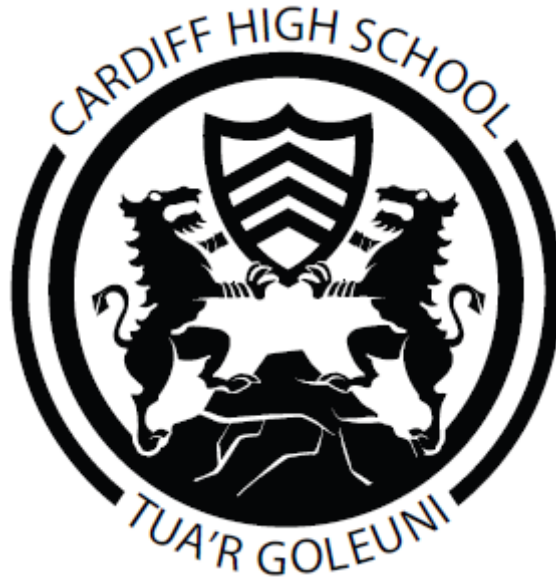


CARDIFF HIGH SCHOOL



GOVERNORS' ANNUAL REPORT TO PARENTS

2020/21

AUTUMN TERM 2021

Introduction from the Chair of Governors

In presenting this report, I am delighted to say that in spite of the COVID mitigation measures in place, pupils at Cardiff High School are receiving an excellent education full of enrichment, which is as near as possible, to pre COVID times. Staff and Governors are working hard on the school improvement priorities which, in addition to drawing on our experience of the last 18 months, will only make the school a safer, happier and higher achieving school.

I am confident that whatever the remainder of the year brings, the school continues to evolve and is well set for the years ahead.

Summer Results 2021(See Also Appendix 1) presented by Mrs H Lewis, Assistant Headteacher

Background

In November 2020, Education Minister Kirsty Williams announced that GCSEs, AS and A Levels were cancelled for summer 2021. Welsh Government then spent time working on a plan of assessments which would have required pupils to sit some internal and some external assessments so grades could be awarded. However, given the continuing impact of the pandemic, in January 2021, it became clear that this system was not going to work. It was then confirmed that grades would be awarded based on internal assessment only. Significant amounts of work then needed to be carried out by Qualifications Wales and examination boards to decide how this would operate. In March 2021, schools received information about the process they must follow to award grades to students. The system adopted was for Centre Determined Grades (CDGs) to be awarded by schools. Schools were directed to base these grades on prescribed evidence which demonstrated students' understanding across key themes and skills. This system was significantly different from the system of Centre Awarded Grades (CAGs) which was used in 2020. The CDG approach required schools to generate and collect evidence in order to award each grade. This meant that the school needed to rapidly develop subject specific and whole school assessment plans and protocols. Staff at all levels worked hard to develop robust systems which ensured that students had the opportunity to demonstrate their skills and understanding. These plans were endorsed by the WJEC, both in terms of content and also with regards to processes such as blind marking which ensured consistency and fairness for all students. These plans were communicated to students and parents. Students were supported and prepared for the assessments and these were undertaken over a staggered period of time. Teachers marked these assessments and awarded grades accordingly, in line with the assessment plans and in accordance with guidance from examination boards. The leadership group quality assured the awarding of the grades and provided evidence for the examination boards as required. Following this process, the grades were endorsed by the examination boards and awarded to students.

As happened in 2020, school results data publication was suspended for 2021. 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 2021 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 - 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 $9 \times 40 = 360$.

| | |
|--|------------|
| <i>Revised Capped 9 – Average Point Score 2021</i> | 466 |
| $466 \div 9 = 51.7$ <i>So this represents average performance of between a B and an A grade across all 9 subjects</i> | |

GCSE - 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 2021</i> | 52.6 |
| <i>Numeracy Measure - Average Points Score 2021</i> | 51.9 |
| <i>Science Measure - Average Points Score 2021</i> | 54.0 |

A Level

| | |
|---|--------------|
| <i>Proportion of students achieving 3 A* to A grades</i> | 54.2% |
| <i>Proportion of students achieving 3 A* to C grades</i> | 88.6% |
| <i>Proportion of students achieving 3 A* to E grades</i> | 96.7% |

Destinations

Following their GCSE results all pupils have secured either a place in Cardiff High Sixth form or moved on to alternative institutions or pathways to continue their education or training. At A Level all pupils secured a place in higher education, or other pathway or are opting to take a gap year. 6 students secured Oxbridge places. 15 students went on to study medicine and 5 to do dentistry courses – this is our highest ever number going into health care.

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 2021

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 all taken place this year, and have focused on our recovery planning and how we can best support our exam classes to succeed in the examinations which are due to take place in summer 2022.

Performance Management presented by Mr S Thompson, Deputy Headteacher

A new regional Performance Management policy has been adopted and as such amendments have been made to the Performance Management process in school. All teaching staff have now met with their appraisers to agree targets for the forthcoming academic year 2021-2022. These targets are based on pupil progress, developing professional practice, and improving leadership. The school has relaunched the action enquiry cycle where all teachers develop an aspect of their professional pedagogical practice using a research-informed approach in line with our whole school strategy which is aligned with the schools as a learning organisation national framework. Staff will be required to carry out a four-stage approach based on a simple Read:See:Act:Review approach to structure professional learning. The school has also fully relaunched its comprehensive whole school quality assurance systems which will directly feed into the performance management cycle ensuring that there is a robust system of development which supports improvement at all levels.

Performance Management for Support Staff by Mrs S Eaton, Assistant 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 and has begun its next cycle in September 2021.

Every member of the non-teaching staff is involved in this improvement planning cycle which we firmly believe 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. We have expanded the provision this year to include both asynchronous and synchronous opportunities for professional learning delivered both in-house by Cardiff High School staff as well as external providers.

Attendance Presented by Mrs A Yarrow, Deputy Headteacher

Even whilst at Alert Level 0 as a nation, the monitoring of attendance and the support of our pupils in this key area remains a challenge. The changing of the law surrounding self-isolation means, of course, that young people no longer need to isolate even if identified as a close contact of a positive case of Covid-19. We have, however, seen an increase in the number of positive cases amongst our pupils this term. Whilst we have maintained a range of mitigation measures, it is understandable that some families have made the decision not to allow their children to return to school, particularly when notified of cases within their child's year group. Cardiff High School, however, continues to set itself hugely aspirational attendance targets and this year remains at 96%.

Exclusions Presented by Mrs A Yarrow, Deputy Headteacher

Whilst exclusion is a sanction which the school tries hard to avoid, there will be occasions where it is the most appropriate course of action. The number of school closures and ensuing disruption limit the impact of comparative data; it is to be noted, however, that the figures remain relatively small - both in terms of the number of days lost to exclusion and the number of repeat exclusions.

| Year | Number of FTE issued | Number of Pupils Excluded | Number of days lost to exclusion | Number of repeat exclusions |
|--------------------|----------------------|---------------------------|----------------------------------|---|
| 2020 - 2021 | 21 | 19 | 25.5 | Pupil A x 3 |
| 2019 - 2020 | 24 | 21 | 25 | Pupil A x 3 Pupil B x 2 Pupil C x 4 |
| 2018 - 2019 | 35 | 30 | 58 | Pupil A x 4 Pupil B x 2 Pupil C x 2 |
| 2017 - 2018 | 30 | 22 | 103.5 | Pupil A x 2 Pupil B x 3 Pupil C x 3 Pupil D x 3 Pupil E x 2 |

Wellbeing Update Presented by Mrs A Yarrow, Deputy Headteacher

Our focus upon wellbeing continues to be a key priority, supported by the secondment of Michelle Bennett to the leadership team as of September 2021.

We pride ourselves on our comprehensive and, sometimes, unique approach to enhancing pupil wellbeing at Cardiff High School. There is no doubt that the pandemic has been an unsettling time for many of our learners.

Following a return to school this term, we have continued to provide and develop a wealth of wellbeing support including:

- Nurture provision
- Counselling – via the Local Authority and Cardiff High School counsellors
- Restorative Conferences
- Animal Assisted Therapy
- Lego Therapy
- Drawing Therapy
- Mindfulness
- Emotional Freedom Techniques

We are particularly proud of the fact that our work with a growing number of young carers within the school has been recognised in the form of a prestigious award from the Carers Trust Wales - “Best Practice of Our Young Carers in Schools Programme”.

We are very pleased to have been allocated a practitioner from the Primary Mental Health Team – Natalie Baron. Natalie will be based at the school, one morning per fortnight. This, along with weekly drop in sessions facilitated by our school nurse, Samantha Lowes, will provide further levels of support for our learners and staff in our bid to maintain good mental and physical health.

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

Over the summer we have taken delivery of 600 Chromebooks from the Local Authority and configured these for use with Hwb, which allows us to provide a 1:1 device ratio to all students in the Sixth Form. In the Art and Music department(s) the very latest Apple Macs have been installed, together with new monitors and they have been set up with all of the latest software. The departments are now able to make use of the very latest technologies. In addition, both departments also had outdated I pads and these have now been replaced and the latest software deployed for use by students.

The Art department has also benefitted from having Apple pencils with their I pads to allow them to work on their “digital sketchbooks” and have the benefit of being able to make maximum use from the new devices.

The school has also installed additional digital signage screens and re-vamped the ICT Support department office to make it more welcoming to staff and students. Other works undertaken by the ICT Support team include a new CHS Radio station.

Estates Department Update presented by Mr C Newton, Estates Manager

The school has continued utilising more of our open spaces by creating an additional 2 large outdoor shelters and seating areas for students to enjoy. Both areas are multi-functional and can be used by students during break and lunch time and also be used by teaching staff as outdoor learning spaces. In order to reduce the amount of queueing and mixing of students during break and lunch in the canteen an additional serving area has been created.

There has been a much needed refurbishment of the Sports Hall which included the installation of new LED lighting with proximity sensors to save energy when the hall was not in use. The laying of a new all-sports rubberised flooring with new court lines with bespoke Cardiff High School logo and painting of the internal walls. Also, in the dance studio, the removal of a large storage area has increased the usable teaching space within the dance studio thereby allowing greater distance between students and staff during activities.

The Sixth Form centre has had 5 new windows installed to improve circulation of air within and to aesthetically improve the environment for the student and staff.

In order to ensure statutory compliance all checks have been completed by contractors around the school estate and any remedial works required carried out to ensure a safe learning and teaching environment.

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.

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, Mr. Craig Jones |
| 4. Education | Chair, Dr Jill Davies |
| 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) |
|---------------|---|

L.A.

Representatives:

| | |
|------------|------------------------|
| 30.04.2025 | Mrs. L. Wigley |
| 23.03.2025 | Mrs. J. Phillips-Lewis |
| 30.04.2025 | Mrs. N. Matthewson |
| 26.05.2023 | Dr. J. Davies |
| 26.05.2024 | Mrs. M. Norton |

Parent Representatives:

| | |
|------------|------------------|
| 07.11.2020 | Dr. R. Dodge |
| 07.11.2020 | Mrs. J. Woodhall |
| 07.11.2020 | Dr. R. Krishnan |
| 01.07.2022 | Mr. A. Skinner |
| | Vacancy |
| | Vacancy |

Teacher Representatives:

| | |
|------------|---------------|
| 23.09.2023 | Ms. B. Wilson |
| 23.09.2023 | Miss S. Isaac |

Non-Teacher Representative:

| | |
|------------|---------------|
| 23.09.2023 | Mr. C. Newton |
|------------|---------------|

Community Representatives:

| | |
|------------|-----------------|
| 09.05.2023 | Mr R Wyn Davies |
| 30.04.2024 | Mrs. S. Morgan |
| 26.09.2024 | 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 2021.

School Information

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

Number of pupils on roll (Nov 2021): 1797 (593 in Sixth Form)

Number of full-time equivalent teaching staff - 104.1 (91 full time)
(22 part time)

Pupil:teacher ratio 17.3 : 1

Contact ratio 73.4% (excluding Headteacher)

Teaching time per week 25 hours.

Term Dates

| | |
|------------------|--------------------|
| | 2021-2022 |
| Term Begins | Friday 03.09.21 |
| Half Term Begins | Monday 25.10.21 |
| Half Term Ends | Friday 29.10.21 |
| Term Ends | Friday 17.12.21 |
| Autumn Total | 71 Days |
| Term Begins | Monday 03.01.22 |
| Half Term Begins | Monday 21.02.22 |
| Half Term Ends | Friday 25.02.22 |
| Term Ends | Friday 08.04.22 |
| Spring Total | 65 Days |
| Term Begins | Monday 25.04.22 |
| Half Term Begins | Monday 30.05.22 |
| Half Term Ends | Friday 03.06.22 |
| Term Ends | Friday 22.07.22 |
| Summer Total | 59 Days |
| Year Total | 195 Days |

Financial Statement

The financial out-turn statement for 2020/2021 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

In line with The Additional Learning Needs (ALN) and Educational Tribunal Act, a number of significant changes have been introduced in Wales and, consequently, at school. As the name of the act suggests, the term 'special educational needs (SEN)' will be replaced by 'additional learning needs (ALN)'. In preparation for this, we have already replaced the term SENCo with ALNCo at Cardiff High. The role is currently being carried out by Mrs Georgina Brownlow.

School Action, School Action Plus and Statements will be phased out and every child with recognised ALN will eventually be issued with a new statutory document called an Individual Development Plan (IDP). Unlike statements, which stop when a young person leaves school, IDPs will continue up to 25 years of age if the young person goes onto further education.

The new ALN system will be introduced in a phased way. As of January 2022, some pupils in receipt of a statement of additional learning needs will move to the new system. For secondary schools, this will be for **Year 7 and Year 10**. These groups will be referred to as **mandated years**. Where a child has ALN in Years 7 or 10, an 'IDP' notice will be given which confirms the child has moved to the ALN system, has ALN, and that an IDP will be prepared. Where a decision has been made that a child does not have ALN, a 'no IDP' notice will be given. The no IDP notice confirms that the child has moved to the new system, does not have ALN and an IDP will not be issued. There will be no more statutory assessments or statements after 31 December 2021 for learners who are new to the system.

ALN information and paperwork has already begun to evolve at Cardiff High School in preparation for the Act. Colleagues, and some families, will already be familiar with the pupil centred One Page Profiles – replacing Individual Education Plans (IEPs).

Currently, there are 41 learners at Cardiff High in receipt of a statement of additional learning needs. All pupils on the ALN register have either an Individual Educational Plan or a One Page Profile. These are reviewed and updated regularly in order to ensure their 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'.

Our statemented pupils have a variety of needs. They receive the majority of their lessons in mainstream provision, with some support. They 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 behaviour support.

The Learning Support provision continues to be successful. Literacy and numeracy intervention are provided within the curriculum and taught by specialists, in small groups.

Within a small number of registration periods, learners who require support with touch-typing are mentored by members of the ALN 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.

Where necessary, specialist teachers and Learning Support Assistants provide bespoke interventions, during one-to-one or small group sessions, e.g. the highly successful 'Talkabout Teenagers' Social Skills programme which is led by trained colleagues and delivered in small groups within Key Stage 3.

Cardiff High continues to employ its own Behaviour, Emotional and Social Difficulties (BESD) specialist, Educational Psychologist, Occupational Health/Autism Spectrum Disorder (ASD) specialist and Speech & Language therapist. Whilst the Local Authority provides a number of specialist teams, e.g. Visual & Hearing Impairment and Physical Medical, by employing a range of specialist staff, we are able to speedily and effectively access specialist advice to support our learners.

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.

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 (2020-2021)

| | | |
|-----|---|--------------------------------|
| 186 | - | Students returned to Year 12 |
| 43 | - | In College/Sixth Form Schools |
| 4 | - | Employment/Work Based Training |
| 1 | - | Other |

YEAR 13 (2020-2021)

| | | |
|-----|---|---|
| 222 | - | Students placed in Higher/Further Education |
| 1 | - | College |
| 17 | - | Employment/Work Based Training |
| 10 | - | Deferred University place 2022 |
| 21 | - | Taking a Gap Year |