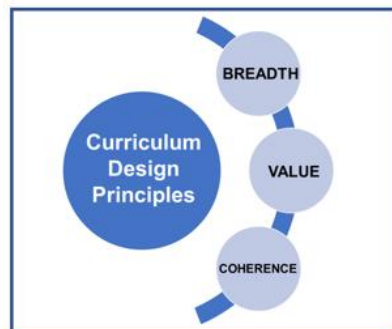


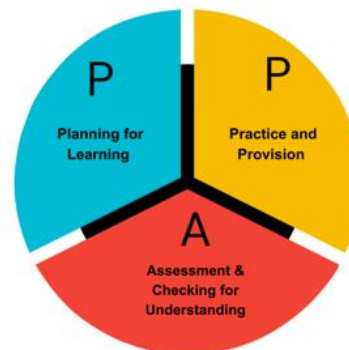


Learning Together Cyd-ddysgu

What they learn
Curriculum



How we teach
Pedagogy



How we enable
Wellbeing & Inclusion



How we make it happen
Leadership & Improvement



Ambition Belonging Curiosity



CARDIFF HIGH SCHOOL
Ysgol Uwchradd Caerdydd
SIP ON A PAGE 2026-27

PRIORITY 1 CURRICULUM. PEDAGOGY & ASSESSMENT		
OUR STRATEGIC VISION	WHAT IT WILL LOOK LIKE	KEY IMPROVEMENT AREAS
Learning and teaching in our school is driven by a fully aligned approach where curriculum, pedagogy and assessment are purposefully connected to secure high-quality provision. Our practice is grounded in robust educational research, ensuring that every pupil benefits from evidence-informed teaching. The curriculum embeds the progressive development of skills, enabling pupils to grow with confidence and independence. Everyone is committed to continuous improvement, always refining our practice to embed and enhance our approaches. We celebrate our identity as a Welsh school and ensure that pupils develop a strong sense of belonging to our nation and its language.	• The curriculum facilitates pupils to pursue the four purposes and enables them to thrive in, and shape the world around them • The curriculum is fully embedded and is progressive ensuring vertical coherence in learning • The curriculum is broad and balanced, provides value, breadth and coherence and supports cross-cutting themes where appropriate • The curriculum celebrates our Welsh heritage and diverse community • Skills are progressively planned to enable learners to improve and use their skills to support learning in subject disciplines • Literacy skills underpin learning in all areas • There is a culture of reading for purpose in all subject areas • There is a whole school commitment to the importance of reading for pleasure • Teachers are highly skilled and make informed pedagogical choices to maximise learning • Lessons are highly engaging and pupils are active participants in learning • Behaviour and attitudes to learning are excellent and enable effective learning and progress • Learners make strong progress in learning • Teachers use the teach – check – respond cycle to inform practice and provision • Assessments enable teachers to look for learning and respond and adapt where appropriate • Pupils and staff use the Welsh language	Area of Focus
		• Ensure there is a coherent curriculum that secures a breadth of valuable learning over time
		• Improve learners' literacy skills, with a focus on reading for purpose, meaning and knowledge
		• Enhance and embed teaching approaches and techniques in the classroom to maximise learning
		• Embed the effective use of "Teach-Check-Respond" assessment cycles to support pupil progress



CARDIFF HIGH SCHOOL
Ysgol Uwchradd Caerdydd
SIP ON A PAGE 2026-27

PRIORITY 2 WELLBEING & INCLUSION		
OUR STRATEGIC VISION	WHAT IT WILL LOOK LIKE	KEY IMPROVEMENT AREAS
Ambition for all is our collective commitment to creating a school where inclusion, wellbeing and high expectations work together to maximise learning for every pupil. Through a behaviour culture built on consistency, dignity and connection with pupils; an enhanced inclusion provision that systematically supports wellbeing and removes barriers to learning; and highly effective specialist support and expertise, we ensure that every learner feels valued, supported and challenged. Together these approaches create a culture of belonging, aspiration and achievement, enabling all pupils to thrive and fulfil their potential.	• Everyone in the school community feels safe and benefits from a strong sense of belonging • Pupils are happy, curious and show respect and tolerance to all in our school community • Pupil attendance is high across all year groups • Pupil engagement in all aspects of school life is very strong and pupils are able to lead and shape our school community • Pupil behaviour and conduct is exemplary • Diversity is celebrated across the school and there is a culture of acceptance and equality for all • Attitudes to learning are highly effective and pupil participation in both formal and informal learning is consistently strong • All pupils make strong progress in learning • All pupils access a curriculum that enable them to thrive and shape the society in which they live • Parents, pupils and staff are effective partners and strong collaboration successfully supports pupil wellbeing and learning • Health and wellbeing provision is highly effective, is shaped by evaluation of learner needs, and is supported by effective multi-agency work • Pupils and staff use the Welsh language and celebrate our Welsh identity and heritage	Area of Focus
		• Refine and embed new strategic approaches for behaviour and wellbeing systems across the school ensuring there is clarity and consistency to maximise learning for all
		• To reframe and introduce a new strategic approach to Inclusion to foster a culture of ambition for all
		• Refine, enhance and introduce new provision for inclusion and ALN interventions to maximise wellbeing and learning for vulnerable pupils
		• To further embed a whole school strategic approach to supporting e-FSM learners to enable us to mitigate the impact of poverty on wellbeing and learning



CARDIFF HIGH SCHOOL
Ysgol Uwchradd Caerdydd
SIP ON A PAGE 2026-27

PRIORITY 3		
LEADERSHIP & IMPROVEMENT		
OUR STRATEGIC VISION	WHAT IT WILL LOOK LIKE	KEY IMPROVEMENT AREAS
Highly effective leadership at all levels is the driving force behind continuous improvement and excellence. Guided by our shared vision of 'Learning Together', leaders and staff are united by a clear sense of purpose, ensuring cohesion, alignment and collective accountability across all aspects of school life. Through robust and systematic self-evaluation, we maintain an uncompromising focus on refining systems, strengthening leadership and continually striving to be better. Professional learning is a fundamental entitlement for all staff, empowering them to collaborate, innovate and grow within a dynamic learning organisation. Every colleague is valued, supported and challenged to contribute to a culture of ambition for all, ensuring the very best outcomes for all members of our school community.	• Leaders at all levels consistently articulate and are guided by the school's vision and values • Improvement priorities are cohesive and ambitious ensuring the school continually moves forward • A culture of ambition and inclusion permeates every aspect of school life • The values of ambition, belonging and curiosity are visible in everyday practice and shape relationships and decision-making processes • Self-evaluation is rigorous, evidence-informed and ongoing enabling leaders at all levels to make informed decisions • Systems and processes are effective at enhancing provision across all areas of the school • Professional learning is highly valued and effective at supporting whole school improvement • Staff collaborate purposefully within a school shaped as an effective learning organisation • All colleagues feel valued, supported and empowered to lead improvement resulting in high levels of trust and professional engagement • Leadership is highly effective across all areas of the school • Improved outcomes for pupils are evident across wellbeing, achievement and learning	Area of Focus
		• Support a culture of improvement through a refocus on our school vision and values and a commitment to invest in, and support staff at all levels
		• Maximise evaluation and leadership processes and systems at all levels
		• Enhance the leadership of behaviour, wellbeing and inclusion through refined roles and responsibilities
		• Further enhance the strategic use of data to drive school improvement at all levels
		• Review, and where appropriate, realign curriculum, staffing structures, and resources to maximise wellbeing and learning for all



CARDIFF HIGH SCHOOL
Ysgol Uwchradd Caerdydd
SIP ON A PAGE 2026-27