

# **CARDIFF HIGH SCHOOL**



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

**2021/22**

## **AUTUMN TERM 2022**

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

For the last two years I have had to report on the implications of COVID and post COVID recovery. I am pleased that on this occasion the report focuses purely on school matters.

It has been an excellent start to the year, very much focused on moving the school forward. The school has set a robust School Development Plan which demonstrates its ambition for the coming years. 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 2022 (See Also Appendix 1) presented by Mrs H Lewis, Assistant Headteacher**

#### **Background**

Summer 2022 saw the return of formal examinations for the first time since 2019. Over 1000 students across years 10, 11, 12 & 13 were prepared for nearly 5000 examination entries across 26 subject areas. Given the unique circumstances of this exam season, examination boards implemented various mechanisms to account for the disruption experienced by learners over the past two years. Adaptations were made to content and grade boundaries were lowered, so it is still difficult to make direct historical comparisons. However, the students' hard work, resilience and the efforts and support of Cardiff High staff have undoubtedly come together to produce a superb set of results.

Pre-pandemic, from 2019, schools were subject to new Interim Performance Indicators at KS4. The intention of these measures was to move away from a focus on the achievement of threshold measures such as Level 2 and Level 2+ which only credited the achievement of A\* to C grades and did not distinguish between these grades. The interim system introduced in 2019 was based on Average Point scores, the calculation of which includes all grades. Going forward, the Welsh Government has taken the decision to introduce a new performance system for schools at KS4 which is due to be shared in autumn 2022. As yet, no detail is available about this. At KS5 performance measures have been under review since before the pandemic and these continue to be subject to development by Welsh Government. The Education Minister has indicated that some measures will be put in place for the 2023 examination season to mitigate against the impact of the pandemic on this cohort of learners.

During the pandemic years of 2020 and 2021, grades at GCSE, AS and A Level were awarded based on two distinct systems, CAGs and CDGs. These gave rise to unique sets of outcomes and much higher pass rates. The impact of the pandemic on results and, before this, the introduction of the new indicators, make year on year comparisons very challenging. So, although the old 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. As happened in both 2020 and 2021, school results data publication was suspended for 2022. However, as part of our normal school quality assurance and record keeping processes, data analysis was carried out internally. The 2022 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).

## **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 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 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 2022</i>	<b>455</b>
$455 \div 9 = 50.6$ <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.

<i>Literacy Measure - Average Points Score 2022</i>	<b>47.5</b>
<i>Numeracy Measure - Average Points Score 2022</i>	<b>52.0</b>
<i>Science Measure - Average Points Score 2022</i>	<b>50.6</b>

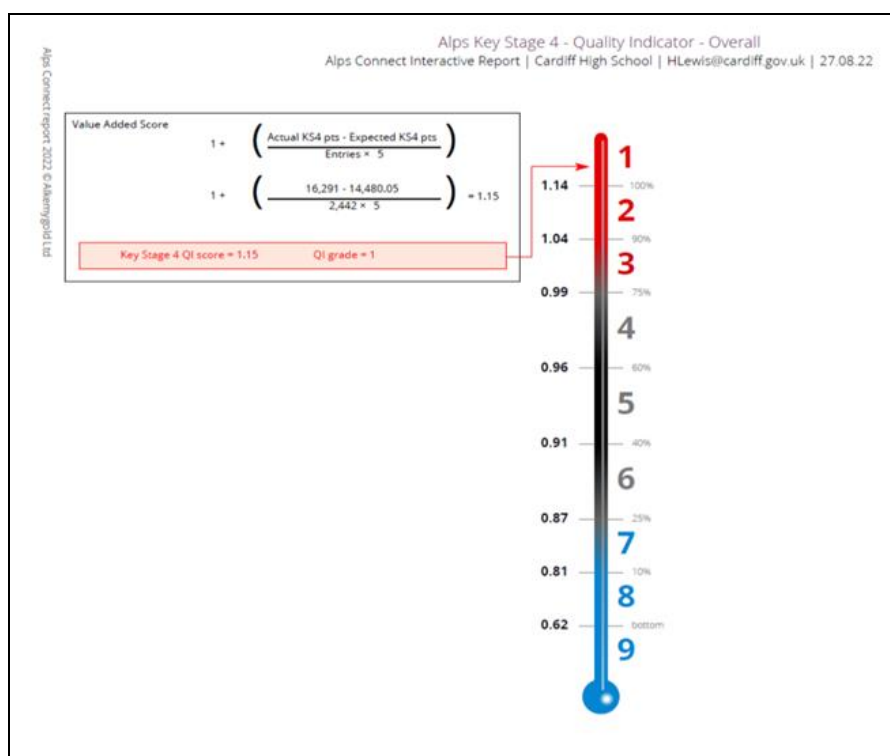
### **GCSE Raw Results – Legacy & New Measures, Historical and National Context**

The table below provides a summary of legacy and existing performance indicators and also some historical context, comparing 2022 data to years when traditional examinations were held. (Due to the suspension of publication the last national data available was from 2019)

GCSE 2022													
Level 1 Threshold						At Least 5 A*- A Grades							
2015	2016	2017	2018	2019	2022	2015	2016	2017	2018	2019	2022		
100%	100%	100%	100%	100%	98%	36%	36%	46%	46%	55%	65%		
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	2015	2016	2017	2018	2019	2022		
98%	99%	98%	98%	97%	95%	36%	36%	42%	41%	51%	59%		
Level 2 + Threshold						New KPIs		2018	2019	2022	Family 2019	Wales 2019	
2015	2016	2017	2018	2019	2022	Average Points English		46.6	48.3	47.5	43.5	39.0	
89%	92%	84%	89%	86%	90%	Average Points Maths		49.3	49.4	52	41.6	37.1	
Family Average 2019 = 64.9%						Average Points Science		48	51.1	50.6	41.9	36.8	
Wales Average 2019 = 53.8%						New Capped 9		439	445	455	391	354	

### **Value Added at KS4**

Alps indicates that in 2022 Cardiff High achieved a school Value Added Quality Indicator score of 1.15 which equates to Alps Grade 1 - equal to or better than the best score recorded in the Alps database. This is up from a score of 1.10 equating to Alps Grade 2 in 2019.



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

The Performance Management cycle has come to its completion for the academic year 2021-2022 and appraisal targets have been evaluated by line managers. All teaching staff have now met with their appraisers to also agree targets for the forthcoming academic year 2022-2023. 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 in line with our whole school strategy which is aligned with the Schools as a Learning Organisation national framework (SLO). 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. In the Autumn Term, all members of staff have been observed teaching by someone from the Senior Leadership Team as part of the whole school Learning and Teaching Review. This review uses a three-part system, using coaching principles, to ensure that the review is also used as 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, 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 is about to begin its next cycle for the coming year.

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. 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**

Our current attendance figure is a little lower than it would, historically, have been at this time of year as we feel the knock on from the pandemic.

We are working hard as a team and, where necessary, in conjunction with the Local Authority's Education Welfare Service, to both challenge and support families where there are attendance concerns.

The Local Authority has only very recently permitted the return of Fixed Penalty Notices.

Our aspirational target for attendance this year is 96% and the Achievement Team is embracing a host of strategies to support families in this crucially important area.

### **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.

As you would expect, the data related to 2019/20 and 2020/21 has been impacted by school closures and Covid isolation and, consequently, are relatively low. The data for 2021/22, however, highlights a rise in this sanction.

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

Our focus upon wellbeing continues to be a key priority within the school. In light of this, Michelle Bennett will remain seconded to the leadership team for this academic year.

Mrs Vicky Ataou, Wellbeing and Achievement Officer for Key Stage 3, has left Cardiff High with Mrs Karen Price replacing Mrs Ataou in her role. This, in turn, has led to a vacancy within the team. We are, therefore, delighted to have appointed Ms Sam Watt to the role of Attendance and Wellbeing Officer. She will commence in December.

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

During the summer all teaching staff computers have been replaced with a neat all in one desktop PC. In addition, all student computers within the Music, Design & Technology and ICT areas have been replaced. This is the first time we have been able to complete a simultaneous refresh of almost the entire school's ICT provision. It has been a very welcome and exciting change for staff and students. These computers are of an extremely high specification which helps ensure that they are more efficient and reliable.

Working in partnership with the Local Authority, we are delighted to report that we have now also secured Chromebook sets for every teaching room. This not only removes the need for staff to re-locate to ICT suites, but provides every teacher and every student the opportunity to access ICT during all lessons. This supports the effective development of digital skills, innovative pedagogy and provides invaluable revision opportunities.

In January all our audio-visual equipment in classrooms was replaced with a 75" Smart Gx Touchscreen and this, combined with the power of the new computers has made a real difference to staff and students alike. Staff have been provided with training both self paced via an online portal and also in person.

We continue to make improvements for all users of ICT within the school and work closely with the Cardiff Education team to ensure that we have access to all the latest tools and developments.

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

#### **Staffroom**

A new staffroom was designed and delivered in-house over the summer period. This area is also serving as a welcome addition to support staff wellbeing and feedback has been very positive. It also provides an additional conference space for the school.

#### **New Library**

Shelving was removed from the old library and refitted into a new library space. A smartboard has been fitted, with 2 racks of Chromebooks, together with a full compliment of tables and chairs. This enables the library to be used as a classroom when required. It has also created a modern vibrant library environment.

### **Multi-Use Games Area (MUGA)**

The Multi-Use Games Area (MUGA) to the front of the school has a long standing issue of the front third holding water. The school has secured additional funding required to replace the whole surface in one go. Permanent line markings will be cut into the new surface. Once the drainage and resurfacing works are completed on the MUGA we will have a high-quality games area that will provide a mixture of hockey, netball and tennis courts.

### **Cookery Room**

Following an accessibility review by the local authority it was previously identified that the cookery room required a rise and fall workstation for the room to become inclusive to students in wheelchairs. Works have taken place, which have resulted in the room going from a mixture of gas and electric cookers to now becoming electric only.

### **Security Risk Assessment / Fencing to Front of School**

Following a security risk assessment by the school and the Local Authority, it has been decided that a new security fence, maglock pedestrian gate and electric vehicular gate with intercom is to be installed around the front of the site. Surveys have been conducted and we hope to have this installed within the coming few months.

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

The school has ensured that all spending remains within the allocated budget set however there has been some variation on budget heads due to inflationary costs.

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

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

### Representatives:

30.04.2025	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:

01.07.2022	Mr. A. Skinner
	Vacancy
	Vacancy
	Vacancy
	Vacancy
	Vacancy

Teacher Representatives:

23.09.2023	Ms. B. Wilson
23.09.2023	Miss S. Isaac

Non-Teacher  
Representative:

23.09.2023	Mr. G. Ward
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Community Representatives:

03.11.2025	Ms S. Prew
03.11.2025	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

A parent governor election was held in the Autumn Term 2022.

**School Information**

Number of pupils on roll (Nov 2022): 1760 (571 in Sixth Form)  
Number of full-time equivalent teaching staff - 104.1 (82 full time)  
(25 part time)  
Pupil:teacher ratio 18.1 : 1  
Contact ratio 69.7% (excluding Headteacher)  
Teaching time per week 25 hours.

## **Term Dates**

	2022-2023
Term Begins	Monday 05.09.22
Half Term Begins	Monday 31.10.22
Half Term Ends	Friday 4.11.22
Term Ends	Friday 23.12.22
Autumn Total	75 Days
Term Begins	Monday 09.01.23
Half Term Begins	Monday 20.02.23
Half Term Ends	Friday 24.02.23
Term Ends	Friday 31.03.23
Spring Total	55 Days
Term Begins	Monday 17.04.23
Half Term Begins	Monday 29.05.23
Half Term Ends	Friday 02.06.23
Term Ends	Monday 24.07.23
Summer Total	65 Days
Year Total	195 Days

## **Financial Statement**

The financial out-turn statement for 2021/2022 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 Mrs A Yarrow, Deputy Headteacher**

As highlighted in the last report, the school is working 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, three-year implementation period (from September 2021 to August 2024) 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 stop 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 some 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. This group of learners, in Years 7 and 10 **did not have a statement** but were on the SEN register.

The table below outlines the timeframe for the remaining changes to be undertaken by our ALN Department.

	2022 - 2023	2023-2024
On ALN Register – no statement	Years 8, 10 & 11	Years 8 & 10 (Pupils who were in Years 7 & 9 in academic year 2022 – 2023)
On ALN Register – with a statement	Years 10 & 11	Years 8, 9 & 10 (Year 7 learners with ALN will join CHS with an IDP)

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.

## **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 2020/2021**

### **YEAR 11 (2021-2022)**

182	-	Students returned to Year 12
43	-	In College/Sixth Form Schools
3	-	Employment/Work Based Training
12	-	Other

### **YEAR 13 (2021-2022)**

209	-	Students placed in Higher/Further Education
10	-	College
19	-	Employment/Work Based Training
24	-	Deferred University place 2022
32	-	Taking a Gap Year

<b>Appendix 1 - Glossary of Terms and Acronyms</b>	
<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 in Y12)</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>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>



CARDIFF COUNCIL/GYNGOR CAERDYDD				
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2021-2022				
	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	6,216,162		6,387,086	
Special Needs Teachers/Athrawon Anghenion Arbennig	0		0	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion gy'n destun datganiad	63,017		62,570	
Short Term Supply/Uanw Byr Dymor	0		8,052	
Long Term Supply/Uanw Hir Dymor	0		0	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	25,000		4,867	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyyr Meithrinfa/ Cymhorthion Athrawon/ Cynorthwyyr	532,840		586,660	
Foreign Language Assistants/Cynorthwyyr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	343,819		344,120	
Mid Day Supervisors/Gonchwylynyr Canol Dydd	60,000		44,913	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	78,163		80,360	
Administrative Staff/Staff Gweinyddol	291,156		303,502	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	88,627		67,801	
Other Staff Costs/Costau staff eraill	152,303		175,020	
Performance Management/Rheoli Perfformiad	0		0	
<b>Total Staffing Costs/Cyfanswm Costau Staff</b>		7,851,087		8,064,950
<b>Premises Related Costs/Costau Eiddo</b>				
Caretaking Staff/Staff Gofalwyr	136,556		173,612	
Domestic Staff/Staff Domestig	150,207		173,359	
Grounds Staff/Staff y Tir	11,243		5,282	
Cleaning Costs/Costau Glanhau	213,289		200,651	
Energy Costs/Costau Ynni	140,000		109,625	
Rates/Cyfraddau	172,538		172,538	
Repairs and Maintenance/Atgyweiriau a Chynhaliath	18,000		47,477	
Water/Dŵr	46,200		17,380	
<b>Total Premises Related Costs/Cyfanswm Costau Eiddo</b>		888,033		899,925
<b>Transport Costs/Costau Cludiant</b>				
Pupil Transport Costs/Costau Cludiant Disgyblion	0		0	
Staff Transport Costs/Costau Cludiant Staff	0		0	
Vehicle Costs/Costau Cerbydau	10,000		5,895	
<b>Total Transport Costs/Cyfanswm Costau Cludiant</b>		10,000		5,895
<b>Supplies and Services/Cyflenwadau a Gwasanaethau</b>				
Teaching Materials/Adnoddau Addysgu	266,179		293,153	
Equipment, Furniture, Materials & music tuition/Offeryn, Dodiwr, Deunyddiau a hyfforddiant cerddoriaeth	3,500		32,462	
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	500		364	
Catering Costs/Costau Arlwy	35,175		289,938	
Unallocated / Savings to be found/Arrian heb ei ddosbarthu / Cynllun	232,887		0	
Communications Equipment and Services/Offeryn a Gwasanaethau Cyfathrebu	386,421		872,992	
Consultants Fees/Ffioedd Ymgynghorwyr	0		0	
Examinations Fees/Ffioedd Arholiadau	202,200		115,438	
Games & School Activities/Gemau a Gweithgareddau Ysgol	0		0	
Clerk to Governing Body/Clerc y Corff Llywodraethu	2,825		2,805	
Other office costs/Costau swyddfa eraill	26,270		25,874	
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	29,500		24,382	
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0	
Subsistence and expenses/Cynhaliath a threfnau	500		14,111	
<b>Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau</b>		1,185,957		1,671,519
<b>Central Services/Gwasanaethau Canolog</b>				
School Meals/Prydau Ysgol	45,580		32,188	
Service Level Agreements/Trefniadau Lefel Gwasanaeth	66,041		64,440	
<b>Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog</b>		111,621		96,627

