

# **CARDIFF HIGH SCHOOL**



## **GOVERNORS' ANNUAL REPORT TO PARENTS**

**2023/24**

## **AUTUMN TERM 2024**

### **Introduction from the Chair of Governors**

Once again, I have the pleasure of presenting the Governors' Annual Report to Parents. It is a comprehensive report that reflects on the successes of the school over the last 12 months.

Alongside this report, I recommend you read the Autumn Newsletter which is available on the school website.

I would like to take this opportunity to thank Mr Jones, our Leadership Team and all staff for their continuous hard work and commitment which makes our school excellent.

### **Summer Results 2023 (See Also Appendix 1) presented by Mrs H Lewis, Assistant Headteacher**

In Summer 2024 more than 1000 Cardiff High students across 4-year groups were entered for over 5000 qualifications in a broad range of GCSE, AS and A Level subjects. The results are excellent and are a testament to the hard work and resilience of our students and to the effort and commitment of the whole staff body at the school.

After several years of extraordinary systems and supported grading in recognition of the impact of the pandemic, Qualifications Wales, the exam regulator in Wales, determined that grading would return to pre-pandemic standards in 2024. This means that direct comparisons with recent historical performance indicators should be undertaken with caution.

From 2019, schools were subject to new "Interim Performance Indicators" at KS4. The intention 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. The interim system introduced in 2019 is based on Average Point Scores (APS), the calculation of which includes all grades. Since August 2022 Welsh Government has indicated its intention to introduce a new performance system at KS4 which was due to be shared with schools in autumn 2022. Since then, this intention has been reiterated, but no further detail has been forthcoming. In August 2024, Lynne Neagle, the new minister for education, announced that this new schools information system was still in development and that a further announcement would be made in the Autumn term of 2024. Until this new system is announced, schools are still subject to the publication of data under the 2019 interim measures.

Although the old KS4 performance indicators are no longer collected at a national level, they are included in this report for reference in order to provide comparison to previous years. At KS5 performance measures have been under review since before the pandemic and these continue to be subject to development by Welsh Government.

The 2024 outcomes, along with some brief explanation and commentary are provided below. Please also see Appendix 1 for a glossary and explanation of terms.

## **Raw Results & Value Added Measures**

Raw results analysis focuses only on outcomes, the final results achieved by the cohort. This analysis takes no account of the starting point of learners and so does not quantify progress made. Hence, in addition to analysing raw results, we also use a system called Alps to identify how much progress has been made. This is referred to as Value Added analysis. The Alps system compares learner outcomes to their individual starting points and awards a Value Added score. This can be done at different levels. Individual learner value added is collated into departmental value added and then to overall school level value added. Value added scores can then be compared across all users of the Alps system. This allows us to consider our value added performance in the context of other institutions across the UK.

### **GCSE - Raw Results**

#### **The Revised Capped Nine Average Points Score Explained**

The 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 Points 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 elements 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 elements are the pupil's best other six results.

So, for example if a pupil achieved C grades in every subject, their Capped Nine Points Score would be  $9 \times 40 = 360$ .

<b><i>Capped 9 – Average Point Score 2024</i></b>	<b>436</b>
$436 \div 9 = 48.4$ <i>So, this represents average performance of between a B (46 points) and an A grade (52 Points) across all 9 subjects</i>	

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

These performance indicators are the average points score in each of the core subjects. This provides a measure of the average grade achieved in each core subject across the whole cohort. The literacy measure counts every pupil's best grade in English Language or Literature; the Numeracy measure counts every pupil's best grade in Numeracy or Mathematics and the Science measure counts every pupil's best GCSE science grade.

<b><i>Literacy Measure - Average Points Score 2024</i></b>	<b>47.1</b>
<b><i>Numeracy Measure - Average Points Score 2024</i></b>	<b>49.2</b>
<b><i>Science Measure - Average Points Score 2024</i></b>	<b>48.9</b>
<i>So, these all represents average performance of between a B (46 points) and an A grade (52 Points)</i>	

## GCSE Raw Results – Legacy & New Measures, Historical and National Context

The tables below provide a summary of legacy and existing performance indicators and also some historical context, comparing 2024 data to years when traditional examinations were held.

GCSE 2024 & Historical Context																		
<b>Level 1 Threshold</b>								<b>At Least 5 A*- A Grades</b>										
2015	2016	2017	2018	2019	2022	2023	2024	2015	2016	2017	2018	2019	2022	2023	2024			
100%	100%	100%	100%	100%	98%	98%	98%	36%	36%	46%	46%	55%	65%	61%	54%			
Family Average 2019 = 97.5%								Family Average 2019 = 29.4%										
Wales Average 2019 = 92.8%								Wales Average 2019 = 18.0%										
<b>Level 2 Threshold</b>								<b>A*-A (% of GCSE Grades awarded)</b>										
2015	2016	2017	2018	2019	2022	2023	2024	2015	2016	2017	2018	2019	2022	2023	2024			
98%	99%	98%	98%	97%	95%	95%	91%	36%	36%	42%	41%	51%	59%	57%	49%			
<b>Level 2 + Threshold</b>								<b>New KPIs</b>										
2015	2016	2017	2018	2019	2022	2023	2024	Average Points English	2018	2019	2022	2023	2024	Wales 2019	Family 2019	Wales 2023	Family 2023	Wales 2024
89%	92%	84%	89%	86%	90%	91%	88%	Average Points Maths	46.6	48.3	47.5	48.7	47.1	39.0	43.5	39.7	46.8	38.5
Family Average 2019 = 64.9%								Average Points Science	49.3	49.4	52.0	50.0	49.2	37.1	41.6	37.1	45.7	35.9
Wales Average 2019 = 53.8%								New Capped 9	48	51.1	50.6	50.7	48.9	36.8	41.9	36.9	46.0	36.0

### Value Added at KS4

Alps indicates that in 2024 Cardiff High achieved a school Value Added Quality Indicator score of 1.12 which equates to Alps Grade 2. This indicates value added performance in the top 10% of all recorded performances.

### A Level Raw Results – Proportion of Grades Awarded - Historical & National Context

The table below provides a breakdown of results together with some historical & national context, comparing 2024 data to years when traditional examinations were held.

A LEVEL - Proportion of Grades Awarded											
	2017	2018	2019	3YR AV	2022	2023	2024				
	(Sk Ch Whole Cohort)	(Sk Ch Partial Cohort)	Sk Ch Option		Sk Ch Option	Sk Ch Option	Sk Ch Option	2019 WALES	2022 WALES	2023 WALES	2024 WALES
S	55	65	91	70	215	183	145				
A	174	167	163	168	294	240	200				
B	231	228	179	213	218	213	209				
C	153	146	129	143	121	126	137				
D	57	88	54	66	35	73	66				
E	22	28	19	23	14	21	30				
U	4	6	6	5	5	6	4				
	696	728	641	688	902	862	791				
S	7.9%	8.9%	14.2%	10.3%	23.8%	21.2%	18.3%	8.9%	17.1%	13.5%	10.1%
S - A	32.9%	31.9%	39.6%	34.8%	56.4%	49.1%	43.6%	26.5%	40.9%	34.0%	29.9%
S - B	66.1%	63.2%	67.6%	65.6%	80.6%	73.8%	70.0%	52.0%	66.5%	57.9%	54.2%
S - C	88.1%	83.2%	87.7%	86.3%	94.0%	88.4%	87.4%	76.3%	85.3%	78.9%	76.5%
S - D	96.3%	95.3%	96.1%	95.9%	97.9%	96.9%	95.7%	91.3%	94.3%	91.5%	90.8%
S - E	99.4%	99.2%	99.1%	99.2%	99.4%	99.3%	99.5%	97.6%	98.0%	97.5%	97.4%

## **A Level Raw Results – Proportion of Learners Attaining Thresholds - Historical & National Context**

The table below provides a breakdown of the proportions of learners achieving the three threshold measures included in the current performance measures for KS5.

<b>A Level - New Measures</b>							
<b>Proportions of Students Achieving</b>							
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>3YR AV</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
At Least 3 A* to A	23.0%	24.0%	25.7%	<b>24.2%</b>	<b>38.6%</b>	<b>33.6%</b>	<b>28.0%</b>
At Least 3 A* to C	79.0%	74.0%	73.8%	<b>75.6%</b>	<b>87.0%</b>	<b>75.7%</b>	<b>72.8%</b>
At Least 3 A* to E	94.0%	97.0%	94.8%	<b>95.3%</b>	<b>97.3%</b>	<b>95.7%</b>	<b>93.3%</b>

## **2024 Value Added at KS5 – A2**

The 2024 A Level cohort were awarded their GCSE grades in 2022, the first year of exams after the pandemic. Supported grading was applied to this exam season and so these grades were subject to the national grade inflation which was a feature of all results at that time. The Alps model uses GCSE scores as a starting point to calculate progress so, given that these GCSE grades were inflated, the average progress from GCSE in 2022 to A Level in 2024 is understandably less than previous years. However, the 2024 cohort still achieved a value added Alps Grade 3 representing value added performance in the top 25%.

## **Performance Management presented by Mr S Thompson, Deputy Headteacher**

The Performance Management cycle for last academic year has come to its completion and appraisal targets have been evaluated by line managers. All teaching staff have now met with their appraisers to agree targets for the forthcoming academic year 2024-2025. These targets are based on pupil progress, developing professional practice, and improving leadership. The school incorporates its own enquiry cycle as part of the PM professional learning target. Action enquiry is a process where all teachers develop an aspect of their professional pedagogical practice and this year this process has been redesigned. This is in line with our whole school strategy which is aligned with the Schools as a Learning Organisation national framework (SLO).

For 2024-25 all teaching staff are engaging in a bespoke purpose-built professional learning programme focusing on "PPA": Planning for learning, Pedagogy and Practice and Assessment. Staff formally meet during twilight inset sessions for facilitated group Professional Learning sessions to engage in professional development discussions. Following these sessions, all staff use an Action Enquiry Log to participate in a collaborative classroom-based enquiry approach applying the concepts of the whole school Learning & Teaching sessions to their individual classroom practice. As a result, professional learning has a direct influence and impact on classroom practice, the quality of provision and standards.

The school has also completed the annual learning and teaching review which took place in the first half of the Autumn Term during October 2024. All members of staff have been observed teaching by a member of the Senior Leadership Team using a three-part system, using coaching principles, to ensure that the review constitutes a developmental process to improve classroom practice. Teachers engage in a pre-meet discussion prior to the observation focused on planning for learning and knowing our pupils followed by both the lesson observation and the coaching style feedback session. The review has demonstrated that the quality of provision across the school remains consistently strong and as a result pupils make effective progress in learning. Pupils' attitudes to learning are very good and the effective classroom practice seen across the whole curriculum is built on a purposeful classroom ethos underpinned by high expectations and positive relationships.

## **Performance Management for Support Staff by Mr S Taylor, Assistant Headteacher**

As a school, we are committed to ensuring every member of staff has the opportunity to grow and develop within their role. A robust and purposeful approach to Performance Management for both teaching and support staff is fundamental to this and our aspiration to become an effective learning organisation.

During the course of the last academic year, we reviewed and updated our performance management arrangements for support staff. This allowed us to refine and re-align line management structures and update the associated documentation. Over the course of the first half of the Autumn Term, line managers have been meeting with support staff to reflect upon last year's work and set targets for the current academic year.

A key part of the performance management process is professional learning (PL) and we seek to ensure every member of staff is aware of their Professional Learning Entitlement. In their performance management meetings, we ask staff to reflect on the impact of PL undertaken in the previous year and what they would like to focus on for the coming year. This could include: i) role specific training; ii) development of digital and ICT skills; iii) leadership and management training; or access to the whole school Coaching Programme.

As we move into the Spring and Summer Terms, we will continue to reflect and consider how we can improve and enhance the process and the professional learning provided to ensure the greatest impact on staff.

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

Whilst there still remains a nation-wide focus on raising attendance since the pandemic, we are very pleased to share with you that our attendance continues to improve. In June, we reported that our attendance for the previous academic year was 93.5% - the highest in our family of schools, and above both the Local Authority and Welsh averages.

To date, our attendance this year stands at just under 96%, in line with the aspirational target that we set for this academic year.

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

As previously highlighted, challenges in relation to pupil behaviour undoubtedly, increased following the pandemic. We believe, however, that through the adoption of a firm, fair and consistent approach to modifying behaviour - grounded in the principles of restorative justice and underpinned by an ongoing focus on learner wellbeing, we have seen an improvement in attitudes to learning. Analysis of our data highlights the fact that fewer fixed term exclusions have been issued this term in comparison to same time period last year.

To date, this academic year, there have been no permanent exclusions.

We have issued 6 fixed term exclusions, resulting in the loss of 5 school days.

For the same period last year, we issued 18 fixed term exclusions, resulting in the loss of 18.5 school days.

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

Despite budgetary constraints, our focus upon enhancing wellbeing for pupils continues to be a key priority and we pride ourselves on our comprehensive and, sometimes, unique approach to this aspect of school life. We were delighted to welcome Mrs Ceri Hayde to the school in September in the role of Restorative Officer, following the departure of Mrs Hanya Harrison. Mrs Hayde is highly experienced in this field, having worked in two other secondary schools in the city. She has settled very well and is proving to be an excellent addition to the Wellbeing and Achievement Team.

As a school, we continue 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
- Sand Therapy
- Drawing Therapy
- Mindfulness
- Emotional Freedom Techniques

The school nurse is now based on site once per week, providing easy access to health advice. She liaises closely with the Wellbeing and Achievement Team in our shared bid to promote good mental and physical health amongst our learners.

Natalie Baron, a practitioner from the Primary Mental Health Team continues to effectively support our learners one morning per fortnight.

## **Estates Department Update presented by Mr G Ward, Estates Manager**

We have been and continue to work with the Local Authority to secure funding for the installation of a new perimeter security fence to the front of the school. This has included the completion of a Schools Arson Vulnerability Assessment by the Fire Service and a Secured by Design Assessment by South Wales Police, both of which support the need for such a fence. We hope to secure the funding in the near future to allow this vital project to be completed.

Emergency surface repairs have been completed to our 3G pitch due to breaking down of the surface. These repairs have allowed us to keep the pitch open as a facility for both the school and for community groups / teams out of hours. We are working with the authority to secure funding to replace the surface that is fast approaching its' end of life to allow this facility to remain open.

We have recently been informed that we have been chosen to take part in a government scheme to help control and reduce energy costs and our carbon footprint. The design system will see us have fully-automated control of all of our building systems (heating, lighting, ventilation, air conditioning, etc) that will help to work towards these goals. We are hoping to obtain replacement windows alongside this scheme to minimise the heat loss through the original single-glazed metal-framed windows that are still present in a large portion of the school estate.

As a department the Estates Team have worked diligently, performing more and more tasks in-house, to save on costs whilst keeping the school in the best condition possible in order to

maintain the high standards that we are accustomed to at Cardiff High. Budgets are and will continue to be challenging but we do all we can to provide the best environment to students, staff and visitors at the school.

**Finance presented by Mr S M Jones, Headteacher**

The school continues to monitor the school budget. Early indications forecast another disappointing budget settlement in April and the school is preparing accordingly. With the school having been removed from the School Organisation Planning Band B funding, the school faces significant challenges due to the age and condition of the building

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 – 2024/25

### 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:

30.04.2025	Mrs. L. Wigley
23.03.2025	Mrs. J. Phillips-Lewis
30.04.2025	Mrs. N. Matthewson
25.05.2027	Dr. J. Davies
26.05.2028	Mrs. M. Norton

#### Parent Representatives:

27.10.2026	Ms H Haddadin
27.10.2026	Mr M Jabbar
27.10.2026	Mr A Williams
27.10.2026	Dr S Oakes
27.10.2026	Ms D Alhusseini
27.10.2026	Mr S Saddique

Teacher Representatives:

02.10.2027	Ms R Hill
02.10.2027	Mrs L Jenkins

Non-Teacher Representative:

19.03.2026	Mr. G. Ward
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Community Representatives:

05.11.2025	Ms S. Prew
05.11.2025	Mr. J. Andrews
26.09.2028	Mr. S. Kidwai
03.11.2025	Mr. K. Stephen
03.11.2025	Mr. C. Jones

Clerk to Governors:

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

**School Information**

Number of pupils on roll (Nov 2024): 1,802 (603 in Sixth Form)

Number of full-time equivalent teaching staff: 89.7 (76 Full Time)  
(21 Part Time)

Pupil:teacher ratio: 20.03 : 1

Contact ratio: 73.95% (excluding Headteacher)

Teaching time per week: 25 hours

## **Term Dates**

	2024-2025
Term Begins	Monday 02.09.24
Half Term Begins	Monday 28.10.24
Half Term Ends	Friday 1.11.24
Term Ends	Friday 20.12.24
Autumn Total	75 Days
Term Begins	Monday 06.01.25
Half Term Begins	Monday 24.02.25
Half Term Ends	Friday 28.02.25
Term Ends	Friday 11.04.25
Spring Total	65 Days
Term Begins	Monday 28.04.25
Half Term Begins	Monday 24.05.25
Half Term Ends	Friday 30.05.25
Term Ends	Monday 21.07.25
Summer Total	55 Days
Year Total	195 Days

## **Financial Statement**

The financial out-turn statement for 2023/2024 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 is also issued at the start of each Key Stage.

## **Additional Learning Needs Presented by Miss M Dolan, ALNCo**

Cardiff High School continues to work towards meeting the statutory requirement to replace the special educational needs (SEN) system with the additional learning needs system.

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

In January 2022, the first group of learners started to move to the ALN system. All learners will move to the new system by the end of this academic year, 2024-2025.

Currently, there are 39 learners at Cardiff High in receipt of a Statement or IDP.

All pupils on the 'high profile' ALN Target List have a One Page Profile (OPP), with many on the 'Classroom Awareness' section also in receipt of a OPP. 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 pupils with ALN have a variety of needs. They attend the majority of their timetabled subject lessons, with some support. They are sometimes disapplied from Welsh, and, occasionally, Modern Foreign Languages, as well as other subjects deemed appropriate. This is led by need. During disapplication sessions, interventions are put in place, as directed by the pupils' IDPs / Programmes of Work. This ranges from specialist literacy and numeracy lessons, to support for students' emotional health and wellbeing.

The Learning Support provision continues to be successful. Literacy and numeracy interventions are provided within the curriculum and taught by specialists, in small groups. Lessons for Year 10 and Year 11 students often focus on overlearning, revision and homework. There are established links between the department and subject teachers, to ensure that these lessons are targeted appropriately.

Within a small number of registration periods, 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 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**

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 to broaden 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.

## **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 enriched by its diverse cultural community. Among its student body, an impressive 65 different first languages are spoken, reflecting a truly global representation. The school places a strong emphasis on Welsh Second Language education, with robust provision across the Lower, Middle, and Upper Schools. Nearly all pupils study the Full Course GCSE in Welsh Second Language, demonstrating the school's commitment to Welsh. The use of the language is actively encouraged and celebrated in all aspects of school life, aligning with the Welsh Government's vision outlined in the document 'Our Language: Its Future, Iaith Pawb'

## **Destination of Pupils 2023/2024**

### **YEAR 11 (2023-2024)**

193	-	Students returned to Year 12
30	-	In College/Sixth Form Schools
5	-	Employment/WBL
1	-	Apprenticeship
4	-	Other

### **YEAR 13 (2023-2024)**

206	-	Students placed in Higher Education
7	-	College / Further Education
24	-	Employment/Work Based Training
16	-	Deferred University place 2022
12	-	Taking a Gap Year
4	-	Apprenticeship

## Appendix 1 - Glossary of Terms and Acronyms

<b>A Level</b>	<i>Advanced Level Qualification</i>
<b>AAT</b>	<i>Animal Assisted Therapist</i>
<b>AHT</b>	<i>Assistant Head Teacher</i>
<b>ALN</b>	<i>Additional Learning Needs</i>
<b>ALNCO</b>	<i>Additional Learning Needs Co-ordinator</i>
<b>ALPS</b>	<i>A system to measure pupil progress at KS4 and KS5</i>
<b>AOLE</b>	<i>Area of Learning and Experience — The new Curriculum for Wales will comprise of Six Areas of Learning and Experience (AoLEs): Expressive Arts; Health and Well-being; Humanities; Languages, Literacy and Communication; Mathematics and Numeracy; Science and Technology.</i>
<b>AS Level</b>	<i>Advanced Subsidiary Level Qualification (completed inY12)</i>
<b>ASD</b>	<i>Autistic Spectrum Disorder</i>
<b>BESD</b>	<i>Behavioural, emotional and social difficulties</i>
<b>Average Capped 9 Points Score (Revised for 2019)</b>	<i>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 &amp; 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.</i>
<b>CCTV</b>	<i>Closed Circuit Television</i>
<b>CHS</b>	<i>Cardiff High School</i>
<b>CSC</b>	<i>Central South Consortium - The joint education service for five local authorities - Brigend, Cardiff, Merthyr Tydfil, Rhodda Cynon Taf and The Vale of Glamorgan</i>
<b>DHT/DH</b>	<i>Deputy Head Teacher</i>
<b>EAS</b>	<i>The five local authorities of Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen have formed an Education Achievement Service (EAS) which is designed to raise education standards in South East Wales.</i>
<b>eFSM</b>	<i>Eligible for free school meals</i>
<b>EFT</b>	<i>Emotional Freedom Technique</i>
<b>EP</b>	<i>Educational Psychologist</i>
<b>Estyn</b>	<i>Estyn is the office of Her Majesty's Inspectorate for Education and Training in Wales. They are independent of, but funded by, the National Assembly for Wales. The purpose of Estyn is to inspect quality and standards in education and training in Wales.</i>
<b>Family of Schools</b>	<i>Schools are grouped into families based on an index of challenge according to the following weighted criteria: &gt; Proportion eligible for Free School Meals (50% weighting) &gt; Proportion of pupils living in the 20% most deprived parts of Wales using the Welsh Index of Multiple Deprivations (WIMD) (30% Weighting) &gt; Proportion of pupils with additional learning needs categorised as School Action plus or Statemented (10% weighting) &gt; Proportion of pupils who are New to English, at an Early Acquisition stage or Developing Competence stage (EAL Categories A,B or C) (10% weighting)</i>
<b>FFT</b>	<i>Fischer Family Trust - Research organisation which provides performance analysis for both GCSE and A Level</i>
<b>FTE</b>	<i>Fixed Term Exclusions</i>
<b>GCSE</b>	<i>General Certificate of Secondary Education</i>
<b>HEI</b>	<i>Higher Education Institution</i>
<b>HLTA</b>	<i>Higher Level Teaching Assistant</i>
<b>HT</b>	<i>Head Teacher</i>
<b>ICT</b>	<i>Information and Communication Technology</i>
<b>IEP</b>	<i>Individual Education Plan</i>
<b>ITE / ITT</b>	<i>Initial Teacher Education / Initial Teacher Training</i>

<b>KS3</b>	<i>Key Stage 3 (Years 7-9)</i>
<b>KS4</b>	<i>Key Stage 4 (Years 10-11)</i>
<b>KS5</b>	<i>Key Stage 5 (Years 12-13)</i>
<b>L1 Threshold</b>	<i>Level 1 Threshold - The proportion achieving at least 5 A* to G grades at GCSE</i>
<b>L2 Threshold</b>	<i>Level 2 Threshold - The proportion achieving at least 5 A* to C grades at GCSE</i>
<b>L2+ Threshold</b>	<i>Level 2 Plus Threshold - The proportion achieving at least 5 A* to C grades at GCSE including English &amp; Maths</i>
<b>L3 Threshold</b>	<i>Level 3 Threshold - The proportion achieving at least 2 A* to E grades at A Level</i>
<b>LA</b>	<i>Local Authority</i>
<b>LACE</b>	<i>Looked After Child in Education</i>
<b>Literacy Measure</b>	<i>Average points score in English Language or English Literature GCSE where A*=58, A=52, B=46, C=40, D=34, E=28, F=22 &amp; G=16.</i>
<b>MFL</b>	<i>Modern Foreign Language</i>
<b>Numeracy Measure</b>	<i>Average points score in Maths or Numeracy GCSE where A*=58, A=52, B=46, C=40, D=34, E=28, F=22 &amp; G=16.</i>
<b>OECD</b>	<i>Organisation for Economic Co-operation and Development. The OECD is an international organisation that "works to build better policies for better lives." Their goal is "to shape policies that foster prosperity, equality, opportunity and well-being for all." They draw on almost 60 years of experience and insights.</i>
<b>OLEVI</b>	<i>For over 20 years, OLEVI has been at the forefront of working with schools on whole-school improvement strategies – designing and providing professional development training for teachers, teaching assistants, and leaders in education, within the UK and across the globe.</i>
<b>Oxbridge</b>	<i>Oxford and Cambridge universities</i>
<b>PM</b>	<i>Performance Management</i>
<b>Russell Group</b>	<i>The Russell Group represents 24 leading UK universities. The group is a professional, incorporated organisation set up in 2007, its aim is to help ensure that our universities have the optimum conditions in which to flourish and continue to make social, economic and cultural impacts through their world-leading research and teaching.</i>
<b>SC</b>	<i>Skills Challenge</i>
<b>Science Measure</b>	<i>Average points score for best Science GCSE where A*=58, A=52, B=46, C=40, D=34, E=28, F=22 &amp; G=16.</i>
<b>SLO</b>	<i>Schools as Learning Organisations—A philosophy, endorsed by the Organisation for Economic Development (OECD) in which schools "develop processes, strategies and structures that allow the schools to learn and react effectively in uncertain and dynamic environments."</i>
<b>SSSP</b>	<i>Summary of Secondary School Performance - the official document recording key performance measures for KS4 and KS5</i>
<b>TA</b>	<i>Teaching Assistant</i>
<b>WB</b>	<i>Welsh Baccalaureate</i>
<b>WG</b>	<i>Welsh Government</i>

CARDIFF COUNCIL/GYNGOR CAERDYDD				
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2023-2024				
Governing Body/Corff Llywodraethu of:		Cardiff High School		
	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/Gwariant Cyflawnedig	
	£	£	£	£
<b>Staffing costs/Costau Staff</b>				
Teaching Costs/Costau Addysgu	6,921,198		6,830,050	
Special Needs Teachers/Athrawon Anghenion Arbennig	0		0	
Teachers for stated pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	70,856		75,999	
Short Term Supply/Llanw Byr Dymor	0		1,844	
Long Term Supply/Llanw Hir Dymor	0		0	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	0		15,302	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyrwr Meithrinfa/ Cymhorthion Athrawon / Cynorthwyrwr	841,389		768,813	
Foreign Language Assistants/Cynorthwyrwr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	407,568		432,444	
Mid Day Supervisors/Gorychylwyr Canol Dydd	25,000		44,297	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	61,987		46,764	
Administrative Staff/Staff Gweinyddol	381,185		327,514	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	98,456		24,239	
Other Staff Costs/Costau staff eraill	155,359		235,559	
Performance Management/Rheoli Perfformiad	0		0	
<b>Total Staffing Costs/Cyfanswm Costau Staff</b>		8,962,998		8,802,825
<b>Premises Related Costs/Costau Eiddo</b>				
Caretaking Staff/Staff Gofalwyr	204,599		198,218	
Domestic Staff/Staff Domestig	206,582		191,268	
Grounds Staff/Staff y Tir	12,500		11,254	
Cleaning Costs/Costau Glanhau	242,269		229,329	
Energy Costs/Costau Ynni	292,576		268,025	
Rates/Cyfraddau	172,538		172,538	
Repairs and Maintenance/Atgyweiriadau a Chynhaliadau	66,200		79,983	
Water/Dŵr	22,820		26,107	
<b>Total Premises Related Costs/Cyfanswm Costau Eiddo</b>		1,220,084		1,176,723
<b>Transport Costs/Costau Cludiant</b>				
Pupil Transport Costs/Costau Cludiant Disgyblion	0		0	
Staff Transport Costs/Costau Cludiant Staff	500		0	
Vehicle Costs/Costau Cerbydau	10,000		6,580	
<b>Total Transport Costs/Cyfanswm Costau Cludiant</b>		10,500		6,580
<b>Supplies and Services/Cyflenwadau a Gwasanaethau</b>				
Teaching Materials/Adnoddau Addysgu	238,441		269,011	
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	3,500		18,680	
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	500		211	
Catering Costs/Costau Arlwydo	0		400,116	
Unallocated / Savings to be found/Arian heb ei ddosbarthu / Cynilion	15,474		0	
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	111,740		154,042	
Consultants Fees/Ffioedd Ymgynghorwyr	0		0	
Examinations Fees/Ffioedd Arholiadau	264,000		218,648	
Games & School Activities/Gemau a Gweithgareddau Ysgol	0		0	
Clerk to Governing Body/Clerc y Corff Llywodraethu	0		2,809	
Other office costs/Costau swyddfa eraill	0		400	
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	23,000		25,422	
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0	
Subsistence and expenses/Cynhaliadau a threuliau	0		21,246	
<b>Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau</b>		656,655		1,110,586
<b>Central Services/Gwasanaethau Canolog</b>				
School Meals/Prydau Ysgol	45,580		55,211	
Service Level Agreements/Trefniadau Lefel Gwasanaeth	79,315		71,633	
<b>Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog</b>		124,895		126,844

