

CARDIFF HIGH SCHOOL



GOVERNORS' ANNUAL REPORT TO PARENTS

2024/25

AUTUMN TERM 2025

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 which showcases the wealth of curricular and extra-curricular opportunities that our pupils have benefitted from.

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

Summer Results 2025 (See Also Appendix 1) presented by Mrs H Lewis, Assistant Headteacher

Background

In 2025 more than 1000 Cardiff High students across 4 year groups were entered for over 5500 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 staffing body at the school.

After several years of extraordinary systems and supported grading put in place to mitigate the impact of the pandemic, grading and awarding procedures have now returned to be broadly in line with pre-pandemic conditions. This means that it is sensible to compare 2025 data with 2024 data and, to a greater extent, with data up to and including 2019.

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. In August 2024, the new minister for education, reported that this new school's information system was still in development. In January 2025 a consultation was launched into the proposed new arrangements. This consultation presented a new "14 to 16 Learner Entitlement Indicators Framework" (LEIF). The findings from this consultation were published in July 2025 and it was announced that the consultation responses would be used to inform next steps. The intention is that the new system will be introduced in summer 2027 to coincide with the first set of results from the reformed GCSE courses. Until this new system is finalised and launched, schools are still subject to the publication of data under the 2019 interim measures. At KS5 performance measures have been under review since before the pandemic and these continue to be subject to development by Welsh Government.

The 2025 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, that is 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 2025</i>	<i>447</i>
<i>$447 \div 9 = 49.7$ 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 2025</i>	<i>49.7</i>
<i>Numeracy Measure - Average Points Score 2024</i>	<i>49.9</i>
<i>Science Measure - Average Points Score 2024</i>	<i>50.0</i>
<i>So, these all represents average performance of between a B (46 points) and an A grade (52 Points)</i>	

GCSE Raw Results – Historical and National Context

The table below provides a summary of current performance indicators together with some historical context and national comparison data. Family comparative data is also included. This is data from contextually similar schools – known as 'Families'. These Families are created by initially grouping schools based on size and linguistic delivery and then, within each

high-level grouping, ordering schools according to the values of an index of challenge based on proportions of pupils within the categories eFSM, ALN, EAL and those living in the 20% most deprived parts of Wales using the 2019 Welsh Index of Multiple Deprivation (WIMD).

GCSE 2025 & Historical Context						
<i>(* Indicates years where supported grading was used)</i>						
Key Performance Indicators (KPIs)						
Cardiff High	2018	2019	2022*	2023*	2024	2025
Average Points English	46.6	48.3	47.5	48.7	47.1	49.7
Average Points Maths	49.3	49.4	52.0	50.0	49.2	49.9
Average Points Science	48	51.1	50.6	50.7	48.9	50.0
New Capped 9	439	445	455	449	435	447
Wales KPIs						
		2019	2020-2022	2023*	2024	2025
Average Points English		39.0	<i>Pandemic No Data Publication</i>	39.7	38.5	38.6
Average Points Maths		37.1		37.1	35.9	36.0
Average Points Science		36.8		36.9	36.0	35.8
New Capped 9		354		357	352	353
Family KPIs		2019		2023*	2024	2025
Average Points English		43.5	46.8	45.4	46.2	
Average Points Maths		41.6	45.7	44.3	44.9	
Average Points Science		41.9	46.0	44.4	44.9	
New Capped 9		391	418	410	415	

Value Added at KS4

Alps reports show that in 2025 Cardiff High achieved a Value Added Alps Grade 2, indicating Value Added performance in the top 10% of all recorded Value Added performances. This means that, on average, students are consistently meeting or exceeding their GCSE target grades and this performance is in line with both the 2024 and with pre-pandemic Value Added 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.

A LEVEL - Proportion of Grades Awarded															
	2017	2018	2019	Pre - Pan 3Yr Av	2022	2023	2024	Post Pan 3Yr Av	2025	WALES FIGURES					
S	55	65	91	70	215	183	145	181	167						
A	174	167	163	168	294	240	200	245	240						
B	231	228	179	213	218	213	209	213	223						
C	153	146	129	143	121	126	137	128	147						
D	57	88	54	66	35	73	66	58	82						
E	22	28	19	23	14	21	30	22	30						
U	4	6	6	5	5	6	4	5	2						
	696	728	641	688	902	862	791	852	891	2019	2022	2023	2024	2025	
S	7.9%	8.9%	14.2%	10.3%	23.8%	21.2%	18.3%	21.1%	18.7%	8.9%	17.1%	13.5%	10.1%	10.5%	
S - A	32.9%	31.9%	39.6%	34.8%	56.4%	49.1%	43.6%	49.7%	45.7%	26.5%	40.9%	34.0%	29.9%	29.5%	
S - B	66.1%	63.2%	67.6%	65.6%	80.6%	73.8%	70.0%	74.8%	70.7%	52.0%	66.5%	57.9%	54.2%	54.5%	
S - C	88.1%	83.2%	87.7%	86.3%	94.0%	88.4%	87.4%	89.9%	87.2%	76.3%	85.3%	78.9%	76.5%	77.2%	
S - D	96.3%	95.3%	96.1%	95.9%	97.9%	96.9%	95.7%	96.8%	96.4%	91.3%	94.3%	91.5%	90.8%	91.2%	
S - E	99.4%	99.2%	99.1%	99.2%	99.4%	99.3%	99.5%	99.4%	99.8%	97.6%	98.0%	97.5%	97.4%	97.5%	

A Level Raw Results – Proportion of Learners Attaining

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

A Level									
Proportions of Students Achieving Performance Indicators									
	2017	2018	2019	Pre - Pan 3Yr Av	2022*	2023*	2024	Post Pan 3Yr Av	2025
At Least 3 A* to A	23.0%	24.0%	25.7%	24.2%	38.6%	33.6%	28.0%	33.4%	27.2%
At Least 3 A* to C	79.0%	74.0%	73.8%	75.6%	87.0%	75.7%	72.8%	78.5%	71.4%
At Least 3 A* to E	94.0%	97.0%	94.8%	95.3%	97.3%	95.7%	93.3%	95.4%	93.4%

2025 Value Added at KS5 – A2

The 2025 A Level cohort achieved a Value Added Alps Grade 3 representing value added performance in the top 25%. This is in line with the valued added performance in 2024 and with pre-pandemic value added performances and means that, on average, students are consistently meeting or exceeding their A2 target grades.

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.

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

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, Acting 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 2025-2026. These targets are based on pupil progress, developing professional practice, and improving leadership. The school has enacted the new Cardiff wide approach to performance management focused on **professional development and review**. The school incorporates its own enquiry cycle as part of this approach with each member of staff working individually with an assigned professional development review (PDR) partner. Action enquiry is a process where all teachers develop an aspect of their professional pedagogical practice and this year this process has been redesigned and built into a bespoke professional learning programme. This is in line with our aspiration to become a school as a Learning Organisation using the national framework (Wales SLO).

For 2025-26 all teaching staff are engaging in round two of a bespoke purpose-built professional learning programme focusing on "PPA": Planning for learning (P), Pedagogy and Practice (P) and Assessment (A). 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 2025. 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 most pupils (*90% or more*) 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 (PM) for both teaching and support staff is fundamental to this and our aspiration to become an effective learning organisation.

In the last academic year, 2024-25, all support staff followed the Local Authority's Performance Management procedures for School Support Staff. Within this process, staff agreed their targets for the year and identified relevant professional learning that should be undertaken. In 2025, the Local Authority approved a new Performance Management Policy for teaching staff. This policy, known as the School Professional Development Review (PDR) will now apply to all teaching staff and Learning Support workers, our Learning Support Assistants (LSAs). Previously, LSAs were covered by the Performance Management procedures for School Support Staff. In order to meet this requirement, we have redesigned the PM arrangements for LSAs to ensure they align with the PDR arrangements for teaching staff.

The PDR process and procedures for LSAs have been designed in collaboration with the ALNCO. Every LSA now has three development priorities that incorporate i) the Professional Standards for Teaching Assistants; ii) whole school priorities; and iii) a personal development target relevant to their specific role. During the monitoring phase of the PDR cycle, every LSA will be observed and have the opportunity to reflect upon both their progress within the lesson and across the year.

As we move into the Spring and Summer terms we will be undertaking the observations of our LSAs and ensuing all our other support staff continue to benefit from the existing Support Staff performance management arrangements which commence a new cycle in January 2026.

Attendance Presented by Mrs A Yarrow, Deputy Headteacher

We are very pleased to share with you that, as a consequence of our concerted efforts, attendance continues to improve. In May, we reported that our attendance for the previous academic year was 96.3% - 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 over 96%. Our aspirational target for this academic year is 97%.

Wellbeing Update Presented by Mrs A Yarrow, Deputy Headteacher

Despite ongoing 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.

As a school, we continue to provide and develop a wealth of wellbeing support including:

- Nurture provision
- Animal Assisted Wellbeing
- School based counselling
- Local Authority counselling
- Talkabout – social skills programme
- Restorative conferences
- Lego therapy
- Music therapy
- Sand therapy
- Mindfulness
- Emotional Freedom Technique

The school nurse is 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.

PC Rachel Hocking of the Wales Police Schools Programme leads a weekly drop-in session on site for staff and pupils. She also supports the Achievement Team in terms of working with youngsters at risk of embarking on criminal behaviour

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 Gavin Ward, Estates Manager

As an estates team we have been very busy working on both in-house projects and joint projects with the Local Authority to continue to enhance and improve the site and facilities of the school.

In-house we have completed a relocation and upgrade of the drama studio over the summer break, which was swiftly followed by the conversion of the old drama studio into 2 classrooms. The drama facilities are now first class and offer stage management practical experience to students.

We were successful in obtaining funding to resurface our existing 3G pitch which has been tested and certified to both FAW (Football Association of Wales) and World Rugby standards. We took the initiative to upgrade our 3G Floodlighting from the old ballast system to a new LED system at the same time. The renewal of this facility not only provides us, as a school, the best quality playing surface but also provides a source of income via local clubs and associations.

The Local Authority have completed some accessibility works in Ty Celyn that has seen the introduction of new automatic doors and approach ramps to both the front and rear of the building. The old Head of 6th Form office has been converted into a high-spec accessible shower-room, complete with shower bed. The next stage of the accessibility works will take place in the coming weeks and will involve the automation of the entrance doors to the 6th Form Deli / Canteen.

The Local Authority have installed the new fencing to the front of the school and are awaiting delivery of the electric sliding gate in order to secure the front of the site. We look forward to this being completed as it will provide an added layer of security to the school.

The Local Authority have agreed to replace the single-glazed, metal-framed windows around the school. This is a substantial undertaking and will be planned over the coming months, avoiding disruption to pupil learning.

Additional Learning Needs Presented by Miss M Dolan, ALNCo

Cardiff High School currently has 37 pupils identified with Additional Learning Needs (ALN) who are in receipt of an Individual Development Plan (IDP). In addition, 125 pupils are identified as 'Classroom Awareness'. These students do not meet the definition of ALN within the Code of Practice but have learning needs about which teachers must be aware. Their needs can be met through universal and targeted interventions.

Cardiff High School is committed to fostering an inclusive learning environment where all pupils with ALN can thrive. We have developed a range of strategies, systems, and practices that embed inclusivity into mainstream classrooms, ensuring that provision is tailored, consistent, and responsive to individual needs. We are determined to ensure that pupils with ALN make sustained progress towards their IDP outcomes. To achieve this, the school has established robust systems that combine specialist support, pastoral care, and rigorous monitoring processes to track progress effectively and ensure timely interventions.

Knowing Our Pupils

Central to the school's *Knowing Our Pupils Drive* are the ALN Target List, Confidential Booklet and One Page Profiles. These resources provide staff with accessible, pupil-specific information, enabling teachers and Learning Support Assistants (LSAs) to understand learners'

strengths, challenges, and preferred strategies. This ensures that classroom practice is personalised and that staff are well-informed to deliver effective support.

LSA Support and ALN Resources

LSA support is embedded across mainstream classrooms, with LSAs working closely alongside teachers to facilitate access to learning. Deployment of LSAs is carefully considered, drawing on evidence from the Education Endowment Foundation (EEF) to maximise impact. This follows the helicopter vs Velcro approach to encourage the development of independence and equal access to the classroom teacher.

The Department Handbook and Department Structure provide clarity on roles, responsibilities, and expectations, ensuring consistency in practice. A bespoke English curriculum has been developed to meet diverse literacy needs, offering tailored pathways for pupils requiring additional support and the ALN dept are working increasingly collaboratively with colleagues in the English dept to ensure this is effective.

Inclusion Fact Files provide staff with practical strategies to support pupils with specific needs, reinforcing inclusive pedagogy and ensuring that teachers have the tools to adapt their practice effectively.

Monitoring and Intervention

A whole-school Intervention Tracking Document is used to track the impact of support strategies, which is highly effective in monitoring ALN provision and student engagement. Weekly ALN meetings with identified members of the Leadership Team provide opportunities to review provision, share updates, and refine approaches. This systematic monitoring ensures that interventions remain responsive and effective, with provision adapted promptly to meet pupils' evolving needs.

Staff Development

LSAs engage in Professional Development Reviews (PDRs), professional learning programmes, and structured induction processes. This investment in staff development ensures that LSAs are skilled, confident, and able to deliver high-quality support. Importantly, the PDR process aligns to the national standards for Learning Support Assistants.

The ALNCo also attends ALNCo and SpLD forums, engages in cluster work, and contribute to the school's Action Plan, ensuring alignment with best practice across the city.

Transition Planning

Cardiff High School has developed robust transition processes for Year 6 and Year 11 pupils with ALN. The ALN department works closely with cluster primary schools and post-16 providers to ensure continuity of support. Pertinent discussions around intended outcomes in IDPs take place, with Additional Learning Provision (ALP) identified and agreed across settings. Final IDPs include setting-specific ALP, making clear that while provision may differ, pupils' needs remain consistent. This approach has been highlighted as a 'spotlight' in the Estyn ALN Thematic Review.

Specialist Support and Assessment

Cardiff High School prioritises swift access to specialist services to maximise academic, social, and emotional development. We employ our own BESD (Behaviour, Emotional and Social Difficulties) specialist, and speech and language therapist (SALT). These professionals provide individual reports and assessments that feed directly into IDPs, ensuring that provision is evidence-based and tailored. Specialist colleagues contribute to statutory meetings, supporting pupils, families, and staff in aligning provision with intended outcomes. Their availability also enhances professional learning for teaching and support staff, strengthening inclusive practice across the school. This approach has been highlighted as a 'spotlight' in the Estyn ALN Thematic Review.

External Partnerships

The school maintains strong links with Local Authority advisors for ASD and VI, ensuring that specialist external expertise complements in-house provision. These partnerships provide additional guidance and quality assurance in tracking progress towards IDP outcomes.

Links with the Achievement team

ALN tracking is closely aligned with the pastoral team, with staff attending weekly meetings to share updates and monitor pupil wellbeing. This ensures that academic progress is considered alongside social and emotional development, providing a holistic view of each learner's journey.

Systems and Processes

A structured PCM calendar and processes ensure that reviews of IDPs are timely and consistent. IDP paperwork is carefully maintained, providing a clear record of targets, interventions, and progress. The SIMS tracker and LS drive are used to monitor focus pupils, enabling staff to access up-to-date information on progress and provision. Programmes of Work are aligned with IDP outcomes, ensuring that classroom learning supports individual targets. An assessment calendar provides regular opportunities to measure progress, ensuring that interventions are responsive and evidence-based.

Monitoring and Accountability

Progress towards IDP outcomes is tracked through specialist reports and assessments, pastoral monitoring, SIMS data tracking, Programme of Work evaluations, and assessment calendar reviews. This multi-layered approach ensures that progress is monitored from different perspectives, increasing accuracy and accountability.

We use this information to adapt provision promptly, ensuring that pupils remain on track to achieve their intended outcomes.

Self-Evaluation

We engage fully in the school's self-evaluation process and the Department Improvement Plan identifies clear areas for development and action planning to ensure that our practices are continually monitored and refined.

Sharing Best Practice

We have recently been approached by the Performance Specialist for Secondary ALN from Swansea LA. Estyn advised her to contact us to see examples of good practice in relation to ALN. This was an extremely positive meeting and a number of elements of inclusive practice at Cardiff High will now be disseminated to ALNCOs in Swansea.

School Achievements

The school has once again celebrated another successful year. Outcomes in national examinations are excellent at both GCSE and A-Level. Pupils make very strong progress in learning and headline data shows pupils at all levels performed well. School self-evaluation also indicates that the quality of provision in the school is consistently strong: curriculum, teaching and learning as well as wellbeing are key strengths of the school. In addition, the bi-annual school newsletters demonstrate a wealth of extra-curricular activities which enhance and enrich the formal curriculum and support wider pupil skill development.

Summary of Changes to School Prospectus

The school 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 which has been recently reviewed and updated.

Action taken to Review School Policies

All policies have been updated as necessary by the Headteacher and Leadership Group. These policies are discussed and scrutinised at relevant governor sub-committees and where appropriate endorsed and adopted by the school at full governing body meetings. All policies are available from the school are statutory policies are available to view on the school website.

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. In addition, annual Health and Wellbeing enrichment days are planned which directly support the wellbeing and cross-cutting themes of the new Curriculum for Wales. These days are directly supported by a range of community and business organisations.

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.

Recent works has also been carried out to a number of outbuildings to ensure ramps, accessible doorways and open access is available across the entire school estate.

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, Iaiith Pawb'

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/Mrs Sophie Prew |

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:

26.06.2029	Mr. L. Narain
23.03.2029	Mrs. J. Phillips-Lewis
30.04.2029	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 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

Community Representatives:

05.11.2029

Ms S. Prew

22.05.2029

Dr. M. Hasan

26.09.2028

Mr. S. Kidwai

03.11.2029

Mr. K. Stephen

03.11.2029

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 2025): 1,801 (599 in Sixth Form)

Number of full-time equivalent teaching staff: 98 (79 Full Time)
(19 Part Time)

Pupil:teacher ratio: 19.36 : 1

Contact ratio: 73.43% (excluding Headteacher)

Teaching time per week: 25 hours

Term Dates

	2025-2026
Term Begins	Monday 01.09.25
Half Term Begins	Monday 27.10.25
Half Term Ends	Friday 31.10.25
Term Ends	Friday 19.12.25
Autumn Total	70 Days
Term Begins	Monday 05.01.26
Half Term Begins	Monday 16.02.26
Half Term Ends	Friday 20.02.26
Term Ends	Friday 27.03.26
Spring Total	50 Days
Term Begins	Monday 13.04.26
Half Term Begins	Monday 25.05.26
Half Term Ends	Friday 29.05.26
Term Ends	Monday 20.07.26
Summer Total	66 Days
Year Total	186 Days

Financial Statement

The financial out-turn statement for 2024/2025 is shown at Appendix 2.

Governors' Expenses

No claims for expenses were submitted.

Destination of Pupils 2024/2025

YEAR 11 (2024-2025)

190	-	Students returned to Year 12
43	-	In College/Sixth Form Schools
1	-	Employment/WBL
1	-	Apprenticeship
5	-	Other

YEAR 13 (2024-2025)

230	-	Students placed in Higher Education
12	-	College / Further Education
11	-	Employment/Work Based Training
14	-	Deferred University place 2025
12	-	Taking a Gap Year
6	-	Apprenticeship

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>
CCTV	<i>Closed Circuit Television</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>
KS4	<i>Key Stage 4 (Years 10-11)</i>
KS5	<i>Key Stage 5 (Years 12-13)</i>
L1 Threshold	<i>Level 1 Threshold - The proportion achieving at least 5 A* to G grades at GCSE</i>
L2 Threshold	<i>Level 2 Threshold - The proportion achieving at least 5 A* to C grades at GCSE</i>
L2+ Threshold	<i>Level 2 Plus Threshold - The proportion achieving at least 5 A* to C grades at GCSE including English & Maths</i>
L3 Threshold	<i>Level 3 Threshold - The proportion achieving at least 2 A* to E grades at A Level</i>
LA	<i>Local Authority</i>
LACE	<i>Looked After Child in Education</i>
Literacy Measure	<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 & G=16.</i>
MFL	<i>Modern Foreign Language</i>
Numeracy Measure	<i>Average points score in Maths or Numeracy GCSE where A*=58, A=52, B=46, C=40, D=34, E=28, F=22 & G=16.</i>
OECD	<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>
OLEVI	<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>
Oxbridge	<i>Oxford and Cambridge universities</i>
PM	<i>Performance Management</i>
Russell Group	<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>
SC	<i>Skills Challenge</i>
Science Measure	<i>Average points score for best Science GCSE where A*=58, A=52, B=46, C=40, D=34, E=28, F=22 & G=16.</i>
SLO	<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>
SSSP	<i>Summary of Secondary School Performance - the official document recording key performance measures for KS4 and KS5</i>
TA	<i>Teaching Assistant</i>
WB	<i>Welsh Baccalaureate</i>
WG	<i>Welsh Government</i>

CARDIFF COUNCIL/GYNGOR CAERDYDD
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2024-2025

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	6,839,547		6,932,132	
Special Needs Teachers/Athrawon Anghenion Arbennig	0		0	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	78,246		82,299	
Short Term Supply/Llanw Byr Dymor	0		0	
Long Term Supply/Llanw Hir Dymor	0		-10	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	40,000		21,051	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyyr Meithrinfa/ Cymhorthion Athrawon / Cynorthwyyr	710,489		701,586	
Foreign Language Assistants/Cynorthwyyr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	445,359		446,578	
Mid Day Supervisors/Gorychwylwyr Canol Dydd	36,000		44,698	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	69,235		64,826	
Administrative Staff/Staff Gweinyddol	247,258		264,470	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	67,209		31,531	
Other Staff Costs/Costau staff eraill	187,212		223,156	
Performance Management/Rheoli Perfformiad	23,610		0	
Total Staffing Costs/Cyfanswm Costau Staff		8,744,165		8,812,318
Premises Related Costs/Costau Eiddo				
Caretaking Staff/Staff Gofalwyr	195,002		153,591	
Domestic Staff/Staff Domestig	196,937		188,104	
Grounds Staff/Staff y Tir	12,500		10,823	
Cleaning Costs/Costau Glanhau	247,796		232,039	
Energy Costs/Costau Ynni	317,000		249,981	
Rates/Cyfraddau	188,270		188,270	
Repairs and Maintenance/Atgyweiriadau a Chynhaliadau	60,200		68,673	
Water/Dŵr	26,500		21,513	
Total Premises Related Costs/Cyfanswm Costau Eiddo		1,244,205		1,112,993
Transport Costs/Costau Cludiant				
Pupil Transport Costs/Costau Cludiant Disgyblion	0		0	
Staff Transport Costs/Costau Cludiant Staff	500		0	
Vehicle Costs/Costau Cerbydau	10,000		7,042	
Total Transport Costs/Cyfanswm Costau Cludiant		10,500		7,042
Supplies and Services/Cyflenwadau a Gwasanaethau				
Teaching Materials/Adnoddau Addysgu	234,150		292,711	
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	6,500		7,408	
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	500		263	
Catering Costs/Costau Arlwyio	20,000		425,524	
Unallocated / Savings to be found/Arian heb ei ddosbarthu / Cynilion	654,647		0	
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	179,802		289,502	
Consultants Fees/Ffioedd Ymgynghorwyr	0		0	
Examinations Fees/Ffioedd Arholiadau	264,000		249,409	
Games & School Activities/Gemau a Gweithgareddau Ysgol	0		0	
Clerk to Governing Body/Clerc y Corff Llywodraethu	2,809		2,808	
Other office costs/Costau swyddfa eraill	400		400	
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	20,700		18,997	
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0	
Subsistence and expenses/Cynhaliadau a threuliau	11,400		19,849	
Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau		1,394,908		1,306,873
Central Services/Gwasanaethau Canolog				
School Meals/Prydau Ysgol	46,810		60,975	
Service Level Agreements/Trefniadau Lefel Gwasanaeth	78,904		78,874	
Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog		125,714		139,849

