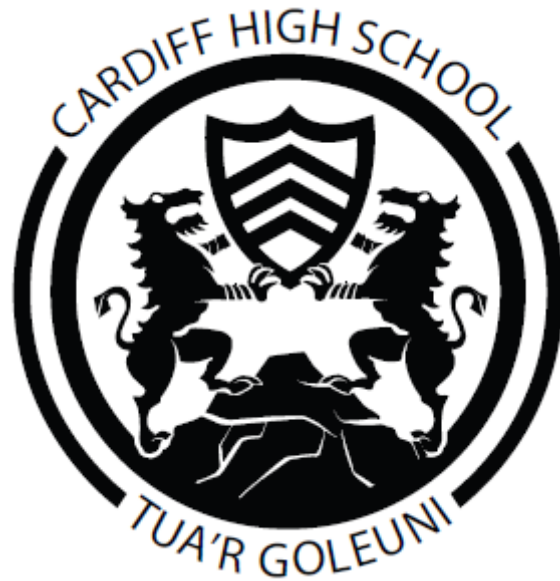


CARDIFF HIGH SCHOOL



GOVERNORS' ANNUAL REPORT TO PARENTS

2022/23

AUTUMN TERM 2023

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.

It is a very difficult time in education currently however, in spite of this, the school remains ambitious in its drive to improve. It has set a very robust development plan for the year.

Alongside this report, I recommend you read the Autumn Newsletter which further delves into the exiting opportunities at the school.

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

Background

In Summer 2023 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.

It is important to keep in mind that, even though the 2023 results were based on external examinations, headline figures are not directly comparable with pre-pandemic exam seasons up to and including 2019, or with the results from 2022. In 2022 and again for this 2023 season, different adaptations were made and special grade boundaries put in place to mitigate against the disruption to learning experienced by students in these cohorts. This makes comparisons of performance indicators challenging, so this data should be viewed and interpreted with care.

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 was based on Average Point Scores (APS), the calculation of which includes all grades. During the COVID pandemic the publication of these performance measures was paused. In August 2022 Welsh Government indicated its intention to introduce a new performance system at KS4 which was due to be shared with schools in autumn 2022. However, no information was made available until January 2023 when a report was published detailing some Welsh Government commissioned research. This report considered how a new "data and information ecosystem" might be established which would incorporate measures of performance as well as other key information for a range of stakeholders. At this time, it was announced that, until the findings of this report can be reviewed and used to inform the design of a new performance measuring system, the existing performance indicators would once again be published.

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 2023 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 $9 \times 40 = 360$.

<i>Capped 9 – Average Point Score 2023</i>	449
<i>$449 \div 9 = 49.9$</i>	
<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.

Literacy Measure - Average Points Score 2023	48.7
Numeracy Measure - Average Points Score 2023	50.0
Science Measure - Average Points Score 2023	50.7

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 2023 data to years when traditional examinations were held.

GCSE 2023 & Historical Context														
Level 1 Threshold							At Least 5 A*- A Grades							
2015	2016	2017	2018	2019	2022	2023	2015	2016	2017	2018	2019	2022	2023	
100%	100%	100%	100%	100%	98%	98%	36%	36%	46%	46%	55%	65%	61%	
Family Average 2019 = 97.5%							Family Average 2019 = 29.4%							
Wales Average 2019 = 92.8%							Wales Average 2019 = 18.0%							
Level 2 Threshold							A*-A (% of GCSE Grades awarded)							
2015	2016	2017	2018	2019	2022	2023	2015	2016	2017	2018	2019	2022	2023	
98%	99%	98%	98%	97%	95%	95%	36%	36%	42%	41%	51%	59%	57%	
Level 2 + Threshold							New KPIs		2018	2019	2022	2023	Wales 2019	Wales 2023
2015	2016	2017	2018	2019	2022	2023	Average Points English		46.6	48.3	47.5	48.7	39.0	39.7
89%	92%	84%	89%	86%	90%	91%	Average Points Maths		49.3	49.4	52.0	50.0	37.1	37.1
Family Average 2019 = 64.9%							Average Points Science		48	51.1	50.6	50.7	36.8	36.9
Wales Average 2019 = 53.8%							New Capped 9		439	445	455	449	354	357

Value Added at KS4

Alps indicates that in 2022 Cardiff High achieved a school Value Added Quality Indicator score of 1.10 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 2023 data to years when traditional examinations were held.

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

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 that are included in the current performance measures for KS5. (NB 2023 National Figures have not been published at the time of writing)

A Level - New Measures.								
Proportions of Students Achieving								
	2017	2018	2019	3YR AV	2022	2023*	2022 WALES AV	2019 WALES AV
At Least 3 A* to A	23.0%	24.0%	25.7%	24.2%	38.6%	33.6%	20.0%	9.0%
At Least 3 A* to C	79.0%	74.0%	73.8%	75.6%	87.0%	75.7%	58.0%	42.0%
At Least 3 A* to E	94.0%	97.0%	94.8%	95.3%	97.3%	95.7%	75.0%	65.0%
*PLASC Cohort includes four Y12 students who chronologically should be in Y13 & one leaver								

2023 Value Added at KS5 – A2

The 2023 A Level cohort were awarded their GCSE grades in 2021 during the pandemic. These grades were not based on examinations and 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 to A Level in 2023 is understandably less than previous years. However, the 2023 cohort still achieved a value added Alps Grade 4 compared to Alps Grade 2 in 2022.

AS Level Raw Results –Proportion of Grades Awarded - Historical and National Context

The table below provides a breakdown of AS results together with some historical and national context.

AS LEVEL									
	2017	2018	2019	3YR AV	2022	2023			
A	207	236	223	222	501	384			
B	163	203	169	178	218	223			
C	154	178	161	164	136	162			
D	164	136	112	137	97	104			
E	95	80	55	77	50	75			
U	122	64	46	77	36	65			
	905	897	766	856	1038	1013	2023 WALES AV	2022 WALES AV	2019 WALES AV
A	22.9%	26.3%	29.1%	26.1%	48.3%	37.9%	25.5%	30.7%	20.0%
A - B	40.9%	48.9%	51.2%	47.0%	69.3%	59.9%	45.3%	51.1%	40.1%
A - C	57.9%	68.8%	72.2%	66.3%	82.4%	75.9%	65.2%	69.8%	61.9%
A - D	76.0%	84.0%	86.8%	82.3%	91.7%	86.2%	80.6%	83.7%	79.1%
A - E	86.5%	92.9%	94.0%	91.1%	96.5%	93.6%	90.9%	92.7%	90.1%

Value Added at KS5 - AS

Alps indicates that in 2023 Cardiff High students achieved a school Value Added Quality Indicator score of 0.99 which equates to Alps Grade 3. This represents value added performance in the top 25% of all results in the Alps database. This is in line with the 2022 score of 0.98 also equating to Alps Grade 3.

Performance Management presented by Mr S Thompson, Deputy Headteacher

The Performance Management cycle has come to its completion for the academic year 2022-2023 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 2023-2024. These targets are based on pupil progress, developing professional practice, and improving leadership. The school incorporates its action enquiry cycle into the professional learning target. Action enquiry is a process where all teachers develop an aspect of their professional pedagogical practice using a research-informed approach. This is in line with our whole school strategy which is aligned with the Schools as a Learning Organisation national framework (SLO).

For 2023-24 this follows a model of analytical coaching where staff are explicitly working in designated groups, led by a group facilitator, to explore, research, trial and share work as a collaborative collective throughout the year. Staff will formally meet for facilitated group sessions to carry out a four-stage approach based on a simple Read: See: Act: Review framework to structure professional learning.

The school has also completed the annual learning and teaching review which took place in the first half of the Autumn Term. 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.

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, as a learning organisation, Cardiff High School remains committed to equality in the development of all staff.

Non-teaching staff are fully 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. The provision for non-teaching staff is going to be further reviewed and adapted in line with the National Approach to Professional Learning model outlined by Welsh Government. This includes developing more opportunities for asynchronous and synchronous opportunities for professional learning delivered both in-house by Cardiff High School staff as well as external providers. The range of professional learning opportunities comprise those linked to specific roles, specialist needs, digital experiences as well as leadership development.

Attendance Presented by Mrs A Yarrow, Deputy Headteacher

The most recent Welsh Government data highlights the fact that pupil absence remains a major problem for the nation. Education Minister, Jeremy Miles, has very recently announced that he is to set up a taskforce to help tackle soaring absence rates. Average school attendance, across Wales, for this academic year to date is 93.4%. Within this context we are pleased that the current figure for Cardiff High is 95.34%. This represents an increase on the data in comparison to this time last year which stood at 94.07%. Improving attendance amongst our learners remains a priority and our aspirational target for this academic year is 96%.

Exclusions Presented by Mrs A Yarrow, Deputy Headteacher

Last year we had to make the very difficult decision to permanently exclude two pupils from the school as well as issuing a high number of fixed term exclusions.

However, 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 this academic year. 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.

Wellbeing Update Presented by Mrs A Yarrow, Deputy Headteacher

The introduction of the software package ClassCharts has been of benefit on so many fronts. The package supports our tracking and improvement of attendance, behaviour and attitudes to learning. At the end of last year, you will recall that we launched the parents/carers app. This supported our bid to maximise communication opportunities between home and school. This term, with the launching of the pupil app, we have noted that a greater number of learners are taking both responsibility for their behaviour and pride in their achievements.

Despite budgetary constraints, our focus upon enhancing wellbeing for pupils continues to be a key priority at Cardiff High School and we pride ourselves on our comprehensive and, sometimes, unique approach to this aspect of school life.

This year, 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

We continue to support our growing number of young carers and are very proud of the fact that Cardiff High 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”.

Natalie Baron, a practitioner from the Primary Mental Health Team continues to effectively support our learners one morning per fortnight. She has also prepared a series of workshops in relation to overcoming examination related anxiety which will be of particular benefit to our Key Stage 4 and 5 learners in the months ahead. 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.

Estates Department Update presented by Mr G Ward, Estates Manager

During the summer term roofing works were completed around the school. The school kitchen was remodelled successfully, in-house, enabling the school to move to a single lunch break for all students. Also, a large number of classroom and office moves and refurbishment works took place over the summer break.

Unfortunately, it is with disappointment that projects planned to have been completed over the summer by the Local Authority did not happen. These included groundworks around the school under the accessibility projects (drainage channels, ramps, automatic doors, etc). Due to funding issues all projects were put on hold. Also removed was the funding for the security fence and gates to the front of the school. This makes it very difficult to prevent unauthorised access to the site and we hope to re-secure funding for this to happen as soon as possible.

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.

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 – 2021/22

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
26.05.2024	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 Alhousseini
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
26.09.2024	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 2023): 1778 (582 in Sixth Form)

Number of full-time equivalent teaching staff: 99.5 (91 Full Time)
(13 Part Time)

Pupil:teacher ratio: 17.8 : 1

Contact ratio: 72.6% (excluding Headteacher)

Teaching time per week: 25 hours

Term Dates

	2023-2024
Term Begins	Monday 04.09.23
Half Term Begins	Monday 30.10.23
Half Term Ends	Friday 3.11.23
Term Ends	Friday 22.12.23
Autumn Total	75 Days
Term Begins	Monday 08.01.24
Half Term Begins	Monday 12.02.24
Half Term Ends	Friday 16.02.24
Term Ends	Friday 22.03.24
Spring Total	50 Days
Term Begins	Monday 8.04.24
Half Term Begins	Monday 27.05.24
Half Term Ends	Friday 31.05.24
Term Ends	Monday 22.07.24
Summer Total	70 Days
Year Total	195 Days

Financial Statement

The financial out-turn statement for 2022/2023 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 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. The ALN system was introduced, in Wales, on a gradual "flow-through" approach. A 'flow-through' approach means that children who are being moved to the ALN system by a school or local authority during the phased, four-year implementation period (from September 2021 to August 2025) will 'flow through' into further education with an individual development plan (IDP) already in place.

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 cease when a young person leaves school, IDPs will continue up to 25 years of age if the young person goes onto further education. ALN information and paperwork had already evolved at Cardiff High School in preparation for the Act. Colleagues, and many families, will be familiar with the pupil centred One Page Profiles – replacing Individual Education Plans (IEPs).

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 the academic year 2024-2025.

Currently, there are 47 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 statemented / IDP pupils have a variety of needs. They receive the majority of their lessons in mainstream provision, with some support. They are sometimes disapplied (in line with their Statement / IDP provision) 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' Statements / IDPs. 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 intervention are provided within the curriculum and taught by specialists, in small groups.

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, Occupational Therapist / 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.

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 2022/2023

YEAR 11 (2022-2023)

- 193 - Students returned to Year 12
- 38 - In College/Sixth Form Schools
- 6 - Other

YEAR 13 (2022-2023)

- 201 - Students placed in Higher/Further Education
- 7 - College
- 22 - Employment/Work Based Training
- 26 - Deferred University place 2022
- 20 - Taking a Gap Year

Appendix 1 - Glossary of Terms and Acronyms	
A Level	<i>Advanced Level Qualification</i>
AAT	<i>Animal Assisted Therapist</i>
AHT	<i>Assistant Head Teacher</i>
ALN	<i>Additional Learning Needs</i>
ALNCO	<i>Additional Learning Needs Co-ordinator</i>
ALPS	<i>A system to measure pupil progress at KS4 and KS5</i>
AOLE	<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>
AS Level	<i>Advanced Subsidiary Level Qualification (completed inY12)</i>
ASD	<i>Autistic Spectrum Disorder</i>
BESD	<i>Behavioural, emotional and social difficulties</i>
Average Capped 9 Points Score (Revised for 2019)	<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 & 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>
CHS	<i>Cardiff High School</i>
CSC	<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>
DHT/DH	<i>Deputy Head Teacher</i>
EAS	<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>
eFSM	<i>Eligible for free school meals</i>
EFT	<i>Emotional Freedom Technique</i>
EP	<i>Educational Psychologist</i>
Estyn	<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>
Family of Schools	<i>Schools are grouped into families based on an index of challenge according to the following weighted criteria: > Proportion eligible for Free School Meals (50% weighting) > Proportion of pupils living in the 20% most deprived parts of Wales using the Welsh Index of Multiple Deprivations (WIMD) (30% Weighting) > Proportion of pupils with additional learning needs categorised as School Action plus or Statemented (10% weighting) > 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>
FFT	<i>Fischer Family Trust - Research organisation which provides performance analysis for both GCSE and A Level</i>
FTE	<i>Fixed Term Exclusions</i>
GCSE	<i>General Certificate of Secondary Education</i>
HEI	<i>Higher Education Institution</i>
HLTA	<i>Higher Level Teaching Assistant</i>
HT	<i>Head Teacher</i>
ICT	<i>Information and Communication Technology</i>
IEP	<i>Individual Education Plan</i>
ITE / ITT	<i>Initial Teacher Education / Initial Teacher Training</i>
KS3	<i>Key Stage 3 (Years 7-9)</i>

CARDIFF COUNCIL/GYNGOR CAERDYDD				
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2022-2023				
Governing Body/Corff Llywodraethu of:		Cardiff High School		
	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/Gwariant Cyflawnedig	
	£	£	£	£
Staffing costs/Costau Staff				
Teaching Costs/Costau Addysgu	6,646,016		6,623,126	
Special Needs Teachers/Athrawon Anghenion Arbennig	0		0	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	65,328		67,904	
Short Term Supply/Llanw Byr Dymor	0		25,172	
Long Term Supply/Llanw Hir Dymor	0		0	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	25,000		25,217	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyrwr Melthrinfa/ Cymhorthion Athrawon / Cynorthwyrwr	675,514		699,841	
Foreign Language Assistants/Cynorthwyrwr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	376,484		412,423	
Mid Day Supervisors/Sorychwytywyr Canol Dydd	50,000		47,013	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	88,423		82,959	
Administrative Staff/Staff Gwelnyddol	295,309		316,445	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	71,862		40,928	
Other Staff Costs/Costau staff eraill	156,153		153,909	
Performance Management/Rheoli Perfformiad	0		0	
Total Staffing Costs/Cyfanswm Costau Staff		8,450,089		8,494,935
Premises Related Costs/Costau Eiddo				
Caretaking Staff/Staff Gofaiwyr	171,407		196,297	
Domestic Staff/Staff Domestig	205,353		196,980	
Grounds Staff/Staff y Tir	11,243		10,199	
Cleaning Costs/Costau Glanhau	227,673		238,426	
Energy Costs/Costau Ynni	126,385		123,823	
Rates/Cyfraddau	172,538		172,538	
Repairs and Maintenance/Atgyweiriau a Chynhaliath Water/Dŵr	66,200		59,880	
	18,000		21,730	
Total Premises Related Costs/Cyfanswm Costau Eiddo		998,799		1,019,873
Transport Costs/Costau Cludiant				
Pupil Transport Costs/Costau Cludiant Disgyblion	0		0	
Staff Transport Costs/Costau Cludiant Staff	0		0	
Vehicle Costs/Costau Cerbydau	10,000		6,360	
Total Transport Costs/Cyfanswm Costau Cludiant		10,000		6,360
Supplies and Services/Cyflenwadau a Gwasanaethau				
Teaching Materials/Adnoddau Addysgu	266,179		351,075	
Equipment, Furniture, Materials & music tuition/Offet, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	3,500		38,937	
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	500		502	
Catering Costs/Costau Arlwy	11,800		377,390	
Unallocated / Savings to be found/Arjan heb ei ddsbarthu / Cynllon	369,147		0	
Communications Equipment and Services/Offet a Gwasanaethau Cyfathrebu	151,700		649,597	
Consultants Fees/Floedd Ymgynghorwyr	0		0	
Examinations Fees/Floedd Arholiadau	240,000		237,236	
Games & School Activities/Gemau a Gweithgareddau Ysgol	0		0	
Clerk to Governing Body/Clerc y Corff Llywodraethu	2,808		2,835	
Other office costs/Costau swyddfa eraill	400		5	
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	23,000		31,424	
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0	
Subsistence and expenses/Cynhaliath a threuliau	500		19,384	
Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau		1,069,534		1,708,385
Central Services/Gwasanaethau Canolog				
School Meals/Prydau Ysgol	45,580		45,580	
Service Level Agreements/Trefnadau Lefel Gwasanaeth	70,018		70,258	
Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog		115,598		115,838