	Friday 18.12.20
Autumn Total	74 Days
Term Begins	Monday 04.01.21
Half Term Begins	Monday 15.02.21
Half Term Ends	Friday 19.02.21
Term Ends	Friday 26.03.21
Spring Total	55 Days
Term Begins	Monday 12.04.21
Half Term Begins	Monday 31.05.21
Half Term Ends	Friday 04.06.21
Term Ends	Tuesday 20.07.21
Summer Total	66 Days
Year Total	195 Days

Financial Statement

The financial out-turn statement for 2018/2019 is shown at Appendix 2.

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) just under 15% of pupils were registered as ALN with 44 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 44 pupils who are in receipt of a statement of ALN, 6 benefit from the provision of the LA resource for children with severe Specific Learning Difficulties (Dyslexia). The 38 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. Due to increased severity of need for a number of our pupils at School Action Plus, we ensure that these pupils also receive specialist support and interventions where appropriate, e.g. dis-applications and specialist sessions.

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. 114 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, 59 pupils benefit from this support.

During some registration periods, a small number of 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 7-13, 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, 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, a lunchtime Lego communication club, and 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. There are strong links with a multitude of organisations who support these activities which include academic institutions, creative industries, and a range of work based organisations.

A number of Community Organisations including the police, local magistrates and the health service continue to work with the school and provide inputs into Personal and Social Education, Skills Challenge and the broader school curriculum. 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. A wide cross-section of employers help to both organise and run these activities.

Health and Wellbeing at Cardiff High School

Health and wellbeing remain paramount at Cardiff High School, not only for our students but also for our staff. Now, more than ever, we are conscious of the vitally important role that this plays in our school community. We continue to strive to ensure that the school environment is safe, happy and inclusive where all members of the community demonstrate mutual respect whilst celebrating and embracing diversity. Despite current challenges, we have enhanced provision in relation to both physical and mental health and wellbeing. Specialist staff, employed by the school, provide bespoke and often unique and highly successful intervention to support positive mental health, to develop mindfulness, to enhance restorative approaches and to highlight behaviour intervention strategies. They also deliver high quality professional learning in these key areas.

Despite the fact that we face a global pandemic, we are delighted to report that there continues to be an extensive range of extracurricular sporting clubs offered to all pupils. Resources have also been directed to enhance the sporting equipment and facilities around the school and we continue to 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. Health and safety protocols surrounding the provision are adhered to at all times.

The school has, for some years now, run and managed its own catering service. The move towards a staggered lunch has allowed us to offer a range of hot meals to all pupils since the start of this academic year. 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 on a weekly basis.

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 2019/2020

YEAR 11 (2019-2020)

169	-	Students returned to Year 12
59	-	In College
5	-	Employment/Work Based Training
2	-	Other

YEAR 13 (2019-2020)

162	-	Students placed in Higher/Further Education
2	-	College
11	-	Employment/Work Based Training
6	-	Deferred University place 2021
10	-	Taking a Gap Year