

**2023-24**  
**Adroddiad Hunan-arfarnu**  
**Ysgol Uwchradd Cathays**  
**Self-evaluation Report**



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Cathays High School Key Facts PLASC 2023-24

FSM 3 year average 17/18 - 19/20	32%	Pupil number whole school Jan 2020	928
FSM 3-year average 18/19 - 20/21	35.5%	Pupil number whole school April 2021 (PLASC)	1041
FSM 3-year average 19/20 - 21/22	40.4%	Pupil numbers whole school March 2022 (PLASC)	1117
FSM 3-year average 20/21 - 22/23	43.4%	Pupil numbers whole school January 2023 (PLASC)	1165
2019-20 35.4%			
2020-21 41.9%			
2021-22 44.0%			
2022-23 44.2%			
ALN Total (PLASC23)	6.6% down 4.5%p	Pupil numbers 6 <sup>th</sup> Form (PLASC23)	150
		Pupils from Minority Ethnic Backgrounds (PLASC23)	85.1%
		Arrivals from outside the Cathays catchment area	62%
		Mobility 2022-2023	15%
EAL (PLASC23)	67.6% down 1.4%p	Looked After Students all years (PLASC23)	32 (Y7-13) 13 (Y7-11)
EAL Below Competent English (PLASC23)	26.1% down 1.4%p	Asylum Seekers & Refugees (PLASC23)	59
Number of first languages (PLASC23)	67 (no change)	Teaching staff (full time equivalent) PLASC23	71.5
New arrivals in current cohort (PLASC23)	119	Support staff (full time equivalent) PLASC23	51

Cohort Features PLASC 2023-24

	Female	Male	Total
Year 7	115	111	226
Year 8	117	114	231
Year 9	100	127	227
Year 10	80	89	169
Year 11	80	82	162
Age 16 and 17	60	76	136
Age 18	4	10	14
Total	556	609	1165

### Overview of Key Strengths and Areas for Improvement

<b>1 Learning</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<p><b><u>Progress and standards in lessons and books (all subjects)</u></b></p> <ul style="list-style-type: none"> <li>Subject-specific skills, recall of prior knowledge and the accurate use of specific terminology are strong or very strong for most pupils of all abilities.</li> </ul> <p><b>In most lessons</b></p> <ul style="list-style-type: none"> <li>Most pupils recall prior learning well</li> <li>Most pupils, including those with ALN, make strong progress in relation to their age and ability</li> <li>Most pupils acquire new knowledge and skills and apply these confidently to new situations</li> <li>Many pupils are able to explain their ideas successfully using beneficial vocabulary</li> <li>In almost all observed lessons and work scrutiny processes most pupils' progress was identified as being strong or very strong over several years.</li> </ul> <p><b><u>KS4:</u></b></p> <ul style="list-style-type: none"> <li>Outcomes against Family Average (FA), LA average (LAA) and Welsh average (WA) are very strong in 2024 being higher than FA in all measures but SCC APS, higher than LAA in all but 5A*/A and higher than WA in all measures (AWCDS 2024).</li> <li>5A*-A (24.2% 2024, 21.7% 2023, 23.8% 2022, 21.1% in 2019 ) is very strong over time</li> <li>Level 1 (5 A*-G) - 100% in 2024 and 2023, 99% 2022 and 100% 4 years previously is excellent.</li> <li>98% (2024) 98.1% (2023) 100% (2022), 100% (2021) 100% (2020) &amp; 100% (2019) of pupils achieved Level 1 through GCSEs only which is a very high standard of outcomes</li> <li>96.7% (2024) 97.45% (2023) 97.3% (2022) &amp; 97% (2019) of pupils achieving 9 qualifications A*-G or equivalent which is outstanding</li> <li></li> </ul>	<p><b><u>Progress and standards in lessons and books:</u></b></p> <ul style="list-style-type: none"> <li>Ensure that almost all pupils from KS3-5 are able to recall prior learning of key curriculum knowledge effectively (SDP 1.1, 1.2, 1.3, 1.4)</li> <li>Ensure that nearly all pupils from KS3-5 are able to explain their ideas successfully using a wide range of academic and subject specific vocabulary (SDP 1.1, 1.2, 1.3, 1.4)</li> <li>To ensure that almost all pupils make strong progress from their starting points in the key knowledge and skills for each subject (SDP 1.1, 1.2, 1.3, 1.4)</li> <li>Ensure that all pupils make strong progress in relation to their age and prior attainment in most lessons across all subject areas. (SDP 1.1, 1.2, 1.3, 1.4)</li> </ul> <p><b><u>KS4:</u></b></p> <ul style="list-style-type: none"> <li>Improve FSM outcomes in almost all subjects (SDP 1.6, 1.7)</li> <li>Reducing the numbers of U grade in Science (Year 10), especially for the students most vulnerable to under-achievement (SDP 1.6, 1.7, 1.8)</li> <li>Improve outcomes in ICT, Resistant Materials and Health and Social Care at A/A*, C+ and G+ (SDP 1.6)</li> <li>Improve SCC National outcomes (1.6, 1.7, 1.8)</li> <li>Improve PPG accuracy in almost all subjects</li> </ul>

- Level 2+ (inc Literature) 58.8% (2024) 58% (2023) 56.5% (2022) & 49% (2019) and is strong over a number of years
- Strong outcomes in Level 2 best Science at 59% (2024) 57% (2023) 61% (2022) & 56.8% (2019) and improving APS (39.3) 2024, (35.6) 2023, (APS) & 34 (2019) which is generally strong when compared to similar schools
- Best English has been consistently high for the last three years at 64% 2024, 73% (2023) 67% (2022) & 61% (2019) and APS 41.1 (2024) 41.4(2023) 39.5 (2022) & 38 (2019) and has been strong over many years
- Strong Capped 9 scores over time of 377.5 (2024) 383.8 (2023) 381.7 (2022) & 379 (2019)
- VA+ and CVA+ is very strong over time (2018-22) being above, or significantly above, expected outcomes in almost all of the 17 KPI measures.
- Positive upward trend in grade distribution more A and B than D grades & A\*-C than D-G grades over four years which is very strong (2024, 2023, 2022, and 2019).
- Foundation & National SCC outcomes have been strong over time

**A2:**

- A\*-C grades 71% (2024) 80.35% (2023) 73% (2022) & 82.9% (2019)
- QI score 3 (top 25%) 2024, 2 (top 23%) 2023 3 (top 25%) 2022 & 2 (top 10%) 2019
- **Very strong value-added outcomes in comparison to similar students (Quintile 1 in 2 of last 3 years and over 3 year average) 2019 (the last year of publication)**
- 2024 subjects QI score 3+ (top 25%) History, Maths, Physics and WBQ
- 90% pupils achieved 3 or more A levels from their starting point, 100% 16 Yrs old.

**AS:**

- A - 9% - Higher than 2023
- A - B - 19% - Higher than 2023
- C+ - 38% - Higher than 2023
- E+ - 81% - Higher than 2019 and 2023

**A2:**

- Improve ALPs Scores in Chemistry, Health & Social Care, Psychology and Sociology for 2025 (SDP 1.5)
- Improve % on or above ALPS target to Grade 3 (2024-Grade 7 at 58.8%) (SDP 1.5)
- Improve retention from AS-A2 (SDP 1.5)
- Improve PPG accuracy in most subjects

**AS:**

- Improve A-E outcomes (SDP 1.5)
- ALPs QI score dropped to 7 in 2024 and 8 in 2023 having improved in recent years from scores of 2 (top 10%) compared to (grade 3 Top 25%) 2019 & 2020. Improve ALPs QI Score to 5 (SDP 1.5)

<p><b>Welsh</b></p> <ul style="list-style-type: none"> <li>Standards of Welsh are strong at GCSE over time 15% A*-A 2024, 14% A*-A 2023, 12% A*-A 2019; 44% A*-C 2024, 61% A*-C 2023, 50% A*-C 2019; 97% A*-G 2024, 97% 2023, 98% A*-G 2019.</li> <li>Many pupils make strong progress in Welsh from their starting points and are confident to use in class discussions in Welsh lessons and outside of the classroom</li> </ul> <p><b>Standards and outcomes of groups</b></p> <ul style="list-style-type: none"> <li>Outcomes at KS4 for eFSM are stronger than FA, LAA and WA in all KPIs according to the AWCDs</li> <li>Outcomes for almost all girls, eFSM, NFSM, MAT, ME and New Arrival pupils; most boys and many SEN pupils are strong or very strong at KS4 &amp; 5 over time</li> <li>Standards and progress in books and lessons are strong or very strong for nearly all MAT, New Arrivals and most SEN and ME pupils.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Standards of independent, extended writing across the curriculum are strong</li> </ul>	<ul style="list-style-type: none"> <li>Improve ALPs scores in English, History, Maths (further), Psychology, Sociology (SDP 1.5)</li> <li>Improve 3 year T Score (Grade 7) 2024 compared to grade 6 in 2023 and grade 5 in 2019 (SDP 1.5)</li> <li>Improve Alps % on or above to a grade 5 (2024 - Grade 7 at 50.8%) (SDP 1.5)</li> <li>Improve PPG accuracy in most subjects</li> </ul> <p><b>Welsh</b></p> <ul style="list-style-type: none"> <li>A*-C outcomes dropped in 2024 to below 2019 levels- improve outcomes A*-C outcomes in Welsh 2025 (SDP 1.6, 1.7 &amp; 1.8)</li> </ul> <p><b>Standards and outcomes of groups</b></p> <p><b>FSM:</b></p> <ul style="list-style-type: none"> <li>Continue to work on closing the gap in KS4 outcomes for eFSM pupils compared to NFSM pupils. (SDP 1.7, 1.8)</li> </ul> <p><b>Gender:</b></p> <ul style="list-style-type: none"> <li>Improve the outcomes of boys in 5A*/A (SDP 1,6, 1.7, 1.8)</li> <li>improve the outcomes of girls in Best Maths A*-C (SDP 1.6 1.7, 1.8)</li> </ul> <p><b>ALN:</b></p> <ul style="list-style-type: none"> <li>To improve the outcomes of of ALN pupils at L2+ and the WBQ National, especially in examination years (SDP 1.7, 1.8)</li> </ul> <p><b>ME:</b></p> <ul style="list-style-type: none"> <li>Improve outcomes for Czech Slovak Roma (5A*-A) (SDP 1.6, 1.7)</li> <li>WB eFSM pupils at KS4 (WBQ National and average points score in Science. (SDP 1.6, 1.7)</li> <li>Looked after (5A*-A and L2+) (SDP 1.7, 1.8)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Nearly all pupils to become strong independent readers who know and understand a wide range of vocabulary. (SDP 1.2, 1.9)</li> </ul>
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<ul style="list-style-type: none"> <li>• Reading skills are successfully developed across the curriculum so that most pupils can effectively locate facts and retrieve information and many can infer and deduce meaning.</li> <li>• Most pupils display positive listening skills and many can give effective, extended verbal responses in discussions and in response to teacher questioning.</li> <li>• Most pupils demonstrate strong understanding of numeracy skills in Maths and Science lessons</li> <li>• Most pupils display effective digital skills in Tech &amp; Digital lessons and many do so across the curriculum including in Creative and Health and Wellbeing lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve the ability of a very few pupils of lowest prior attainment to comprehend the text and vocabulary across all subjects (SDP 1.2, 1.9)</li> <li>• Improve the confidence and skills of a few pupils with speaking and listening when reading out loud and contributing to class discussions, including the use of subject specific and academic terminology successfully (SDP 1.1, 1.2, 1.9)</li> <li>• Develop effective, meaningful provision so that nearly all pupils make strong progress in numeracy and digital skills, in relevant subjects across the curriculum. (SDP 1.10)</li> <li>• Develop effective process for mapping the coverage of skills framework elements and sharing good practice in skill development. (SDP 1.9, 1.10, 1.11i, 1.11ii)</li> </ul>
<p><b>2 Wellbeing and attitudes to learning: 2.1 Wellbeing; 2.2 Attitudes to learning</b></p>	
<p><b>Strengths</b></p>	<p><b>Areas for Improvement</b></p>
<ul style="list-style-type: none"> <li>• Attendance in 2023- 2024 was strong at 89.6% in comparison to national and local averages</li> <li>• It was 0.5pp above Welsh average and well above Family average, and 0.2pp below the LA average</li> <li>• The school was placed in BQ1 for attendance when compared to schools with over 30% eFSM.</li> <li>• Very strong attendance at 94%+ for three years prior to the pandemic and above the national average post-pandemic.</li> <li>• The behaviour of most pupils is consistently good in lessons and around the school.</li> <li>• Most pupils, of all abilities, participate highly purposefully in the life of the school</li> <li>• Most pupils engage highly effectively in almost all lessons</li> <li>• Many pupils report feeling safe in school.</li> <li>• Many students report that behaviour is good in almost all lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve attendance to at least the 94% post-pandemic levels over the next three years (2025-26) (SDP 2.1)</li> <li>• Improve the attendance of Czech and Slovak Roma pupils, White British FSM pupils and pupils with ALN (BESD &amp; mental health). (SDP 2.1, 2.4, 2.5)</li> <li>• Reduce the number of persistent absentees. (SDP 2.1, 2.4, 2.5)</li> <li>• Improve the punctuality of a very few identified students. (SDP 2.2, 2.5)</li> <li>• Improve the behaviour of a very few identified students who have complex needs. (SDP 1.14, 2.3, 2.4, 2.5)</li> <li>• Reduce fixed term exclusions. (SDP 1.14, 2.3, 2.4, 2.5)</li> </ul>

<ul style="list-style-type: none"> <li>Many pupils, of all abilities, have strong levels of resilience, perseverance and independence.</li> </ul>	
<b>3.1 The breadth and balance and appropriateness of the curriculum</b> <b>3.2 Teaching and Assessment</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<p><b><u>Breadth of the Curriculum:</u></b></p> <ul style="list-style-type: none"> <li>The curriculum is effective and well-balanced for all pupils across all year groups.</li> <li>Effective, flexible and often bespoke nature of curriculum, including a number of additional qualifications taken from Year 10 onwards.</li> <li>Very strong planning of curriculum provision at KS4 has improved outcomes for all pupils including those most vulnerable.</li> <li>Summer timetable provision is very beneficial to providing an effective range of experiences to most pupils.</li> <li>Strong progress has been made in developing the vision and structure of the NCfW and implementing the first two years of its delivery.</li> <li>QA activities for the first 2 years of the CfW have been beneficial and demonstrate that most pupils make strong progress across most curriculum areas.</li> <li>A range of successful and comprehensive out of school hours learning opportunities are offered and continue to develop to offer many pupils a wide range of opportunities.</li> </ul> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>Highly effective provision for pupils with weak basic literacy and effective provision for numeracy skills on entry to the school.</li> <li>Effective strategic planning for developing primary skills across the curriculum.</li> <li>Strong progress made in developing skills portfolios that highlight good practice and the development of effective skills provision in 'primary' areas.</li> <li>Successful provision and planning in place across almost all relevant subject areas to help most pupils develop useful extended writing skills.</li> </ul>	<p><b><u>Breadth of the Curriculum:</u></b></p> <ul style="list-style-type: none"> <li>To continue monitor the impact of the Year 7 and 8, and the implementation of the Year 9 Curriculum during 2024/25. (SDP 1.11i, 1.11ii, 1.12)</li> <li>To further develop and refine schemes of work and curriculum provision across all areas so nearly all pupils make progress in all subjects.(SDP 1.1, 1.2, 1.3, 1.4, 1.11i, 1.11ii, 1.12)</li> <li>To continue to develop a new curriculum for Cathays that reflects and celebrates our community and promotes a sense of "Cynefin".(SDP 1.11i, 1.11ii, 1.12)</li> <li>To continue to develop curriculum and pedagogical links with partner primary schools (SDP 1.11i, 1.11ii, 1.12, 3.5)</li> <li>To continue to fully establish and embed a new whole-school assessment and tracking process for Years 7-9, to consistently monitor pupil progress in all curriculum areas. (SDP 1.12)</li> <li>Plan, pilot and evaluate curriculum for reformed GCSEs (1.11iii,</li> <li>Develop, implement and evaluate new curriculum arrangements for New Arrivals pupils in Years 7-11. (SDP 1.13)</li> </ul> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>Further development of provision to improve reading skills of all pupils, particularly of 'red', 'amber' and 'grey' readers.(SDP 1.2, 1.9)</li> <li>Further improving and embedding provision to improve independent reading skills and vocabulary development across the curriculum. (SDP 1.2, 1.9)</li> <li>Further develop the provision for pupils to make progress in digital and numeracy skills in secondary skill areas. (SDP 1.10)</li> </ul>

<ul style="list-style-type: none"> <li>• Worthwhile planning and provision allowing many pupils to develop effective thinking skills across most subjects.</li> <li>• Valuable provision to enable many pupils to develop strong physical and creative skills in timetabled and extra-curricular activities.</li> <li>• Effective development of reading skills for most pupils, through development of the library, tutorial reading programme and the development of reading strategies across all subject areas</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Strong working relationships between nearly all pupils and teachers</li> <li>• Classroom routines are effective and consistently used well by almost all teachers.</li> <li>• An effective range of teaching methods used in most classrooms.</li> <li>• Effective, interesting and engaging resources used in most lessons.</li> <li>• Nearly all teachers' subject knowledge is strong or very strong</li> <li>• Many teachers use questioning effectively to activate prior knowledge, probe understanding and deepen thinking.</li> <li>• Clear and beneficial teacher feedback on strengths and areas for improvement used by almost all teachers.</li> <li>• Consistently high-quality success criteria used to frame teacher, self and peer-assessment in most lessons</li> <li>• Many teachers use DIRT effectively and this allows most pupils to make progress in lessons.</li> <li>• The response to teacher feedback is thorough and allows most pupils to make strong progress.</li> <li>• Strong tracking system and relentless focus on pupil progress.</li> <li>• Powerful use of tracking information for pupil progress across all subjects by leaders at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>• To further develop skills portfolios as a tool to share best practice and to monitor full coverage of the skills frameworks across the curriculum.(SDP 1.10)</li> <li>• To further develop use of NRNT Personalised Assessments and a diagnostic tool to improve provision for ensuring pupil progress in reading and numeracy skills. SDP 1.9, 1.10)</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• To continue to embed the use of appropriate Cathays 5 strategies (bespoke to each area) across all lessons for pupils of all abilities to make strong progress from starting points (SDP 1.1, 1.2, 1.3, 1.4)</li> <li>• Improve the higher order questioning and retrieval skills of a few teachers to ensure they deepen the thinking of all pupils. (SDP 1.1, 1.3)</li> <li>• To further embed the use of effective strategies to improve students' metacognition.(SDP 1.1, 1.2)</li> <li>• To develop, refine and embed effective strategies that support the reading skills of pupils of all abilities with a particular focus on lower ability learners (SDP 1.1, 1.2, 1.9)</li> <li>• Further refining the assessment for learning processes to increase impact of assessment in lessons and books (SDP 1.1, 1.3, 1.12)</li> <li>• Finalise Learning Steps across all areas - Clear and consistent success criteria across all areas (Oct 2024) and monitor the effectiveness of its impact on pupil progress and QA processes. (SDP 1.1, 1.12, 3.3)</li> </ul>
<p><b>4 Care Support and Guidance: 4.1 Personal Development; 4.2 Safeguarding</b></p>	
<p><b>Strengths</b></p>	<p><b>Areas for Improvement</b></p>
<ul style="list-style-type: none"> <li>• Strong systems for tracking and monitoring of attendance and behaviour</li> <li>• Highly effective range, flexibility and extent of support available to pupils, a minority of whom have significant needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Further improve the impact of pupil voice and student leadership on school improvement including the further development of the various pupil voice groups and in reporting to governors. (SDP 2.9)</li> </ul>

<ul style="list-style-type: none"> <li>• Support for new arrivals and EAL pupils is of a very high standard.</li> <li>• Highly effective practice in care, support and guidance is recognised by external organisations e.g. Young Carers Award.</li> <li>• Effective partnerships with external agencies to support targeted, vulnerable pupils.</li> <li>• Clear and effective systems and procedures for managing provision for the most vulnerable students through the wellbeing tracker &amp; vulnerability assessment tool.</li> <li>• Effective and successful provision for pupils with ASC.</li> <li>• Highly effective interventions for pupils with ALN and those without ALN but with relatively weak skills in literacy &amp; numeracy.</li> <li>• Highly effective provision for pupils with ALN in Key Stage 4, through Extended Opportunities interventions.</li> <li>• Effective arrangements for writing and reviewing one page profiles and IDPs.</li> <li>• Highly effective support for social and emotional health and wellbeing.</li> <li>• Skillful use of experts and professionals to enhance the curriculum.</li> <li>• An extensive range of effective OHSL activities accessed by many students.</li> <li>• Strong systems for pupil voice.</li> <li>• A comprehensive range of opportunities for spiritual and moral development.</li> <li>• Highly effective provision to learn about rights, responsibilities and respecting people from other backgrounds.</li> <li>• Very strong safeguarding procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Further embed and refine our systems for implementing the ALN Bill &amp; Code of Practice across all year groups, including the engagement of parents/carers. (SDP 2.5, 2.7)</li> <li>• Further develop provision for supporting students with complex learning and mental health issues through developing resources and refining provisions. (SDP 2.4, 2.6)</li> <li>• Develop Further developing the impact of community groups in the personal development of learners. (SDP 2.10)</li> <li>• Develop links through the Business Forum to support vulnerable students and to develop the curriculum (SDP 2.10)</li> <li>• Develop the School Community Partnership to support students and families and to improve parent/community communication (SDP 2.10, 3.4)</li> <li>• Further refine our PSHE provision for Year 11 and instigate a PSHE lesson once a fortnight for Year 11 (SDP 2.11)</li> <li>• Ensure that all RSE resources in the new curriculum are reviewed and that all staff are trained to deliver this aspect of PSHE (SDP 2.11)</li> </ul>
<p><b>5 Leadership &amp; Management: 5.1 Quality and effectiveness of leaders and managers; 5.2 Self-evaluation processes and improvement planning; 5.3 Professional Learning</b></p>	
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• A very strong vision shared by the headteacher, the leadership team and colleagues across all roles in the school.</li> <li>• Strong leadership has led to sustained improvements in all key indicators over time</li> <li>• Increased effectiveness of leadership capacity at all levels ensuring that almost all leaders have a very strong understanding of their areas of responsibility</li> <li>• Nearly all meetings across most teams are effective or highly effective</li> <li>• Nearly all senior and middle leaders use data confidently and effectively.</li> </ul>	<p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• HT and SLT plan effectively for the design stage of the development of the school site and new facilities as the issues around the land develop. (Priority for 2025-26)</li> <li>• To develop the personalised leadership progression process to improve leadership at all levels and particularly for the very few middle leaders requiring support to carry out their roles effectively. (SDP 3.1)</li> <li>• Ensuring that the resource allocation is effective in supporting continued school improvement and works towards a balanced budget (SDP 3.2)</li> </ul>

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| <ul style="list-style-type: none"><li>• Consistently strong application of policies and procedures ensuring effective running of the school.</li><li>• Governors are well informed and challenge and support the work of the leadership team thoroughly through their involvement in the QA, SE &amp; DP processes.</li><li>• Effective, well-established and calendared QA &amp; SE activities that involve all staff purposefully in evaluating the work of their teams and the whole-school.</li><li>• Clear and worthwhile links between SE and DP processes</li><li>• Effective SE and DP processes have led to improved outcomes in all key indicators, the quality of teaching and learning and curriculum development, and strong systems for inclusion and well-being.</li><li>• Use of beneficial internal and external focused strategic reviews</li><li>• Middle and Senior Leaders' have a thorough understanding of the strengths and areas for improvement in their teams, for example, through comprehensive reviews.</li><li>• Use of evidence to support and challenge leaders, individual teachers and non-teachers effectively; achieved through a purposeful line management, PM system &amp; SMT link meeting process.</li><li>• Worthwhile improvements in the involvement of pupils in the SE and DP process, e.g., through regular surveys and focus group sessions.</li><li>• Highly effective opportunities for professional learning underpins the school ethos and has been very valuable in bringing about successful improvements in school performance.</li><li>• The successful implementation of bespoke professional learning programmes has supported effective development of the skills, knowledge and experience of colleagues to carry out their roles skilfully.</li></ul> | <ul style="list-style-type: none"><li>• Continue to develop our curriculum links with partner primary schools to include joint and effective evaluation and improvement planning for the new curriculum. (SDP 3.5)</li><li>• Implement and embed the refined QA processes across senior and middle leadership teams (SDP 3.3)</li><li>• Further develop the purposeful input of parents in the self-evaluation and improvement planning processes. (SDP 3.4)</li><li>• Ensure that systems and processes are in place to support the very few middle leaders not effective at QA, SE &amp; DP and ensuring the engagement of their team successfully in those processes (including linking PM targets of their team to whole-school and area team priorities).(SDP 3.1)</li><li>• Continue to embed and refine our coaching approaches, with a particular focus on the quality assurance of peer to peer coaching.(SDP 3.6)</li></ul> |
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**Full Self-evaluation report:****1 Learning****Standards and progress in learning overall**

Cathays High is position number 10 within the Family of 10 schools (Group 2, previously number 1 in group 3). This means that it has been judged to be the least 'challenged' school in the Family based on WIMD although Cathays High has the highest level of eFSM in the family. This positioning means that we would be expected to be performing in about 1st position.

**Progress and standards in lessons and books (all subjects)**

- In 2023-24, most teachers achieved good or better judgements for pupils making strong achievement and progress in individual work scrutinies and lesson reviews.

**In most lessons**

- Most pupils recall prior learning effectively
- Most pupils engage effectively with questioning
- Most pupils, including those with ALN, make very strong progress in relation to their age and ability
- Most pupils acquire new knowledge and skills and apply these confidently to new situations
- Most pupils are able to explain their ideas successfully using a range of effective, subject specific vocabulary
- In almost all observed lessons and work scrutiny processes most pupils' progress was identified as being strong or very strong over the previous five years.

**In a very few lessons:**

- A very few pupils do not make appropriate progress in relation to their age and ability
- A few pupils are not able to respond confidently or use a limited range of subject specific vocabulary.
- A very few pupils do not engage effectively with questioning
- Very few pupils, with identified ALN challenges, have difficulty recalling prior learning and therefore do not make appropriate progress in relation to their age and ability.

**Priorities for improvement:**

- Ensure that almost all pupils from KS3-5 are able to recall prior learning of key curriculum knowledge effectively (linked to metacognition, retrieval practice and reading development strategy development in SDP)
- Ensure that nearly all pupils from KS3- 5 are able to explain their ideas successfully using a wide range of academic and subject specific vocabulary (linked to reading development, skills and metacognition strategies in SDP)
- To ensure that almost all pupils make strong progress from their starting points in the key knowledge and skills for each subject (linked to CfW development Y9 and reading, metacognition and retrieval strategies in SDP)
- Ensure that all pupils make strong progress in relation to their age and prior attainment in most lessons across all subject areas.

**Key Stage 4 2019-24**

Standards at Key Stage 4 are very strong across most key performance indicators over time.

For full table of KPI outcomes see page 2 of the Analysis Booklet 2024

**5A\*-A**

- Outcomes at 5A\*/A are very strong over time (7 years).
- Very high performance of 24.2% in 2024 which is higher than 22.3% in 2023, 21.1% in 2019 and 17.5% in 2018.
- In 2024 this represented the highest in the family and significantly above the family average of 9.3%. This was 16.5pp above modelled expectations. The % of pupils achieving A\*/A was 2pp above the Welsh average (6.1pp) and significantly above the family average (14.9pp).
- 24.2 in 2024 was significantly above the modelled expectation of 7.7 and this would have been similar in 2019 and 2023
- In 2022 the VA for 5A/A\* was strong at +5% and in the 69<sup>th</sup> percentile which is in line with the national average.
- In 2021 the VA for 5A\*/A was +11% and in the 87<sup>th</sup> percentile whilst in 2020 it was +10% and in 88<sup>th</sup> percentile 2020 and in 2019 it was +8% and in the 82<sup>nd</sup> percentile.
- In 2022 the CVA was also very strong at +8% and in the 88<sup>th</sup> percentile and significantly above the national average. In 2021 the CVA was at +11% and in the 91<sup>st</sup> Percentile while in 2020 the CVA it was +12% and in the 95<sup>th</sup> percentile and it was +10% and in the 94<sup>th</sup> percentile in 2019.
- The very strong outcomes at 5A\*-A indicates that there are very high standards of outcomes and progress for more able pupils who are challenged very effectively throughout KS4.

**Level 2 Threshold inc Eng and Maths**

- Outcomes at L2+ (Lang only) are strong over five years compared to similar schools.
- There is continued high performance in the outcome at 55.6% in 2024, 54.1% in 2023 compared to 41.4% in 2019
- In 2022 the Level 2 VA this measure (L2+ Lang only) is strong at +5% and in the 48<sup>th</sup> percentile and is in line with the national average. In 2021 it was at +6% and in the 73<sup>rd</sup> percentile which is in line with the national average. This is compared to 2020 which is also strong at +4% and in the 62<sup>nd</sup> percentile and 2019 where it was +5% and in the 70<sup>th</sup> percentile.
- In 2022 the CVA is also strong at +6% and in the 67<sup>th</sup> percentile which is in line with the national average compared to 2021 which was +5% and in the 67<sup>th</sup> percentile. In 2020 the CVA was also strong at +6% and in the 80<sup>th</sup> percentile and in 2019 where it was +5% and in the 71<sup>st</sup> percentile.
- Outcomes in the L2+ (best of Lit & Lang) are strong at 58.8% in 2024, 57.3% in 2023 and 48.9% 2019.

- The VA for L2+ (inc. Literature) 2022 is strong at 6% and in the 69th percentile and is in line with the national average. This is compared to 2021 which was +6% and in the 75th percentile. 2020 was also strong at +2% and in the 60th percentile and in 2019 where it was very strong at +10% and in the 83<sup>rd</sup> percentile
- The CVA was strong in 2022 at 8% percentile and in the 85th percentile and in line with the national average. This is compared to 2021 at +5% and in the 71st percentile. In 2020 it was also strong at +4% and in the 70th percentile and in 2019 where CVA was very strong at +9% and in the 83<sup>rd</sup> percentile.
- These strong outcomes in both L2+ measures indicate that pupils of middle and higher ability achieve strongly at the end of KS4

### **Level 1 Threshold**

- Outcomes at L1 are exceptional over six years with all pupils achieving at least 5 GCSEs or equivalent in each of the years 2017 to 2024.
- All pupils (100%) achieved the L1 threshold by getting 5 or more GCSE qualifications in 2024, 2023 and 2019.
- Almost all pupils (97%) achieved 9 GCSEs or equivalent in 2024 and 2023 which is similar to 2019.
- The VA for Level 1 is very strong over time. The VA in 2022 is strong at +7%, in the 69th percentile and in line with the national average. In 2021 it was at +4% and 99th percentile. This is very similar to 2020 which is also very strong, at +5% and in the 99th percentile and in 2019 it was at +7% and in the 99<sup>th</sup> percentile.
- The CVA in 2022 was also very strong, and very strong over time at +8% and in the 85th percentile and is significantly above the national average. In 2021 it was at +5% and in the 97th percentile. This is very similar to 2020 at +2% and in the 98th percentile. All are comparable to 2019 where it was
- as +5% and in the 97<sup>th</sup> percentile.
- Outcomes at L1 and for 9A\*- G+ GCSEs indicate that there are very high standards of outcomes for lower ability pupils at the end of KS4..

### **Capped 9**

- Standards for the Capped 9 Points Score (C9) have been consistently very strong over time. 382.2 2024, 382.8 2023 and 379 2019
- Capped 9 is very strong compared to the national average 352.1 in 2024, 358.1 in 2023 and 354.4 in 2019.
- This outcome of 382.2 was the highest in the family (55.1 points above modelled expectations) and significantly above the family, LA and Wales averages in 2024.
- The Capped 9 outcome was significantly above the modelled expectations of 382.2 in 2024. This is similar in 2023.
- The Capped 9 outcome was also significantly above the modelled expectations of 331.8 for the school in this measure in 2019 but in 2020 it was in line with the national average.

- The VA in 2022 for the Capped 9 outcomes is very strong, and very strong over time, at 30.4 and in the 90th percentile and significantly above the national average. In 2021 it was at +36.8 and in the 95th percentile. Both years are comparable to 2019 where it was +36.7 and in the 97th percentile. In 2020 the capped 9 outcomes was +23.5 and in the 88th percentile as well as significantly above expectation.
- The CVA is also very strong, and strong over time, in 2022 at 23.3 and in the 88th percentile which is significantly above the national average compared to 2021 at +15.9 and in the 80th percentile and in 2020 at +11.5 and in the 73rd percentile which are both comparable to 2019 where it was +26.6 points and in the 86<sup>th</sup> percentile.
- The % of Capped points score contribution made up of non-GCSEs (27.6) was significantly lower than the family average (44.2) and lower than the national average (32.3)
- The strength of the Capped 9 measure indicates that there are strong outcomes for almost all pupils at the end of KS4, across the range of qualifications and prior attainment levels.

### English

- Standards for English Language L2 A\*-C are consistently strong over time 2018-24
- A\*-C 64% 2024, 73% 2023 and 46% 2019.
- Literacy APS was 41.1 in 2024, 41.4 in 2023 & 38.1 in 2019
- The literacy APS is strong compared to the national average at 38.5p
- The average points score in 2024 was 5.9 points above the family average and placed us 1st in the family which is very strong in comparison to similar schools.
- Literacy APS were 7.1p above modelled expectations in 2024.
- The 2024 Literacy APS was above (39.5) the Local Authority average and the Welsh average (38.5)
- Outcomes at A\*-A in-best English has been consistently strong over time: 24% 2024, 20% 2023 & 12% 2019.
- Outcomes in A\*-C best English are very strong over time: 64% 2024, 73% 2023 & 61.7% 2019.
- Outcomes at A\*-G in Best English have also been consistently strong over time (100% 2024, 99.36% 2023 & 99.3% 2019)
- The VA for the Literacy APS was down in 2022 at -0.1 and in the 48th percentile which is in line with the national average. This is compared to 2021 at +2.8 and in the 85th percentile, in 2020 at +2.3 and in the 85th percentile, which is comparable to 2019 where VA was +0.8 and in the 61<sup>st</sup> percentile.
- The CVA in 2021 was sound at +0.9 and in the 67th percentile and in line with the national average. This is compared to 2021 at +2.0 and in the 82nd percentile. 2020 was strong at +2.1 and in the 88th percentile. 2021 is comparable to CVA outcomes of +0.1 and in the 53<sup>rd</sup> percentile in 2019.
- A\*-C English Language outcomes are strong. 52.9% in 2024 which is lower than the Local Authority at 59.6% (-6.7pp) and slightly lower than Wales 55.5% (-2.4pp) but higher than the family average 51.5% (+1.4pp)

- Outcomes for English Language APS (41.1) were strong for the school when measured against similar schools in 2024
- This was above the FA (32.5), LAA (36.8) and WA (35.9)
- The APS in English Literature was 39.3 in 2024 which was below the LAA (42) and the WA (40.8) but above the family average (35.3).
- This is strong in comparison to similar schools. It is 4 points above the family average and places us 1st out of 10 schools in 2024.

### **Mathematics**

- Standards for L2 Best Maths at KS4 are strong overall.
- APS Numeracy is consistently strong at 39.3 in 2024, 39 2023 & 35.8 2019.
- APS numeracy was strong compared to the national average at 35.9p
- This was 8.1 points above the family average and placed the school 1st out of 10 schools in 2024.
- This APS was 3.5 points above the national average and 1.8 above the LA average in 2024.
- Outcomes for APS Numeracy are 8.2 points above modelled expectations in 2024.
- The VA for the Numeracy APS in 2022 is very strong at +4.6 and in the 95th percentile and is significantly higher than the national average. This is higher than 2021 at +1.7 and in the 75th percentile, 2020 at +1.6 and in the 72nd percentile and the very strong VA outcomes at +2.3 and in the 82<sup>nd</sup> percentile in 2019.
- The CVA is very strong in 2022 at +3.6 and in the 92nd percentile which is significantly higher than the national average. This is higher than 2021 at +0.2 and in the 55th percentile, 2020 at +1.1 and in the 79th percentile and +1.5 and in the 75<sup>th</sup> percentile in 2019.
- A\*-C best Maths results are strong for first entry: 69%(2024) and 62% (2023) which is significantly higher compared 54.1% (2019)
- Outcomes at A\*-A have been consistently very strong over time in comparison to similar schools with 24% (2024) 27% (2023) & 15% in 2019
- Outcomes at A\*-G in Best Maths have also been consistently strong over time with 95% (2024) 96%(2023) & 94% 2019
- Outcomes in A\*-C Numeracy are consistently strong and improving, 54% 2024, 51% in 2023 & 52% 2019.
- Numeracy A\*-G outcomes are strong over time. 94% 2024, 91% 2023 & 93% 2019
- Numeracy APS in 2024 is +8.7 above FA, +1 above FA and +2.5p above WA.
- Outcomes at A\*/A in GCSE Maths were very strong (20.3%) in 2024 which was 11.8pp above FA and 3.7pp above the WA but 4.1pp below the LAA
- Outcomes at A\*-C in GCSE Maths were strong (67.3%) in 2024 which was 26pp above FA, 8pp above LAA and 14.1pp above the WA
- Outcomes at A\*-C in GCSE Maths were strong (92.7%) in 2024 which was 9.5pp above FA, 5.9pp above LAA and 4.8pp below the WA
- Outcomes in first entry Maths are stronger than in first entry Numeracy which could be the result of pupils sitting Numeracy in Year 10.
- The average points score for Numeracy, in 2023, was strong at 35.7. This was 8.7p above FA, 2.5p above the national average and 1p above the LAA.

- This APS placed us 1st out of 10 schools in the Family and 8.7 points above the family average in 2024.
- Outcomes at A\*/A in Maths Numeracy GCSE were strong in 2024 (15.6%) which is 9.3pp higher than FA and 1.4pp higher than WA.
- Outcomes at A\*-C in Maths Numeracy GCSE were very strong in 2024 (67.3%) which is 26pp higher than FA and 14.1pp higher than WA and 8pp higher than LAA.
- Outcomes at A\*-G in Maths Numeracy GCSE were very strong in 2024 (92.7%) which is 14.5pp higher than FA, 5.9pp higher than LAA and 26.6pp higher than WA.

### **Science**

- Outcomes in L2 Science at KS4 are strong over five years and improving.
- The APS for Science were strong and continued to improve 37.5 2024. 36.1 2023 & 33.7 2019.
- The science APS is strong compared to the national average at 36p
- The school's APS is 7.5 points above the family average and the school is 1st out of 10 schools in the Family in 2024.
- The APS is 1.5 points above the national average and 0.6 points above the LA average in 2024.
- Outcomes in APS are strong in comparison to the modelled expectations being 7.5 points higher in 2024.
- The VA+ for APS Science in 2022 is lower at -0.1 and in the 48th percentile which is in line with the national average. This is compared to 2021 at +0.3 and in the 51st percentile, 2020 at +1.2 and in the 64th percentile but comparable to VA outcomes of +0.1 and in the 51<sup>st</sup> percentile in 2019.
- The CVA in 2022 is strong at +1.2 and in the 70th percentile and in line with the national average. This is higher than 2021 at -0.4 and in the 46th percentile, slightly lower than 2020 at +1.3 and in the 70th percentile but is higher than 2019 at -0.2 and in the 45<sup>th</sup> percentile in 2019.
- Best Science A\*-C is strong and improving over time. 59% 2024, 57% 2023 & 55.6% in 2019.
- At A\*-A outcomes are successful and improving over time. 23% 2024, 20% 2023 & 17% 2019.
- At A\*-G outcomes are strong in 2024 at 97% and have improved over time. 90% 2023 and 2022 & 86.5% 2019.
- There is still a need to focus on the A\*-G performance, particularly in year 10 with the most vulnerable pupils.

### **KS4 Non-Core**

- Standards in non-core are strong for a majority of subjects in 2024. In those subjects, outcomes at C+ have improved since 2019
- Around half of subjects had a strong performance at FFT VA+ in 2022 compared to all subjects in 2021 and 2020 and most subjects had a strong FFT VA+ performance in 2019.
- In a minority of subjects, there was excellent performance at A+ and C+. There was excellent performance at G+ in many subjects in 2024.

### **KS4 WBQ Results**

- Outcomes in the Skills Challenge Certificate are strong over a number of years 2019-24
- In 2024 78.43% of pupils achieved the SCC National. This was lower than 2023 (83%) by 4.57pp and significantly lower than 2019 (91.73%) by 13.3pp
- 97.4% of pupils achieved L1 or L2 in 2024 compared to 97.5% in 2023, 99.26% in 2019 and 100% in 2018.
- The SCC APS is strong at 40.1 compared to the national average in 2024 at 35.9p
- The APS for the SCC was 40.7 in 2024, 41.8 in 2023, 41.6 in 2022, 42.9 in 2021, 43 in 2020 and 43.1 in 2019 which was a very high standard in comparison to similar schools (11<sup>th</sup> best in the whole CSC in 2019).
- Outcomes in WBQ are very strong over time at national level with 54.8% in 2023, 53.7% in 2022, 55.4% in 2021, 59.8% in 2020 and 41.3% in 2019 achieving WBQ N (compared to 44.7% in 2018) and very strong at WBQ F or N with 95.4% in 2023, 97.8% in 2022, 100% in 2021, 99.1% in 2020 and 92% achieving this outcome in 2019 (compared to 96.1% in 2018).

#### **KS4 Outcomes- progress**

- Progress of pupils against FFT is strong or exceptionally strong over four years 2019, 2020, 2021 and 2022 at VA and CVA for the 17 KPI measures.
- In each of the last four years (2019-2022), almost all 17 KPIs measures have been above or significantly above expected progress. Both VA Science and English APS were below expected progress at -0.1.
- In the last three years (2020-2022), almost all CVA KPI measures were above or significantly above expected progress.
- In many subjects, the majority of pupils achieved on or above their FFT grade in 2024. The strongest subjects were English Lang, Maths, Food, History and Spanish (all 66%+ at or above)
- In 2024, the weakest subjects in terms of student progress were Business Studies (34.3), ICT (26.9), Music (28.6), Sport (16.7)
- Performance across all subjects was strong as evidenced by the successful improvement in grade distribution (Pp.7-10) of data analysis booklet).
- For the fifth year in a row there was a higher percentage of B grades (16.69%) than D grades (13.67%).
- Percentage of A\*-C remains high at 54.20% which is lower than 62.67% in 2023 but higher than 52.6% in 2019
- Percentage of U grades remain low over time 6% in 2018, 5.7% in 2019, 4.3% in 2022, 3.67% in 2023 and 3.85% in 2024

#### **Year 10 Results 2024:**

- Outcomes for Year 10 are generally strong over the previous three years.
- There will be a need to improve the percentage of G+ outcomes in best Science by the end of Year 11 results.
- English Literature 2024 outcomes at A\*-A 18%, A\*-C 64%, A\*-G 91.47. These are in line with outcomes in 2023 A\*-A 22%, A\*-C 56%, A\*-G 95.6%. 2019 A+ 3.15; C+ 42.5 and G+ 88.2.

- Mathematics Numeracy 2024 outcomes A\*-A 24%, A\*-C 59% and A\*-G 86%. This outcomes are in line with 2023 A\*-A 15%, A\*-C 51% and A\*-G 91%

**Priorities for Improvement****KS4:**

- Improve FSM outcomes in almost all subjects
- Reducing the numbers of U grade in Science (Year 10), especially for the students most vulnerable to under-achievement
- Improve outcomes in ICT, Resistant Materials and Health and Social Care at A/A\*, C+ and G+
- Improve SCC National outcomes
- Improve PPG accuracy in almost all subjects

**Key Stage 5 2019-22****Level 3 Results 2024:**

Note – the school has an inclusive Sixth Form which offers ESOL, L1, L2 and L3 courses and which allows students to resit year 12 if that is in their best interests. Therefore, students are included in the calculations if they are doing AS subjects and the WBQ even though they are in year 12 and unable to complete their courses until the following year. They are then not included in the calculations for the following year, despite the fact that they have gained a significant number of points. As a result, the SSSP and AWC reports for the Sixth Form do not reflect the actual achievement of Sixth Form pupils.

Similarly, the WBQ measure and the Average Points Score published in the AWC report is a measure against all students who are 17, on 31<sup>st</sup> August of the preceding year including those who carried out Entry Level, L1 and L2 courses and therefore is not a true reflection of those students who completed AS/ A2 courses only as in most post-16 providers.

**Level 3 Threshold**

- The Level 3 Threshold now reports on pupils gaining 3 or more A Levels from their starting points. They measure 16 and 17 Yr olds.
- In 2024, 100% of 16yr olds achieved 3 or A Levels, 67% of 17yr olds achieved 3 or A Levels and 90% overall.
- Standards for Level 3 Threshold are solid and improving/similar over time 86% 2017, 89% 2018, 91% in 2019, 93% 2020, 89% 2021, 67% 2022 & 82% 2023.

**A2 outcomes**

- VA+ outcomes at L3 are very strong from the starting points of the cohort with average grade per entry being significantly above modelled expectations (15.2 points) at 208.9 and total learner points being above modelled expectations (3.4) at 581.1 points per learner in 2019 and are consistently very good over a three-year average being 7.2 points above expectations 2017-19
- Outcomes are strong at A2 compared to the starting points of pupils, being in line with modelled expectations at 178.4 and over the three-year average.
- The school has performed very strongly compared to similar schools in 2019 and over three years being placed in quintile 1 in 2019 and 2017, quintile 2 in 2018 and quintile 1 over 2017-19.
- A\*-A outcomes are strong over time but saw a significant decline in 2024. 18% 2024, 35.7% 2023 & 32.9% in 2019
- A\*-B outcomes are strong over time 51% 2024, 54.5% 2023 & 65.7% in 2019.
- A\*-C outcomes are strong over time but did show a decline in 2024. 72% in 2024, 80.35% in 2023 & 82.9% in 2019.
- A\*-E outcomes are strong over time 97% 2024 (1 U grade), 96.4% 2023 & 94% 2019.
- Our ALPs QI score has been maintained at a very strong level. We achieved a 3 (top 25%) in 2024, 2(top 25%) in 2023, 3 (top 25%) in 2022, Grade 2 (top 10%) & Grade 2 (top 10%) in 2019.

- Our T-Score and 3-year T-score remained strong in 2024 at 3 & 5, 2023 at 3 & 3, 2022 & 2019 grades of 5 & 4.
- There is a solid standard of students achieving their A2 ALPs targets 58.8% (7) achieved on or above their target grade in 2024. This is lower than previous years which has been maintained well above expectations over five years prior. In 2023 71.4% (4) of students achieved on or above ALPS target and in 2019, 77.6% of student grades were on target with an ALPs Score of 2.
- Around half of subjects in 2024 were ALPs 1, 2 or 3 (top 25%) with Biology & Digital Tech (middle 50%) and Chemistry, Psychology & Sociology (bottom 25%). Subjects with the strongest performance were Mathematics & History (Grade 1) and Physics & WBQ (Grade 2)

### **KS5 WBQ Results**

- Outcomes in the SCC at KS5 are very strong over time. A\*-A 39.58%, A-B- 55%, A\*-C- 67%% and A\*-E- %86 in 2021 but the % dropped significantly in 2022 to 61% this has increased again in 2023 93.75% achieving C+. In 2024 outcomes have increased again at A\*-A 40%, C+ 80% and E+ 100% with an Alps Score of 2.
- VA outcomes in WBQ are exceptional with students averaging 52.7 points above modelled expectations in 2019, which is a very strong performance.
- ALPs score of 1.23 2024 compared to 1.03 in 2023 and 1.29 and grade 1 in 2019 is consistently of a very high standard.

### **Priorities for Improvement**

#### **A2:**

- Improve ALPs Scores in Chemistry, Health and Social Care, Psychology and Sociology for 2025
- Improve % on or above ALPS target - Grade 3 (2024-Grade 7 at 58.8%)
- Improve retention from AS-A2
- improve PPG accuracy in most subjects

### **Progression to University**

- Over the past four years, all/almost all Year 13 students who chose to go to university have gained a place in their first choice HE setting.
- In 2024, 100% of pupils achieved their first choice university.

### **AS results:**

- AS results are solid over time in examination years. 2019 showed an improvement but there was a significant drop in grades at all levels in 2023. In 2024 outcomes improved at all levels, A-9%, A-C-38% and E+ - 81%.

- Standards at A grade as a percentage of all grades are solid over time, 17.5% in 2019, 5.4% 2023 & 9% 2024 but require further improvement
- Standards at A-B grades as a percentage of all grades are solid over time. 19% 2024, 18% 2023 & 29.8% 2019 and require further improvement
- Standards at A-C grades as a percentage of all grades are satisfactory over time. 38% 2024, 32.4% 2023 & 44% 2019 and require further improvement.
- Standards at A-E grades as a percentage of all grades are solid but have improved in 2024 to 81% compared to 60.34% in 2023 & 61.4% 2019 but require further improvement
- The ALPs QI score was unsatisfactory in 2024 at grade 7 which is similar to 2023 at grade 8. Both were lower than 2019 (Grade 3)
- In 2024 the score was 0.87, 0.81 2023 & 1.01 2019. This requires further improvement
- The T Score decreased in 2023 to grade 8 but improved to a grade 7 in 2024. This is unsatisfactory compared to grade 4 2019 and Grade 5 in 2018 & 2017.
- The three year T score is a 7 which decreased from a grade grade 6 in 2023 & 4 in 2022
- Blue teaching scores were adequate and indicate that there is work to be done on ensuring identified subjects improve outcomes for students. Around 50% of subjects were identified as being blue which gave an Alps score of 7 and 8 which is lower than the previous 4 years.
- In 2024, 50% of grades were on or above Alps target which gave a grade of 7. This is an improvement on 2023, where 35.3% of grades were on or above ALPs target grades which gave a grade of 8 but lower than 2019 where 65.5% on or above target and a grade 5.
- The most successful AS subjects against ALPs in 2024 were: Maths (Grade 1) and Art (Grade 3)
- In 2024, around half of AS subjects were below ALPs grade 6: English (Grade 8) History (Grade 8) Maths - Further (Grade 8) Psychology (Grade 7) and Sociology (Grade 7)

**Priorities for improvement:****AS:**

- Improve A, A-B, A-C & A-E outcomes
- ALPs QI score dropped to 7 in 2024 and 8 in 2023 having improved in recent years from scores of 2 (top 10%) compared to (grade 3 Top 25%) 2019 & 2020. Improve ALPs QI Score to 5
- Improve ALPs scores in English, History, Maths (further), Psychology, Sociology
- Improve 3 year T Score (Grade 7) 2024 compared to grade 6 in 2023 and grade 5 in 2019
- Improve Alps % on or above to a grade 5 (2024 - Grade 7 at 50.8%)

### Welsh Language Evaluation

**Overall standards for Welsh are strong.**

#### GCSE

- Standards in Welsh at KS4 are strong over four years and show positive improvement over time. They are very strong in 2019-24
- All pupils took a full course qualification in Welsh and a minority of pupils achieved a L2 FC qualification which is significantly lower than 2023 at 61% and lower than 2019 at 50%. Almost all (2019-98%, 2023-97% and 2024-97%) achieved a L1 full course qualification or better.
- Outcomes at A\*-A are strong in Welsh over four years. Outcomes in 2024 were 15% which was higher than 2023 at 13.8% and 2019 at 12%.
- It was 3.2pp above FA but 14.9pp below LAA and 7.8pp below WA in 2023
- Outcomes at A\*-C in Welsh is strong over four years. It was 44% in 2024 which is significantly lower than 2023 at 61% and 2019 at 50%.
- It was 2.5pp above FA but 13.4pp below LAA and 1pp below WA in 2023.
- Outcomes at A\*-G are very strong in Welsh. It was 97% in 2024 which was the same as 2023 but lower than 2019 by 1pp.
- It was 2.8pp above FA and 1.3 above WA but 1.5pp below LAA in 2023.
- Value added outcomes in Welsh are strong over time and have improved when comparing 2019 results to 2022.
- In 2022, the VA+ was -0.36 compared to 1.20 in 2021, 0.37 in 2020 and -0.5 in 2019; and 56.2% of students achieved on or above their FFT compared to 60.2% in 2021, 72.1% in 2020 and is comparable to 57.1% in 2019.
- Outcomes for boys and girls are strong at A\*-A and A\*-G and for girls at A\*-C over time. Outcomes for boys at A\*-C are satisfactory but improving over time.
- Boys: A\*-A- 10% 2024, 6% 2023 and 10% in 2019; A\*-C dipped in 2024 to 37% compared to 41% 2023 but the same as 37% in 2019; A\*-G improved to 97% compared to 2023 at 84% and 95% in 2019
- Girls: A\*-A - 21% 2024, 19% 2023 and 13% in 2019; A\*-C 51% which is a significant drop compared to 70% 2023 and 62% 2019; A\*-G 97% 2024 which is higher compared to 94% 2023 but lower than 2019 at 100%
- The outcomes for FSM pupils in Welsh are strong over three years: 6% achieved A\*-A which is lower than 9% in 2023 but higher than 4% in 2019; 26% achieved A\*-C which is lower than 2023 at 38% 33% in 2019.
- 94% achieved A\*-C which is significantly higher than 80% in 2023 but lower than 2019 at 100%

#### Standards of Welsh in lessons and books

- Standards and progress in most Welsh lessons and books, across KS3 and 4 are very strong.

- Most pupils develop their Welsh Language skills effectively or very effectively as evidenced through lesson observations, work scrutiny and learning walks.

**Standards of Welsh outside of the classroom**

- Standards of Welsh spoken outside of the classroom are strong and show positive improvements, for example, many pupils are able to offer greetings accurately in Welsh.

**Areas for improvement:**

- A\*-C outcomes dropped in 2024 to below 2019 levels- improve outcomes A\*-C outcomes in Welsh 2025 (SDP 1.6, 1.7 & 1.8)
- Continue to improve the A\*-C outcomes for boys in GCSE W2L Welsh.

## Standards and progress in learning of specific groups

Standards overall for almost all groups of learners are very strong.

### KS4 Gender

- In 2024 there was a mixture of results for boys and girls. There was a significant gap in favour of boys (A\*-C Best Maths)+10pp and a significant gap in favour of girls (5A\*-A)-12.5pp.
- In 2024 boys outperformed girls in many KPIs.
- Performance of Boys & Girls against FA, LAA & NA 2024
- In 2023 Girls performed better than boys in almost all KPIs. Boys performed the same in A\*-C Science, APS Maths and %pupils leaving with no quals. Boys performed better - APS Science by 0.2pp.
- In 2023, both boys and girls performed better than those in similar schools. Both boys and girls Capped 9 APS was stronger than the family, local authority and national averages.
- In all key performance indicators in 2023 girls' performance is strong or very strong compared to girls in similar schools being above the average for FA and top of the family of schools in all. They also performed better than girls in almost all KPIs when compared to LAA and WA apart from Numeracy and Science APS.
- In 2021, 2020 & 2019 there was little significance in the difference in the performance of boys and girls across all KPIs.
- The performance of girls in almost all key indicators is strong, or very strong when compared to girls with similar prior attainment in similar schools (CVA) in 2022, 2021 and 2020 and strong or very strong in nearly all key indicators against their expected progress (VA). These are in line with strong or very strong CVA and VA measures in 2019 in nearly all key indicators.
- The performance of girls compares very strongly to the performance of girls in similar schools at L2+ (CVA +11pp), Capped, 9 (+32 points) and 5A%-A (+ 15pp). This compares to the performance of girls in similar schools at L2+ (CVA +14pp), Capped, 9 (+33.6 points), Numeracy (+3points), SCC (+6.6 points) and 5A%-A (12pp) in 2019 and in 5A\*-A (+12%) in 2020.
- In 2021 the performance of girls in Science is lower than the national average (CVA -1.7) and this is similar to 2019 and 2020. In 2022 this increased to +2.8 which is stronger than the last 3 years.
- The performance of boys is strong or very strong but they do not outperform girls in any KPI measures in 2022.
- Boys' performance is strong in most of the other performance indicators and in-line with the performance of similar boys in other schools in Wales in 2022.
- Boys' performance is very strong in the capped 9 points score (CVA +15PP) and the Skills Challenge Certificate (CVA +27pp)

- In all key performance indicators in 2023 boys' performance is strong compared to boys in similar schools being above the average for FA and top of the family of schools. They also performed better than boys in almost all KPIs when compared to LAA and WA apart from Science APS (same as WA but below LA by 1.4p) and 5A\*/A (0.2pp above WA but 7.5pp below LA in 5A\*/A).

**KS5 Gender:**

- The performance of boys and girls is strong, or very strong, compared to modelled expectations at L3 in 2019.
- Girls outcomes were 22.8 points and boys 7.6 points above modelled outcomes in 2019.

**Priority for improvement**

- Improve the outcomes of boys in 5A\*/A
- Improve outcomes for girls in Maths APS and A\*-C relative to boys

**FSM/Non-FSM Pupils KS4**

- The performance of eFSM pupils is very strong over four years.
- In 2024 performance of FSM pupils improved in almost all KPS's.
- 5A\*-A 2024 (9.7%), 2023 (13.6%) and 2019 (3.10%)
- L2+ 2024 (41.7%), 2023 (39.4%) and 2029 (21.90%)
- L2 2024 (51.4%), 2023 (50%) and 2019 (43.80%)
- APS English 2024 (37.7), 2023 (37.9) and 2019 (34,4)
- APS Maths 2024 (34.9), 2023 (33.3) and 2019 (30.80)
- APS Science 2024 (32.9), 2023 (29.6) and 2019 (27.60)
- In 2023 eFSM pupils performed significantly above all in C9, SCC, Literacy APS and 5A\*/A outcomes and above LA and WA in Numeracy and Science APS.
- In 2023, 2019, 2018 & 2017 eFSM pupils performed above, or well above, the family (all KPI significantly above), LA and Welsh average in all key performance indicators.
- In 2024 NFSM pupils outperformed eFSM pupils in almost all KPI indicators and quite significantly in almost all KPIs. eFSM pupils performed the same as nFSM in Level 1 KPI.
- NonFSM's performance was strong/very across almost all KPI's
- eFSM pupils performed well above expectations in almost all key performance indicators in 2019-2022 in comparison to eFSM pupils with similar prior attainment in similar schools (CVA).

- eFSM performance was very strong compared to eFSM pupils in similar schools in almost all KPI. For example, in the Capped 9 (CVA +38.8) Capped 9 non core points score (CVA +5.1) SCC national ( CVA +29) and 5A-A\* (CVA +12) and numeracy APS (CVA +5.4)
- The performance of NFSM pupils is strong at KS4 over time.
- In the C9, SCC N&F, 5A\*/ A and L1, L2 and English A\*-C NFSM performance was very strong in 2022
- C9 (CVA +17.9) was well above the family and Wales average and the NFSM average SCCN (CVA +20) points and L1 (+5%) were well above the family, Wales and LA averages
- The NFSM performance in Numeracy APS, and the L2+ (Lang only), is strong being above the family average in numeracy (CVA +2.6) and L2+ (Lang only CVA +3)
- The NFSM performance in Science APS (CVA -0.6) is solid in 2020 and has improved in 2022 (CVA +1.1)
- in 2022 the Capped 9 non-core subject points score was above the national average at (CVA +1.7)

#### **eFSM/ NFSM performance KS5**

- The performance of students who had ever received FSM is very strong in comparison to expectations at the average grade points per entry at +7.6 points for L3 qualifications 2019.
- The performance of pupils who had never been FSM is very strong in comparison to expectations at the average grade points per entry at +23.7 points for L3 qualifications 2019.

#### **Priorities for Improvement**

- To improve the performance of FSM pupils in L2+ to be closer to the A\*-C outcomes of NFSM pupils in 2024-25
- Improve A\*-A outcomes for eFSM pupils in many subjects at GCSE in 2024-25

#### **MAT Pupils standards**

##### **KS3 & 4**

- Standards for almost all MAT pupils in lessons and books are very strong overall
- Nearly all MAT pupils are effectively challenged in nearly all lessons and make strong or very strong progress
- Standards of nearly all MAT pupils' extended writing work is very strong.

##### **KS4**

- MAT outcomes at KS4 are very strong over time.

- In 2019 - 2024, we secured strong 5 A\*/A percentage during examination entries of 22.3% in 2024, 21.7% in 2023 and 21% in 2019. This was well above the family average and Welsh average in 2023 but slightly below the Local Authority Average.
- 5A\*/A outcomes were +13.8% against modelled expectations 2023. The Capped 9 score for higher attainers is very strong at 456.5 in 2023 and 468.2 in 2024 and has been around this figure for a number of years.
- The performance of pupils who are higher attainers is exceptional in 2022, for example, L, Level 2+ was 96%(CVA +6%), Capped 9 was 450(CVA +13.1), APS English was 50 (CVA), APS Maths was 53 (CVA) and APS Science was 49 (CVA). In 2022 it was above the CVA in all measures except at 5A\*-A where the CVA was -4%.

### **Standards for pupils with ALN**

#### **KS3**

- Many pupils with ALN and those on the targeted support register make strong progress from their starting points as evidenced in lessons and books.

#### **KS4**

- In 2024 9 pupils were identified with ALN under the new code of practice. 11.1% achieved A\*-A compared to 6.7% in 2023, 33.3% achieved L2+ compared to 13.3% in 2023, 33.3% achieved Level 2 compared to 20% in 2023, 100% achieved Level 1, the same as 2023. Outcomes were stronger in almost all KPIs compared to 2023.
- Outcomes of standards and progress at KS4 are strong overall for pupils with ALN with most pupils achieving better than or in line with similar pupils across almost all indicators when examining the contextual value-added data in 2018, 2019 and in around half of measures in 2020.
- Pupils who had lower prior attainment were highlighted as a group with very strong VA+ outcomes in 2022.
- Standards for statemented pupils at KS4 are strong over time
- Over time, the school has performed as well as, or better than, pupils with statements with a similar prior attainment in similar schools (CVA).
- Standards for SA pupils are strong or very strong in all KPIs over time.
- In 2022, the Capped 9 (CVA +54.3 points), SCCN (CVA +43 points) and L1 (CVA +27%) which is higher compared to 2019.
- In 2022, the Standards were strong for SA pupils in Numeracy APS (CVA +8.3pts), English APS (CVA +4.9pts), Level 1 (CVA 27pts) was higher than previous years.
- The outcomes for SA pupils were slightly below expected outcomes in Science APS (CVA -0.1pts) compared to (CVA +1.3 points) in 2019.
- The outcomes for SA+ pupils (7) are strong and improving across many key performance indicators since 2021 results.

- SA+ pupils have performed better in Cathays than SA+ pupils with similar starting points in other schools in a number of key performance indicators over a number of years.
- indicators over a number of years.
- For example in 2019, 5A\*/A (CVA 0%), L1 (CVA +27%), Literacy APS (CVA +0.5) and SCC ( CVA +2.9 points) and C9 (CVA +0.9 points). In L2+ (Lang only- CVA -4%) and L2+ (Lit or Lang- CVA -5%) the outcomes are broadly in line with similar pupils in similar schools but needs further improvement. In 2020 and 2021 the outcomes were similar but slightly lower in a number of measures. In 2022 results improved in almost all KPI measures.
- Outcomes for SA+ pupils (7) are weaker overtime in Science APS against expected (CVA -5.5 2022) and require improvement.

#### **Priorities for Improvement**

- To improve the outcomes of of ALN pupils in the WBQ National
- Ensure standards for most ALN (and lower ability pupils) in lessons and books are at least strong in 2024-25

#### **Ethnic Groups KS3&4**

- Standards for pupils from all ethnic groups other than Czech-Slovak Roma are strong or very strong.
- Standards for Czech-Slovak Roma pupils are strong and improving for around half of pupils, whilst for around half their progress and outcomes are solid.

#### **Minority Ethnic Groups KS4**

- Outcomes for almost all minority ethnic pupils at KS4 are strong or very strong in all KPIs over the last four years.
- In 2024, 54% of ME pupils achieved L2+ which was similar to 2023 at 54.1%. 57.9% achieved the L2+ (Lit and Lang) in 2024 which is higher than the 50% of ME pupils in 2019.
- 100% of Czech/ Slovak Roma (CSR) pupils achieved the L1 threshold in 2019- 2024
- In 2024, 83.3%of CSR pupils achieved the WBQ foundation qualification which is higher than 2023 at 81.8% but is lower than 2019 where all CSR pupils achieved the WBQ foundation qualification.
- There are further improvements to be made to close the gap between CSR pupils compared to all pupils at L2+, 5A\*-A, in the C9 and numeracy and science APS.
- The performance of WB FSM pupils is solid and improving. 100% WB FSM gained the L1 threshold and 50% achieved the level 2.
- There are further improvements needed to close the gap at WBN and Level 2 and Level 2+
- All minority ethnic groups have positive CVA scores, or are in line with CVA expectations, in almost all indicators in 2019 -2022

#### **New Arrivals**

- Strong, or very strong, progress is made by nearly all pupils who arrived from outside the UK and needed support to develop their English language skills to access the curriculum.
- Progression and achievement is strong, or very strong, with almost all New Arrival pupils in Year 11 achieving GCSE grades in Maths, Science and Community Languages and Entry Level in English.

**ESOL 2024:**

- Entry 1: 24 pupils, 18 passes = 75%
- Entry 2: 15 pupils, 10 passes = 67%
- Entry 3: 20 pupils, 10 passes = 50%
- Level 1: 12 pupils, 11 passes = 92%
- Total: 53 pupils, 41 full passes = 77%
- (12 pupils had attendance below 50%)
- 5 pupils achieved 2 levels of ESOL

**CLA Pupils KS4**

- There were 3 CLA pupils in Year 11 in 2024 (2 boys and 1 girl)
- 100% pupils achieved the level 1 and 33% achieved the level 2+
- The Capped 9 points score was 377 which is strong which is higher than 2023 by 20 points
- Comment on CLA pupils' progress across the curriculum.

**Priorities for Improvement**

- Continued focus on improving outcomes at KS4 for learners from the **Czech-Slovak Roma (CSR)** community in 2024-25
- Ensuring that more WB FSM pupils achieve the L2+ and the core subject measures especially in examination year 2024-25

## **Standards and progress in skills**

### **Literacy skills in lessons and books**

#### **Speaking and listening**

- Most pupils listen attentively
- Many pupils speak confidently and explain their views skilfully.
- Outcomes evidence that pupils answer questions well and many are clear and articulate when contributing to class discussions.
- A few pupils, usually of lower prior attainment, are reluctant to speak in public and tend not to answer in full sentences as evidenced in learning walks and lesson observations.

#### **Reading**

- Many pupils read well for meaning and many have strong basic comprehension skills
- Many pupils skim and scan purposefully
- A majority of pupils display strong higher order reading skills (analysis, inference and deduction)
- A majority of pupils display strong independent reading skills, evidenced through learning walks and lesson observations.
- A few pupils have difficulties with basic reading skills and find reading tasks challenging.

#### **Writing**

- Most pupils write accurately and successfully in a variety of forms
- Most pupils are able to produce extended written pieces and good quality examples of this can be seen in, for example, English and History.
- Most pupils, in relation to age and prior attainment, are able to plan written tasks appropriately and implement strategies to organise extended writing successfully.
- A very few pupils have difficulty writing accurately and at length, including the planning and organising of extended writing.

**Progress in NRT Personalised Assessments:**

- In 2023, 60% of Year 7 pupils progressed in line with other learners in Wales (i.e. progression score between 980 and 1020), between the two NRT assessment windows (WG benchmark expects 68% of pupils to fall into this range). 18% of Year 7 pupils bettered the expected level of progress and 21% fell below the expected level of progress. Therefore, 79% of pupils made progress in line with other learners in Wales or better.
- In 2023, 55% of Year 8 pupils progressed in line with other learners in Wales (i.e. progression score between 980 and 1020), between the two NRT assessment windows (WG benchmark expects 68% of pupils to fall into this range). 17% of Year 8 pupils bettered the expected level of progress and 28% fell below the expected level of progress. Therefore, 72% of pupils made progress in line with other learners in Wales or better.
- In 2023, 52% of Year 9 pupils progressed in line with other learners in Wales (i.e. progression score between 980 and 1020), between the two NRT assessment windows (WG benchmark expects 68% of pupils to fall into this range). 14% of Year 7 pupils bettered the expected level of progress and 33% fell below the expected level of progress. Therefore, 67% of pupils made progress in line with other learners in Wales or better.
- In 2024, 59% of Year 7 pupils progressed in line with other learners in Wales (i.e. progression score between 980 and 1020), between the two NRT assessment windows (WG benchmark expects 68% of pupils to fall into this range). 27% of Year 7 pupils bettered the expected level of progress and 13% fell below the expected level of progress. Therefore, 87% of pupils made progress in line with other learners in Wales or better.
- In 2024, 51% of Year 8 pupils progressed in line with other learners in Wales (i.e. progression score between 980 and 1020), between the two NRT assessment windows (WG benchmark expects 68% of pupils to fall into this range). 24% of Year 8 pupils bettered the expected level of progress and 25% fell below the expected level of progress. Therefore, 75% of pupils made progress in line with other learners in Wales or better.
- In 2024, 52% of Year 9 pupils progressed in line with other learners in Wales (i.e. progression score between 980 and 1020), between the two NRT assessment windows (WG benchmark expects 68% of pupils to fall into this range). 29% of Year 9 pupils bettered the expected level of progress and 19% fell below the expected level of progress. Therefore, 81% of pupils made progress in line with other learners in Wales or better.

**Basic Skills – Literacy Rainbow Reading**

<b><u>2023-24</u></b>	Pupils in interventions from first block	% functionally literate by end of year	% not functionally literate but making two or more level's progress	% not functionally literate but making one level's progress	% making no progress	Pupils who joined interventions late but completed three or more blocks	Late starters completing three or more blocks and making at least one level's progress
Year 7 (Started Block 2)	22 (2 left in the course of the year)	55%	5%	23%	9%	1	1
Year 8	14 (2 left in the course of the year)	57%	0%	29%	0%	0	0
Year 9	11 (1 pupil left in the course of the year, 1 pupil had a long-term absence due to a managed move.	55%	9%	18%	9%	1	1

<b><u>2022-23</u></b>	Pupils in interventions from first block	% functionally literate by end of year	% not functionally literate but making two or more level's progress	% not functionally literate but making one level's progress	% making no progress	Pupils who joined interventions late but completed three or more blocks	Late starters completing three or more blocks and making at least one level's progress
Year 7 (Started Block 3)	18	44%	17%	17%	22% (*includes 2 long-term non-attenders)	N/A	N/A
Year 8	9	78%	6%	6%	0%	7	6
Year 9	5	40%	20%	40%	0%	6	3

Progress is strong for pupils who start the year as functionally illiterate towards achieving functional literacy by the end of the academic year. Most pupils made progress in 2023/24 from their starting point, with 55% achieving functional literacy and coming off interventions.

**New Arrival Pupils' Progress & Skills- KS4/5**

- In 2023, 80% of Key Stage 5 New Arrivals pupils passed ESOL qualifications at E1 (17/23 pupils), E2 (21/22 pupils) and E3 (15/20 pupils). 7 out of 8 pupils entered for the L1 ESOL qualification achieved a pass.
- Of the 10 pupils who failed to complete an ESOL qualification, 7 achieved one or two elements (reading, writing, speaking).
- In 2023, 75% of New Arrivals pupils in Years 10 and 11 passed WJEC Entry Level English qualifications at either E2 (2 pupils) or E3 (4 pupils). Three of these pupils also secured a GCSE English qualification.
- Evidence from learning walks and lesson observations demonstrates that many new arrivals students make strong progress in oracy, reading and writing skills in ESOL lessons at Key Stage 5.
- Evidence from learning walks and lesson observations demonstrates that most new arrivals students make strong progress in oracy, reading and writing skills in English lessons in Years 10 and 11.
- Evidence from learning walks and lesson observations demonstrates that most new arrivals students make strong progress in oracy, reading and writing skills in English lessons in Years 7-9.
- A few new arrivals pupils in Years 10-12, often with low levels of attendance, do not make sufficient progress in their literacy skills in lessons.

**Students' Progress and Skills - KS5 L3**

- Many pupils at AS Level and most pupils at A2 Level develop strong speaking and listening skills, especially in answering exam-style questions, in almost all L3 lessons.
- Many pupils at AS Level and most pupils at A2 Level have developed very strong extended writing skills in lessons, especially when developing exam-style answers.
- Level 3 WBQ - It is apparent from WBQ results that nearly all students can analyse data effectively at advanced level and this is evident through a range of challenges.

**Numeracy skills in lessons and books**

- Most pupils understand the four basic rules of number and a majority apply them well.
- A minority of pupils have difficulties with basic number skills as evidenced in the progress in reasoning and procedural scores for 2023-24.
- Standards in GCSE Maths and Numeracy at KS4 are good with many (69%) achieving a C grade or higher as their best Maths/Numeracy GCSE in 2024 (as part of an upward trend in the % of pupils achieving A\*-C), and 95% achieved a G grade or higher.
- At KS4, most pupils make good progress in their numeracy skills in Maths lessons and many pupils develop their numeracy skills effectively in Science lessons - as evidenced in work scrutiny, learning walks and lesson observations.

- In Years 7-9, most pupils make good progress in their numeracy skills in Maths lessons.
- Many pupils develop their numeracy skills effectively in Science lessons (where numeracy is the primary skill focus) - as evidenced in work scrutiny, learning walks and lesson observations. A minority of pupils show very strong progress in their numeracy skills in Science lessons, especially in terms of developing graph and data handling skills.

### **Number Calculation**

- In Maths lessons, most pupils show a good understanding of the number system and relationships within the number system, and make good progress (in line with expectations) in their understanding of number and quantities. Many pupils also develop their understanding of number and quantities effectively across the curriculum, in relevant subject areas.
- In Maths lessons, most pupils perform accurate calculations using different operations, and make good progress (in line with expectations), in their ability to perform more complex calculations. Many pupils also effectively develop their ability to perform accurate calculations across the curriculum, in relevant subject areas.
- In Maths lessons, most make good progress (in line with expectations) in their understanding of financial literacy. A majority of pupils also develop their understanding of financial literacy effectively across the curriculum, in relevant subject areas.

### **Measuring**

- In Maths lessons, most pupils make good progress (in line with expectations) in their understanding of shape, space and position. A minority of pupils also develop their understanding of these skills effectively across the curriculum, in relevant subject areas.
- In Maths lessons, most pupils can measure accurately and make good progress (in line with expectations) in their understanding of different units, scales and formula.

### **Collecting, Presenting and Interpreting Data**

- In Maths lessons, most pupils make strong progress in their ability to collect, represent and interpret data. Many pupils also effectively develop these skills across the curriculum, in relevant subject areas.

### **Numeracy Progress in interventions for 2021-24**

- Progression of functionally innumerate pupils towards functional numeracy is strong over time.
- Around half of pupils starting at this level achieved functional levels by the end of the school year
- Most pupils made strong progress towards functional numeracy or became functionally numerate over the academic year.

Year Group	Starting Number	% of Functionally Numerate
Y7 2021	30	27%
Y7 2022		
Y7 2023		
Y7 2024		
Y8 2021	10	30%
Y8 2022		
Y8 2023		
Y8 2024		
Y9 2019	13	31%
Y9 2021		
Y9 2022		
Y9 2023		
Y9 2024		
Overall	53 (2021)	28%

### **Progress in NNT Personalised Assessments:**

#### Procedural:

- In 2024, many (82%) Y7 pupils made average or above average progress compared to the whole-Wales cohort and a majority (60%) of Y7 pupils had standardised scores of 100+ so are working at, or above, their age-expected level.
- In 2024, many (80%) Y8 pupils made average or above average progress compared to the whole-Wales cohort and around a half (54%) had standardised scores of 100+ so are working at, or above, their age-expected level.
- In 2024, many (81%) Y9 pupils made average or above average progress compared to the whole-Wales cohort and a majority (61%) of Y9 had standardised scores of 100+ so are working at, or above, their age-expected level.

- In 2023, many (74%) Year 7 pupils made average or above average progress compared to the whole-Wales cohort and around a half (48%) of Year 7 had standardised scores of 100+ so are working at, or above, their age-expected level.
- In 2023, many (75%) Year 8 pupils made average or above average progress compared to the whole-Wales cohort and around a half (48%) had standardised scores of 100+ so are working at, or above, their age-expected level.
- In 2023, many (75%) of Year 9 pupils made average or above average progress compared to the whole-Wales cohort and around half (52%) of Y9 had standardised scores of 100+ so are working at, or above, their age-expected level.

#### Reasoning:

- In 2024, many (83%) Y7 pupils made average or above average progress compared to the whole-Wales cohort and around a half (55%) of Y7 had standardised scores of 100+ so are working at, or above, their age-expected level.
- In 2024, many (75%) Y8 pupils made average or above average progress compared to the whole-Wales cohort and around a half (56%) had standardised scores of 100+ so are working at, or above, their age-expected level.
- In 2024, many (78%) Y9 pupils made average or above average progress compared to the whole-Wales cohort and around a half (51%) of Y9 had standardised scores of 100+ so are working at, or above, their age-expected level.
  
- In 2023, a majority (66%) of Year 7 pupils made average or above average progress compared to the whole-Wales cohort and around half (52%) of Year 7 had standardised scores of 100+ so are working at, or above, their age-expected level.
- In 2023, a majority (67%) of Year 8 pupils made average or above average progress compared to the whole-Wales cohort and around half (50%) had standardised scores of 100+ so are working at, or above, their age-expected level.
- In 2023, many (76%) Year 9 pupils made average or above average progress compared to the whole-Wales cohort and a majority (57%) of Year 9 had standardised scores of 100+ so are working at, or above, their age-expected level.

#### Digital Skills

- Standards and progress of almost all pupils in ICT lessons in Y7 & 8 are strong and improving.

#### Interacting and Collaborating

- Nearly all pupils use Google Classroom and Google Suite to collaborate successfully with other pupils.
- Many pupils use these platforms to collaborate highly effectively in order to successfully develop their digital skills.

**Producing**

- All pupils are able to use Microsoft and Google Suite software applications to successfully access the curriculum in lessons, to produce appropriate documents, presentations, spreadsheets and databases.
- Many pupils use these applications highly effectively and demonstrate excellent progress in their digital production skills.
- In Years 7-9, many pupils demonstrate effective ICT skills to communicate information: via word processing and presentation software (English, Humanities, Technology & Languages); by using stop-animation and images (Art); using CAD and CAM (Art and Technology); and through digital video and sound (Drama and Music).

**Data and Computational Thinking**

- In Years 7-9, many pupils use ICT successfully to find and analyse information from a variety of sources in Tech and Digital, History, Geography, Music and Science lessons.
- At Key Stage 4, most pupils are able to use ICT successfully to find and analyse information from a variety of sources, and make and analyse questionnaires, as evidenced in WBQ lessons.
- Nearly all pupils in Years 7-9 make appropriate progress in their programming skills and many make very strong progress, through Tech and Digital lessons.

**Citizenship**

- Most pupils in Years 7-11 demonstrate valuable knowledge of e-safety advice through their work in Tech and Digital and Wellbeing lessons, and in the form tutorial and assembly programme.

**Physical skills:**

- Most pupils develop strong physical skills through PE and Creative Arts lessons.
- Many pupils (including FSM pupils) across the school have developed valuable physical skills through participating in good quality OSHL activities.
- In years 7 & 8 almost all pupils (including FSM) develop worthwhile physical skills
- A very few pupils develop only satisfactory physical skills through timetabled opportunities.
- A few pupils, and a minority in Y9, do not participate meaningfully in OSHL activities to develop their strong physical skills.

**Critical, creative and problem-solving skills:**

- Many pupils develop strong creative skills through timetabled lessons, particularly, Creative Arts and Performing Arts.
- A few pupils develop very strong creative skills through timetabled provision.
- A very few pupils, and particularly those who are lower-ability, develop only satisfactory creative skills through timetabled or extra-curricular opportunities.
- Many pupils develop effective thinking skills through timetabled lessons, and are able to purposefully apply learning to new situations.
- Many pupils demonstrate well-developed thinking skills and make articulate contributions to class discussion for example, on ethical and moral issues in form tutorials.
- In Humanities, many pupils develop strong skills at interpreting evidence and evaluating arguments
- Very few pupils, and particularly those who are lower-ability, develop satisfactory thinking skills and find it difficult to apply learning to new situations.

**Priorities for Improvement:**

- Nearly all pupils to make strong progress in their independent reading skills and ability to use and understand a wide range of vocabulary, measured through evidence from lesson observations, learning walks and work scrutiny.
- To improve the ability of a few pupils of lowest prior attainment to comprehend the text and vocabulary across all subjects.
- To improve the confidence and skills of a few pupils with speaking and listening, when reading out loud and contributing to class discussions.
- To ensure that new arrivals pupils in Years 7-11 make strong progress in their reading, writing and speaking skills, following changes to curriculum provision for these learners.
- To further develop the use of the standardised NRNT scores to address pupil needs in literacy and numeracy.
- To maximise capacity to continue running effective interventions for functionally innumerate pupils.
- To further develop meaningful, effective provision for addressing numeracy and digital skills across the curriculum.

## 2 Wellbeing and Attitudes to Learning

### 2.1 WELLBEING

#### **Attendance:**

Attendance over time is very strong and compares very well with that of similar schools and modelled outcomes.

- Attendance at the end of 23-24 was 89.6% which shows an upward trend in attendance from 2022-23 which was 88% and 2021-22, 89.4%.
- This compares favourably to other similar schools according to WG and Cardiff school data and is above the local and national averages for attendance in 2023-24.
- At the end of 2018/19, attendance was 94.0% this was our joint second highest attendance.
- The attendance of almost all pupil groups is strong in comparison to national averages, however, the attendance of Czech and Slovak Roma pupils and white British FSM pupils is too low and needs to be improved.

#### **Breakdown by groups:**

- Attendance of boys at the end of year 23-24 was 89.9%. At the end of 22-23 was 88.1% (21-22 was 89.2%).
- Attendance of girls at the end of year 23-24 was 89.3%. At the end of 22-23 was 88.3% (21-22 was 89.6%).
- Attendance of KS3 at the end of year 23-24 was 89.9% At the end of 22-23 was 88.1% (21-22 was 90.4%).
- Attendance of KS4 at the end of year 23-24 was 89%. At the end of 22-23 was 87.5% (21-22 was 87.%)
- Attendance of pupils who are Czech Slovak-Roma at the end of year 23-24 was 76.9%. At the end of 22-23 was 75.8% (21-22 was 68.6%).
- Attendance of pupils who access Free School Meals at the end of year 23-24 was 85.7%. At the end of 22-23 was 85.3% (21-22 was 84.8%).
- Attendance of pupils who are White British and access Free School Meals at the end of year 23-24 was 75.4%. At the end of 22-23 was 72% (21-22 was 74%).
- Attendance of pupils with ALN in 2023-24 was 76%
- At the end of 23-24, there were 148 (14.5% of pupil population) pupils with attendance below 80% with 44 (4%) being below 60%. End of Year 22-23, 148 < 80% with 50 <60% & 21-22 - 143 pupils <80% with 53 < 60%.
- At the end of 2023-24 364 pupils (33.4%) were below 90% attendance compared with 508 (49.9%) below 90% attendance in 2022-23.
- A majority of students who are persistently absent are within WBFMS, CSR or ALN (BESD & mental health) target groups.

#### **Punctuality:**

- Punctuality to school at the start of the morning is currently satisfactory and is an ongoing area for improvement.

- In 23/24, 5.2% of morning marks were late. In 22-23 it was 5.9% and 21-22 was 4.4% which is in line with the data pre-pandemic.
- Lateness to school has been a greater issue from Year 9 onwards, with KS4 also needing to improve punctuality to lessons.

### **Keeping Healthy**

- Many pupils display positive attitudes to keeping healthy as evidenced in the school wellbeing survey.
  - Teaches me to be healthy - Nov 23 - 76.4, July 23 - 76.4, Nov 2022 - 77.9%, Nov 2021 - 76%, May 2020 - 77%).
  - Regular exercise - Nov 23 - 83.3, July 23 - 80.7, Nov 22 - 82.1 and July 21 - 90.5)
- Our SHRN surveys since 2021, show that both boys and girls are above the national average for being active multiple times per week. JS
- Pupil participation in physical activities is good with many pupils participating in out of school clubs. JS to summarise SHRN survey
- Attendance at out of school hours activities (many of which are sports related) is good and consistent over time. In 2021/22 63% of pupils took part in at least one OSHL activity on a regular basis. This is a decrease on previous years of 74% in 2018 and 76% in 2017 so needs to be a focus for next year.
- FSM participation has been strong overtime and comparable to participation for non-FSM pupils. This year, 59% of FSM pupils participated regularly in OSHL activities.

### **Feeling Safe (including feeling physically and emotionally safe)**

As evidenced by school wellbeing surveys, last done in Nov 2023, and pupil voice activities:

- Many pupils report feeling safe in school and this has increased over time as seen in the responses to pupil voice surveys and focus groups (Nov 23 - 83.5%, July 23 - 80.5%, Nov 22 - 80.7%, July 21 - 81.6%).
- Follow-ups with pupil focus groups tell us pupils who were concerned referred to a few specific serious incidents both in and out of school which were known about and have been addressed.
- Almost all (95.5% - Nov 23) say they have good relationships with friends.
- Many (81.4% - Nov 23) say they have good relationships with their teachers & in the SHRN survey 60% of pupils say their teachers care about them as a person. This compares favourably with national averages.
- The SHRN survey 2024, shows that Student Mental Wellbeing scores are on or above the national average in all year groups.
- The SHRN survey 2024, shows that a few students have experienced bullying in 2024, this is below the national average. A majority of students (68.6%) said that they feel the school deals well with bullying. This is a 4pp increase on July 23. Nov 22 - 62.3, July 21 - 69%). Focus groups of small numbers from each year group, have told us that if bullying is reported we take it seriously, however, that they are nervous to report it. Pupils in focus groups often have not experienced bullying themselves. In response to this we've re-advertised our online referral form, statement form and have run regular anti-bullying assemblies and tutorials. Specific behaviour categories have been added to Classcharts with

alert emails to the DSP team to record and follow up on homophobic and transphobic bullying. Follow up conversations have been had with pupils scoring negatively on this question.

- Most pupils (92%) felt that the school helped them to understand and respect people from other backgrounds. This is a 1.4pp increase on 2021.
- Many pupils (85%) strongly agreed or agreed in response to: There is extra support available for my wellbeing when I need it.

## 2.2 ATTITUDES TO LEARNING

### Behaviour, engagement and attitude

- The behaviour of most pupils is good but a few pupils, who are often vulnerable, display challenging behaviour at times.
- The school regularly takes in pupils with behaviour issues from other schools, via admissions and the Fresh Start panel. Many of these improve their behaviour and attendance very effectively whilst at Cathays High.

### **Behaviour in lessons:**

As evidence in learning walks, observations and behaviour data analysis, Behaviour is good or better in almost all lessons and tutorials:

- Behaviour in almost all lessons and tutorials is of a consistently high standard from almost all pupils. This has been a strong feature of almost all lessons over a long time.
- In nearly all lessons and most tutorials, almost all students settle quickly and begin their work in a timely fashion.
- Nearly all pupils are well-behaved in nearly all lessons taught by the usual subject teacher. A few pupils are disruptive when taught by external supply teachers.
- A very few students were late to class regularly. This is a particular area of focus with Year 9 onwards.
- Evidence from our wellbeing survey in Nov 22 found that 62% of pupils felt behaviour was good or better in lessons. (Nov 2021 - 63%). This was an improvement of 5pp from Nov 2019. This now shows that a majority of students think behaviour is good in lessons. Follow up focus groups suggested that negative responses were mostly relating to a very few students in each class and were largely instances of low-level disruption with a range of teachers. They also felt that a larger group of pupils engaged in low-level disruption with external supply staff.
- In response to this we have developed a robust support plan to support effective classroom management for identified teachers and to ensure all supply teachers are visited in almost all lessons during engagement walks.
- 83% of students strongly agreed or agreed in response to: There is extra support available for my learning when I need it.
- Learning walks and lesson observations show that most pupils persevere with activities in lessons, even things they find challenging, and most are able to work independently with minimal prompting.

- A few learners who have very low prior attainment or those with ALN, especially those in our ASC resource base, still rely heavily on additional adults in the classroom.
- 85% of pupils felt they had self help strategies or support from school to overcome challenges with their learning.
- 83% of students said they felt the school gives them opportunities to develop their confidence and problem solving skills in lessons. This is a slight increase on the response in 2021.

#### **Readiness for and participation in learning -**

- In lesson observations, the engagement of almost all students was purposeful or highly purposeful in nearly all lessons delivered by the usual subject teacher over the previous three years.
- Most pupils are engaged in their learning and show a high level of interest in their work.
- Most pupils settle quickly to learning and sustain concentration and avoid distractions well.
- Most pupils complete set tasks and persevere positively to overcome challenges in most lessons.
- Many pupils are able to work successfully independently, in small groups and as a whole-class.
- A few pupils, mainly lower ability, need more support to complete tasks and persevere with their learning. These pupils are also less successful at working independently.
- Many (84%) say that they are motivated to do well in school and many pupils (88%) feel that they are doing well in school. This has remained consistent over the last three years.
- Many (87.3%) of students felt that they were challenged to make good progress in lessons. This dipped slightly in July 2023 (86%) but has otherwise remained consistent.
- 84% of students felt they were resilient to overcome challenges in lessons, either on their own or by seeking support (July 23 - 84%, Nov 22 - 85%, July 21 - 85%)
- 80% of students strongly agreed or agreed in response to: The school helps me to do things for myself and to take on responsibility. Which has increased steadily since 2021 (77%).

#### **Around the school:**

- Most students move around the school in an orderly fashion.
- Most pupils are polite and courteous and have positive relationships with their peers and with adults.
- In the wellbeing survey, 57% of pupils say behaviour is good at break and lunch. This has increased steadily since 2021 when it was 50%. Focus groups say they worry most about behaviour in the toilets, often due to a one off incident they have seen. In response, we have amended duty rotas to ensure that there are senior staff members on duty around this area every break and lunch.

- Most pupils behave well at break and lunch, with reflections issued for the few whose behaviour is a concern. Fewer than 20% of all behaviour issues recorded on Classcharts happen outside of lessons.

#### Exclusions:

- In 23-24, there were 87 FTE, 5 PEX. 92 exclusions for 57 pupils with a rate of 78.8 per thousand pupils. (In 2022-23 - 90 FTE & 5 PEX. 67 pupils at a rate of 81.5 per thousand pupils. In 2021-22 - 67 FTEs & 5 PEX. for 47 pupils.). This was broadly in-line with the LA average over the course of the year.
- An effective and rigorous analysis of patterns of exclusion data takes place regularly. It has identified that 24% of pupils receiving exclusions were non-matched and 67% were eFSM pupils. This compares to 21% non matched and 73% eFSM pupils in 2022-23
- Rates of FTEs have increased since returning to school from the pandemic. The FTEs for the past 3 years have been higher than we would like, despite always being a last resort.
- 2023-24, 40 exclusions have been issued for verbally threatening or physical assault on a pupil compared to 35 in 2022-23 and 34 in 2021-22; 18 for verbal abuse towards an adult compared to 13 in 2022-23 and 17 in 2021-22; 10 for physical assault on an adult compared to 2 in 2022-23 and 5 in 2021-22 and 12 have been for persistent disruptive behaviour and/ or failure to follow instructions of senior members of staff compared to 2 in 2022-23 and 12 in 2021-22.

#### Behaviour Support Base:

- A minority of students (44%) who used the Behaviour Support Base in 2023-24 did so only once demonstrating its effectiveness in improving pupils' behaviour.
- This is a slightly lower proportion to previous years, where it was around half of students visiting only once\*.
- A minority of the students who visited the BSB did so on 3 or more occasions during the last school year and have been supported via our Access and Learning Support provisions. A very small number of pupils with complex ALN have left or are awaiting specialist provision.
- \*This is a higher proportion than did so in previous years which reflects the impact of the process to issue BSB visits for pupils who miss after-school HoY or RSL reflection processes during the academic year.
- The use of BSB visits to support the reflection process had a positive impact on reducing the numbers of pupils, particularly in Y9 & 10, who missed after-school reflections.

#### **Priorities for Improvement**

- Improve the attendance of pupils who are Czech and Slovak Roma, White British and in receipt of FSM and those with ALN (BESD & mental health)

- Reduce the number of persistent absentees in all year groups.
- Improve the punctuality of a very few identified students in all year groups, but especially Year 10 & 11.
- Improve the behaviour in lessons and around the school of a few identified students, leading to a reduction in repeat reflections, BSB visits and exclusions.

### 3 Teaching and Learning Experiences

#### 3.1 The breadth and balance and appropriateness of the curriculum

- The school offers an effective, inclusive, broad and balanced curriculum that provides valuable challenge, engagement and stimulation for almost all pupils- through the mainstream curriculum, alternative and extended curriculum opportunities, flexible off-timetable days, out of school hours programmes and the 'Summer Timetable'.
- The strategic use of gained time through the 'Summer Timetable' enables the school to provide a very effective, flexible and targeted timetable for all pupils in the last half term of the academic year including beneficial enrichment activities. For example, year 10, 11 and 6<sup>th</sup> Form pupils have timetabled revision sessions immediately prior to specific exams whilst other year groups have valuable trips to local places of interest or blocks of time, used purposefully to complete enrichment activities, projects and other experiential learning.
- Most curriculum areas have developed a clear vision and a worthwhile plan for the knowledge, skills and experiences that are most crucial to pupils in our context, in line with the whole-school curriculum vision and the requirements of the Curriculum for Wales.
- The curriculum successfully meets National Curriculum requirements and includes PSE, RE and RSE and is further developing to successfully meet the needs of the Curriculum for Wales.
- Senior and middle leaders and teachers have introduced, implemented and quality assured the NCfW effectively for Year 7 in 2022-23 and for Year 8 in 2023-24. Most areas have been successful in implementing and refining curricula to meet the needs of all learners in Years 7 and 8.
- Around a half of areas have already implemented effective new curriculum provision in Year 9 and most other areas have made good progress in planning for implementation of the new Year 9 Curriculum in 2024/25.
- A very few areas have made more limited progress in new curriculum implementation and will continue to need further support in 2024-25.
- The school offers a wide variety of GCSE courses as well as a number of valuable additional qualifications. Curriculum provision for these courses allows the school to successfully meet the needs of all learners (including the most vulnerable), and ensure that we successfully accredit the skills, interests and abilities of many students.
- Curriculum provision in Years 10 and 11 is effective in most subject areas, leading to strong outcomes in most qualifications. In a few subject areas, curriculum provision needs improvement to better meet the needs of all learners.
- The school does not provide study leave for year 11 pupils until after the May Half Term – and following that, useful and purposeful revision sessions for subjects in which they have not yet completed examinations are held on a bespoke basis.
- The school promotes the use of the Welsh language well and the school have been awarded the Siarter Iaith Cymraeg for the success in developing its use across the school. Other examples of Welsh language development include: the purposeful use of Welsh in lessons and assemblies, the successful annual Eisteddfod, increasingly popular trips to Llangrannog, the beneficial use of Welsh contexts and topics in all subjects (as part of developing approaches to "cynefin" for the Curriculum for Wales) and Welsh signage

- The school's development of cynefin, relating to multiculturalism and the diverse identities within our school, our community, Wales and the wider world is very strong and has been highlighted by Estyn as an example of national best practice case study.
- The school provides a worthwhile creative curriculum through creative and performing arts lessons as well as valuable, additional opportunities, e.g. work with the Brilliant Club and Atkins Realis), which effectively develop the creative provision for a few pupils across Key Stage 3.

**The curriculum caters well for the specific needs of all pupils:**

- Nearly all schemes of work build well on pupils' prior knowledge and cater effectively for the significant number of pupils who arrive throughout the school year and from many different primary schools and countries.
- Nearly all New Arrival and ALN pupils have effective specialist provision which successfully dovetails into mainstream provision when appropriate for each pupil. ASC SRB pupils have worthwhile specialist provision which meets the needs of the majority of these learners.
- Identified pupils with low reading and non-verbal reasoning scores have highly effective provision in a specialist class or a purposeful combination of mainstream provision and intervention.
- Identified vulnerable pupils who have the most significant difficulties accessing mainstream provision in KS3 & 4 are provided with a highly effective and bespoke curriculum involving internal and external provision that is very successful in meeting their needs.
- The school has been successful over time in ensuring that all pupils in this highly mobile community gain qualifications.
- The school works effectively to provide individual learning pathways for nearly all pupils based on choice and need. All pupils have a free choice of KS4 options during Year 9 and the option columns are based on the choices made by pupils.
- Identified KS4 pupils who have significant difficulty succeeding in mainstream classes are identified in Year 9 and 10 and are provided with an effective programme tailored to their individual needs throughout KS4. This involves highly successful in-school provision for GCSEs or equivalent qualifications, PSHE and successful vocational provision at college or other providers. This has ensured a high level of engagement for almost all with compulsory schooling.
- Early entry for a few examinations provides valuable opportunities for all pupils who are entered for the examinations to have multiple opportunities to gain vital qualifications e.g. Eng Literature and Numeracy
- Arrangements for groupings and setting all pupils are effective and work well in enabling core subjects like English and maths to establish highly beneficial target groups. Smaller classes are used successfully in key subjects to provide more support for many vulnerable and targeted pupils.
- Many pupils have opportunities to complete worthwhile qualifications in their home language and lessons are provided for many languages such as Arabic, Bengali and Italian. The school provides beneficial opportunities for pupils to undertake community language GCSEs and A-Levels when appropriate to their ability and competence.
- The curriculum effectively meets the Learning and Skills Measure and the requirements of Learning Pathways 14-19. For example, in year 11, pupils can choose from a choice of 45 different 'A' level subjects across our partnership provision for their post-16 pathways.

- The school provides a very wide range of effective and engaging out of school hours learning activities (OSHL) that many pupils engage with. These include a valuable range of activities such as basketball, football, music and drama and Arabic clubs etc.
- A highly creative and proactive provision is provided for OSHL activities and has resulted in most pupils engaging in extracurricular activities. The school employs a Community Learning Manager who successfully identifies and organises opportunities and tracks and targets pupil involvement.
- The Community Learning Manager has been successful in increasing the participation rates of Czech Slovak Roma and White British FSM pupils, although further improvements are required for these groups to reach the same levels as other groups.
- In addition, there is a wide range of very successful trips and other enrichment activities during school time including trips abroad, the school production, careers fairs, the school Eisteddfod, STEM activities etc.
- A wide range of sporting equipment has been provided at lunchtime and effectively engages a majority of pupils in purposeful activity at unstructured times.
- A very successful basketball academy has resulted in high participation levels in all year groups for girls and boys.
- The school provides beneficial, thorough and effective careers advice to all students as evidenced by the successful application to qualify for the Careers Wales Quality Mark.

#### **New Arrivals and EAL**

- Provision for new arrivals and pupils with EAL is strong.
- New Arrivals to the UK have skilful and immediate specialist support tailored to meet their needs depending upon their level of language acquisition and key stage on entry to the UK.
- There are effective arrangements for baseline assessments that use the CATE criteria to establish the level of English on entry.
- Progress is monitored very effectively every 6 weeks through re-testing. There is an effective small group Induction/Partial Integration class for arrivals in KS3 who are new to English. Nearly all pupils make strong enough progress to move to mainstream within 12 weeks.
- In KS4, many pupils are effectively supported in Year 10 to make strong enough progress to make full integration into GCSEs.
- Worthwhile provision ensures that all new arrival pupils leave with qualifications, even when they arrive late in Year 11, and almost all achieve some GCSEs.
- In KS5, a similarly effective provision ensures almost all students gain worthwhile qualifications and suitable learning pathways to continue in education or employment.
- Teaching is strong for most new arrival groups and strong in a few lessons.
- Pupils' evaluations indicated that almost all pupils settled well into Cathays High School in KS3, 4 and 5.

**MAT**

- Most teachers plan effective opportunities to challenge MAT pupils in lessons to ensure they make strong progress.
- There is strong support for MAT students and a successful MAT strategy including worthwhile enrichment and extra-curricular opportunities. This includes: membership of the SEREN Network; early entry GCSE opportunities in photography; visits from outside speakers, Cathays Alumni and business leaders; and visits to higher education establishments including Russell Group universities.

**Parents, the community and local employers** (*ask JT about some of these*)

- Parents receive regular, worthwhile written reports on their child's achievement and progress in school at least three times a year in Years 7-9 and more regularly at KS4 including a detailed annual report.
- Parents also have opportunities to get valuable verbal feedback through Parents' Evenings and parental meetings. A new School Community Partnership has been set up from Spring 2024 and this will be developed over the course of the year.
- The school offers valuable guidance to parents on how they can contribute to their children's progress at school and support their learning.
- The school engages with a few parents very successfully to improve their ability to speak English and gain a number of qualifications that supports the learning of their own children
- The school runs a highly valuable Parent Learning Group, led by Cristina Roy, our Parent Learning Co-ordinator. This group successfully engages with parents across Cardiff, helping many to obtain qualifications and enter the workplace, often for the first time in the UK. The programme also provides beneficial support for a few parents in developing their confidence and improving their wellbeing. Christina has also developed strong links with local businesses and organisations, including leading on a vaccination drive with Public Health Wales.
- Sims online has engaged a minority of parents and it is effective at keeping them up to date with their children's attendance and behaviour.
- The school has continued to develop effective communication with parents and the community through our social media channels and the school website. This has enabled parents to stay in touch with school news and to contact us regarding specific questions.
- The school has effective partnerships through the Cardiff Business Forum, Careers Wales and our Alumni group which have been successful in supporting our pupils to learn about their community and employment opportunities for example, through work with Price Waterhouse Coopers and The Wales Millennium Centre.
- Communication with parents for pupils who have ALN is effective. Especially for those on PSPs and those who have IDPs.

**Outside agencies**

- Strong partnerships with businesses such as Atkins Realis and Welsh Water (through Careers Wales and Cardiff Business Forum) have provided pupils with valuable opportunities.
- In 2020, we were awarded the Careers Wales Quality Mark, this highlighted the highly effective careers support across the school. JS to ask Adrian
- In 2019 we were awarded Phase 6 of The Healthy Schools Award to recognise the very strong work we do to support pupils' health and wellbeing.

- The school has developed a strong alumni group and utilises this group to support a wide range of identified students.
- The school has developed effective partnerships with a number of universities including Cardiff University and Cardiff Metropolitan University. The school benefits from students visiting the university and in having in-school workshops enriching our curriculum e.g. in Science and History.
- Partnerships with universities provide important and useful support to pupils, particularly those in the Sixth Form. Cardiff Met and the University of South Wales provide regular workshops to pupils. Access schemes at Cardiff and Oxford universities have supported individuals and groups of learners well, enabling pupils to go on to study at those institutions and others.
- The school has developed a number of effective sporting partnerships and now links with Tribal Basketball, Cardiff Met, Cardiff City and Rugby Works. These partnerships provide worthwhile support to engage both boys and girls in sport.
- The SEREN network is used effectively to enrich the further education opportunities with our MAT pupils.
- The school has very effective and beneficial partnerships with a number of outside agencies to provide a wide range of qualifications and curriculum experiences for identified students in years 9 to 11. For example, MPCT, Motocross, and The Hair and Beauty Academy.

**Priorities for Improvement:**

- To further review and develop the new Curriculum for Wales for Year 7 and 8 and to implement and review the development for Year 9 in 2024/25.
- To plan for the implementation of new curriculum provision for reformed GCSE qualifications, for first teaching in 2025/26.
- To support a few areas to ensure that curriculum provision is effective in supporting the progress of all pupils.
- To improve provision to better meet the individual needs of all ASC learners in the Specialist Resource Base.
- To maintain high standards of provision for new arrivals pupils as we implement more streamlined intervention provision.

**Provision for Skills**

- Beneficial learning walk and work scrutiny processes are used regularly to effectively identify strengths and areas for improvement in skills provision across the curriculum. In 2023/24, quality assurance processes demonstrated that provision for primary skills was strong in most areas, especially with regard to literacy.
- The Curriculum and Skills SDG has developed effective portfolios of best practice that are used beneficially by area teams during professional learning opportunities, in order to develop the provision for skills across the curriculum. This includes revised quality assurance processes as part of annual curriculum learning walks, work scrutiny and pupil voice activities.
- Areas have further developed worthwhile skill portfolios in each curriculum area by adding best practice examples of provision that ensures progression in primary skill areas. The Skills SDG has refined the format of the skills portfolios to provide a clearer view of approaches to ensuring progress in skill development in primary and secondary skill areas.
- Areas have further developed skill portfolios in each curriculum area by starting to develop meaningful provision for secondary skill areas that will be evaluated in 2024/25.

- Most staff participated in worthwhile professional learning activities with staff from cluster primaries in 2023/24. This INSET was effective in helping many staff to better understand progression in literacy, numeracy and digital skills, across primary and secondary school contexts.

### **Literacy**

- Nearly all pupils have worthwhile and beneficial opportunities to develop their literacy skills.
- Most teaching staff provide worthwhile, beneficial and effective opportunities for pupils to develop their reading, writing and speaking skills.
- In many subjects, highly effective opportunities for literacy development result in very strong progress, particularly in extended writing.
- Many teachers use beneficial strategies to develop pupils' subject specific vocabulary and tier 2 vocabulary across all subjects.
- The school has an effective, well-established and clear focus on developing literacy and an ongoing priority of further developing provision to support all pupils in developing their reading skills.
- Due to the context of the school, there has been heavy investment over time in resources and training to improve literacy. The positive impact of this is evidenced by very strong outcomes in English and other literacy-heavy subjects (like History and Religious Education), as evidenced in exam outcomes and whole-school work scrutinies from literacy rich subjects.
- The comprehensive and successful induction/partial programme for New Arrivals concentrates on high quality opportunities to improve literacy skills and helps most pupils improve their English to a level that enables them to be fully integrated into all mainstream classes within 12 weeks.
- In 2023/24, the Teaching and Learning and Accessing the Curriculum SDGs have planned and delivered successful professional learning sessions to support colleagues in planning effective provision for developing reading skills (e.g. through walkthru strategies and strategies to support learners with lower reading scores).
- The school has made useful progress in developing strategies to address low levels of literacy and EAL, and to support red, amber and grey readers. In a few lessons, provision to support red, amber and grey readers to access the learning and improve their independent reading skills needs to be further developed.
- The school has a well-established and successful range of whole-school literacy strategies which are applied effectively in most lessons, such as: the use of success criteria in conjunction with SA and PA and the effective use of DIRT, which have all contributed to improved standards and progress in literacy. In the last three years:
  - Successful and beneficial training has been delivered to all staff to ensure that there is a more consistent approach to developing pupils' writing skills, such as using structure strips and success criteria.
  - Thorough and valuable Inset on questioning, challenge and oracy has resulted in many staff using skilful questioning strategies that allow many pupils to improve the quality of their spoken responses.
- Teaching Assistants deliver highly beneficial literacy interventions such as Rainbow Reading. Rainbow Reading is effective as can be evidenced by many pupils making good progress in their literacy skills.
- All English teachers and most form teachers use the Spellzone App successfully to improve pupils' spelling and comprehension skills in reading.

- Nearly all form teachers use effective reading strategies to promote independent reading for pleasure in Years 7-9, particularly the tutorial reading programme.

### **Numeracy**

- Numeracy strategies in nearly all maths lessons are highly effective as evidenced by outcomes, lesson observations, learning walks and work scrutinies.
- Effective numeracy intervention programmes have been refined to ensure they meet the needs of all pupils.
- Effective numeracy development takes place in most tutorial group, through successful use of approaches such as Mathswatch and Mangahigh.
- Successful and beneficial numeracy training has been delivered to all staff in appropriate curriculum areas to ensure that there is a more consistent and effective approach to developing pupils' numeracy skills.
- In primary areas, provision for numeracy across the school is strong and improving as evidenced in quality assurance processes (including the curriculum and skills learning walk and work scrutinies in 2022/23 and 2023/24), and GCSE numeracy and mathematics outcomes in Year 11.
- Worthwhile collaboration has taken place between curriculum areas with numeracy as a primary skill area, to improve approaches to numeracy development in lessons.
- A few areas have begun to develop meaningful provision to support the development of numeracy skills as a secondary skill area.

### **Digital**

- In primary areas, many teachers plan very successfully to ensure the effective progression of pupils' digital skills within their subject areas. This has been done very effectively in many Creative (Music, Drama & Art) and Technology and Digital lessons.
- Many teachers, in the appropriate curriculum areas, provide effective opportunities to develop the digital skills of pupils across the curriculum, as evidenced by skills portfolios and schemes of work.
- In primary areas, most teachers plan effectively to ensure the strong development of pupils' digital skills within their subject area. In secondary areas the majority of teachers do so and a minority need to develop their digital provision further to ensure the progress of pupils in digital skills.
- In primary areas, provision for digital skills is strong and improving, as evidenced in quality assurance processes, including the curriculum and skills learning walk and work scrutinies in 2022/23 and 2023/24.
- A few areas have begun to develop meaningful provision to support the development of numeracy skills as a secondary skill area.
- Effective extra-curricular provision such Lego League and F1 In Schools enhances the digital skills of a few pupils in Year 7 and is effective in challenging MAT learners.

- Effective collaboration with cluster primaries took place in 2023/24 which was useful in helping areas to plan for and better understand digital progression.
- There is an effective digital leaders programme for pupils in Year 7-9 that supports a few learners to develop more sophisticated digital skills. These learners have represented the school successfully in a number of extra-curricular competitions.

#### **Thinking and wider skills including physical and creative skills are strong**

- The WBQ at KS4 & 5 provides effective opportunities for most students to develop strong thinking skills, particularly in applying learning to unfamiliar situations, interpreting evidence and evaluating sources and arguments.
- There are further worthwhile, timetabled opportunities for pupils to successfully improve their thinking skills across the curriculum and particularly in Humanities, Science and English lessons.
- Thinking skills have been further effectively developed over the previous three years through the introduction of a variety of professional learning opportunities including a specific focus on Walkthrus.
- Creative Arts, Performing Arts and Technology and Digital subjects are successful in developing pupils' creative skills strongly.
- There are many other valuable opportunities across the curriculum which provide positive opportunities for pupils to develop their creative skills and to successfully demonstrate originality (see portfolio of best practice for professional learning).
- There is effective timetabled provision in place in PE, Performing Arts and technology lessons for pupils to develop strong physical skills through well-planned and balanced curriculum provision.
- Successful extra-curricular opportunities such as sports teams, the annual school production, Presentation Evening, the Christmas Concert and the Spring Concert allow a few pupils to develop their creative and physical skills effectively outside of timetabled lessons.

#### **Welsh language skills**

- There is effective provision for W2L GCSE at KS4. All pupils take the GCSE Welsh Full Course at the end of Year 11, with the exception of those new to the UK and the very few disapplied pupils, and it is timetabled to receive the same number of hours as GCSE options.
- The time allocation for Welsh at in Years 7-9 has been beneficially increased to enable all pupils to follow the full GCSE course by the end of KS4.
- All teachers use Welsh effectively when taking the register and to greet and praise pupils.
- There are worthwhile opportunities for students to engage in conversational Welsh around the school

#### **Priorities for Improvement**

- Further development of provision to improve reading skills of identified pupils (particularly red, amber and grey readers) across the curriculum.
- Further development of the Year 7-9 tutorial reading programme, in order to build reader confidence and independent reading skills.

- Develop further opportunities for progression in literacy, numeracy and digital skill elements across the curriculum, as new curriculum provision is further developed.
- Continue to develop skills portfolios that are used more widely to share good practice and that track provision to ensure progression against the skills frameworks, more fully and coherently.

### **3.2 - Teaching and Assessment**

#### **Assessment data and tracking**

- There are very strong processes and procedures and a set calendar for assessing progress (PPGs, WALs, LJs and PSs) of students which are followed consistently by all staff.
- A minority of teachers' PPGs are too inaccurate when compared to actual GCSE & AS/A-Level results.
- There is an effective system for baseline assessments including calendared moderation meetings
- All pupils, regardless of time of arrival, have baseline assessments in all subjects and in reading, spelling, numeracy and non-verbal skills which allows pupils and staff to know their starting point clearly.
- Worthwhile and aspirational targets are set for all pupils in years 10 to 13 but those for Y10-11 will require a review following the ending of FFT from April 2024.
- Almost all teachers use target trackers effectively in books to ensure that pupils of all abilities are clear about how to make improvements.
- There is a very strong monitoring system involving pupils and teachers, and shared with parents, which is used to identify underachievement and progress in KS3 to 5.
- There is a strong focus on individual pupil progress and that of specific groups.
- This has been highly effective in the Super Core RAP meetings to ensure that key marginal and newly arrived pupils in KS4 at Level 1, Level 2 and 5A\*/A are identified and specific actions put in place to help them reach their potential.
- Tracking information on pupil progress is used well at Area level to identify progress and actions for individual pupils and specific groups.
- There has been effective development of the role of HoY 11 in the tracking and monitoring of academic progress and they have carried out beneficial actions to address under-performance.
- Effective SMT link meetings are carried out half termly with all Raising Standards Leaders with a focus of key marginal pupils in Key Stages 3, 4 and 5. Data is used effectively to strategically plan next steps for key marginal students and pupils that are performing below, in line or above expected progress.
- The school has developed a skillful wellbeing tracking system to integrate pastoral and academic data that enables Heads of Year, and other IWB staff, to effectively identify and address concerns. This is now used routinely and successfully by the wider IWB team.

- The school has developed an effective, bespoke tracking formula for identifying those students at risk of being in our bottom third of examination results. Further work needs to be done on this to evaluate its effectiveness over time.
- An effective assessment, marking and standards policy has been developed to support the progress of all learners which includes examples of best practice in assessment activities across a range of subject areas
- The school has developed 2 bespoke assessment and tracking models in line with the NCfW that meets the needs of all pupils. Communication with parents has been streamlined to purposefully report current progress and engagement in all subject areas.
- Detailed and worthwhile trackers have been developed at KS3 for each area to monitor progress and engagement of individuals and different groups of learners over time.

### **Overview of Lesson Observations**

- Most teachers deliver consistently effective lessons to all groups of learners across all areas of the curriculum

#### **In nearly all lessons, teachers:**

- manage pupils' behaviour positively, safely and effectively, using restorative approaches in the best examples
- have strong working relationships with pupils
- classroom routines are effective and consistently used well
- provide work that is suitably challenging for those of middle ability and who are more able and talented
- have strong subject knowledge

#### **In most lessons, teachers:**

- plan work that has an appropriate level of challenge for all abilities to make significant progress
- plan effectively and have clear learning objectives
- provide work that is suitably challenging for pupils with ALN and those who are of lower ability
- adapt the pace of learning skilfully according to the needs of the pupils
- have high expectations of all pupils
- provide interesting and engaging resources

#### **In many lessons, teachers:**

- use success criteria very effectively, explicitly and consistently to structure valuable self and peer assessment that enables pupils to work independently and make progress

- use a range of teaching methods which interest pupils, and stimulate and challenge them to achieve highly
- use retrieval strategies effectively.
- use a variety of questioning strategies successfully
- model successfully
- work in partnership with learning support staff effectively

**In a minority of lessons, teachers:**

- provide highly strategies that engage all students and have a noticeable impact on progress
- probe pupils knowledge and understanding through highly skilful questioning and develop pupils' thinking skills using a range of appropriate techniques
- use highly effective assessment for learning strategies that have a strong impact on pupil progress.

**In a very few lessons, teachers:**

- do not plan lessons with worthwhile opportunities for independent learning
- do not establish effective learning and behaviour routines
- do not have a clear purpose to the learning
- do not set work at an appropriate level
- teacher questioning is not well planned or probing enough and many pupils are not questioned

**Work Scrutiny****Quality of assessment in books and lessons****In nearly all lessons and books:**

- staff and pupils effectively use the C and I system of assessment to identify strengths and areas of improvement, both in written and oral feedback

**In most lessons and books:**

- teacher comments are very specific, clearly linked to success criteria and the development of skills, highly personalised and lead to clear improvement
- most pupils are achieving good or better progress as a result of the teacher feedback
- teachers question pupils well using a range of appropriate techniques and probe pupil understanding thoroughly

- o teachers' comments are clear and useful, with helpful and specific advice for improvement often linked to skills - subject specific and literacy where appropriate.
- o teachers plan regular opportunities for effective pupil response to assessment (DIRT) that meet or exceed the school's minimum standard. Most pupils respond purposefully to assessment.

**In many lessons and books:**

- o teachers use assessment information (from questioning, circulating, marking) well to plan and adapt lessons and work effectively to best meet the needs of pupils
- o teachers develop the literacy skills of most pupils by using beneficial strategies.
- o most pupils regularly review their own learning well and understand their progress
- o self and peer assessment and DIRT is valuable and of high quality, is usually linked clearly to success criteria and is used for a purpose

**In a minority of lessons and books:**

- o pupils make superb progress as a result of highly effective feedback that skilfully challenges them
- o teachers make beneficial use of coded marking to ensure that feedback is comprehensive and provides highly effective improvement tasks that allow pupils to make very strong progress.

**In a very few lessons and books;**

- o teachers do not use assessment information (from questioning, plenaries etc) well enough to gauge pupil progress and understanding, adapt lessons or to plan next steps
- o self and peer assessment is not effectively linked to success criteria and is therefore superficial and of limited value and/or has little purpose
- o there is limited, superficial or no pupil response to assessment (DIRT)
- o pupils do not respond to teacher C and I comments or use them to support progress.

**Priorities for Improvement**

- To continue to embed the use of appropriate Cathays 5 strategies (bespoke to each area) across all lessons for pupils of all abilities to make strong progress from starting points
- Improve the higher order questioning and retrieval skills of a few teachers to ensure they deepen the thinking of all pupils.
- To further embed the use of effective strategies to improve students' metacognition.
- To develop, refine and embed effective strategies that support the reading skills of pupils of all abilities with a particular focus on lower ability learners

- Further refining the assessment for learning processes to increase impact of assessment in lessons and books
- Finalise Learning Steps across all areas - Clear and consistent success criteria across all areas (Oct 2024) and monitor the effectiveness of its impact on pupil progress and QA processes.

## 4 Care Support and Guidance

### 4.1 Personal Development

#### **Physical and Mental Health -NJO/JT**

- Many pupils say that school teaches them to make healthy eating and drinking choices (Nov 23 - 76.4%, Nov 22 - 78.25%, Nov 21 - 80% in Nov 21)
- Many pupils say that the school provides good opportunities for exercise (Nov 23- 83%), Nov 22 - 82.5%, Nov 86% Nov 2021 - 82%) Needs updating following summer survey
- The school very effectively promotes and supports mental and emotional health and wellbeing using a range of beneficial internal and external support services. We have been recognised for our strength in this area through the award of the Phase 6 Healthy Schools accreditation.
- The school makes skilful use of experts and professionals to enhance the curriculum, in PSHE and other subject areas. These include Public Health Wales, Our Streets Now, YMCA and representatives from local universities.
- The school effectively teaches pupils about sexual health and relationships and have beneficial partnerships with external agencies eg. Sexual Health Outreach Team (SHOT) and the School Nurse. School has trained all IWB leaders, Head of Years , Post 16 leaders and targeted TAs in 'C Card' this year improving provision in school for providing sexual health advice and support.
- The school purposefully targets and provides effective support for vulnerable groups of pupils, including FSM pupils, to become more involved in OSHL activities, programmes for pupils who have emotional wellbeing issues and low self-esteem.
- The school has effective measures in place to prevent and deal with bullying and harassment.

#### **Cultural, spiritual and moral development - JT**

- The school provides a beneficial range of activities and opportunities for pupils to develop spiritually, to learn about different religions and reflect on their own viewpoints.
- The school provides a comprehensive range of opportunities for pupils to successfully develop their moral reasoning and their sense of what is right and wrong. These opportunities are through thorough and effective PSHE and RE programmes, morning tutorials and weekly assemblies.
- The school provides valuable opportunities and suitable spaces for pupils of different faiths to pray. This is particularly popular amongst Muslim students.

- The school meets the requirement for a daily act of collective worship well through moments of reflection in each year group assembly (twice weekly) and a structured moment of reflection in form tutorials (three times a week).
- The school has an effectively planned and delivered plans to promote equal opportunities and to celebrate diversity, through successful PSHE lessons, the worthwhile tutorial and assembly programme and valuable opportunities in the curriculum at KS3 to 5.
- Most pupils (92.2%) said that the school helps to understand and respect people from other backgrounds.
- There is an extensive range of valuable opportunities which develop pupils' social and cultural development very effectively; for example, the school Eisteddfod, Languages and Culture Day foods from around the world events, Islamic relief events, trips (e.g. theatre, places of worship, castle, museum)
- The school has developed an effective system for promoting three core values of "Prepared, Respect and Pride" that most students recognise and understand. This requires a continued focus to embed more fully in all year groups, especially due to the number of new arrivals during the school year.
- The school teaches children effectively about rights and responsibilities through tutorials, assemblies and PSHE lessons.
- The provision identified in the bullet points above demonstrate that the school is effective in supporting pupils to become ethically informed citizens of their local, national and global community.

#### **Student leadership and pupil voice - JT**

- There are effective opportunities for most pupils to take on responsibilities and play a part in school and the wider community e.g School Council, Year council, pupil governors, community council, peer mentors, Roma council tutorials and OHSL clubs.
- The school provides many worthwhile opportunities for pupils to voice their views, develop their advocacy skills and involve them in improving the school. These include year and school councils (run by pupils), pupils having input to area reviews, surveys and focus groups.
- The school has strong pupil leaders in the form of a Head and Deputy Head boy and girl in 6th Form and a strong Student Council who represent the pupil' views effectively at Governing Body meetings. They act as ambassadors and support all school events.

#### **Learning Support (ALN) - NJO**

All pupils with ALN are given effective and comprehensive access to the curriculum, interventions trips and extra-curricular activities in line with their needs. If necessary, the school funds additional adult support or externally provided qualifications for this.

All students are entered for GCSE and alternative qualifications, this has resulted in outstanding outcomes in Level 1 over the last 5 years.

#### **Tracking & Monitoring via the Additional Needs Register:**

- There are effective and rigorous processes and procedures for monitoring attendance, punctuality and behaviour. These are monitored well and have led to consistently strong punctuality and attendance.
- Very effective systems are in place to identify and monitor the additional learning needs of learners through ANR reviews. This has been refined and is well embedded in the light of ALN reform.
- The progress of all ALN pupils is reviewed regularly effectively through effective use of the wellbeing tracker.
- All IDPs and one page profiles are effectively reviewed and updated in line with new ALN legislation. Evidence for reviews is gathered from students, parents, teachers and TAs.
- Thorough action planning is in place for the implementation of the new ALN Code of Practice. We use one page profiles purposefully for all learners with ALN, and many with other identified barriers to learning, which contain all mandatory content as outlined in the COP. All learners in mandated year groups now have IDPs, which have all of the content required and are being quality assured by the LA.
- Parents are involved in the review process and almost all parents who have engaged have been positive about the provision for their children. Around half of parents have not responded to our effort to invite them to review meetings. This continues to be a focus for 24-25.
- Effective Person Centred Practice is well embedded within the learning support and pastoral teams. Pupil voice is a prominent feature in the target setting and reviewing process. This is especially strong in Person Centred reviews and PSP meetings.

### Supporting Teaching & Learning

- TA support in most lessons is beneficial and it has a strong impact on pupil engagement, behaviour and task completion. We have continued to place a strong focus on developing our three key strategies to encourage pupil independence. Learning walks showed us that most TAs use the core strategies consistently. A few TAs continue to need further professional development in this area.
- There has been worthwhile development of Cathays High as a communication friendly school. Through INSET and area meetings almost all teaching and TA staff have been trained in Communication Friendly Schools with 6 teachers across the school having achieved a level 3 qualification in supporting speech and language and 4 completing their level 4. **Impact from book look- GHT?**
- The school has made useful progress in developing strategies to address low levels of literacy and EAL, and to support red, amber and grey readers. In a few lessons, provision to support red, amber and grey readers to access the learning and improve their independent reading skills needs to be further developed.

### Interventions:

- The school effectively invests heavily in support staff who successfully lead our comprehensive inclusion and wellbeing provision. E.g. TAs run the BSB, SafeTy, Pupil Reception, run our inclusion office and work as attendance officers, making regular home visits. They also run literacy, numeracy & social skills interventions.

- The ALN team provides specialist and effective support for students on the ANR, including those with Individual Development Plans. We continue to thoroughly review the structure of the team and provision to meet the changing and complex needs of our cohorts. The school offers a range of highly effective support programmes to meet pupils' needs.
- The school's 5 - step graduated response to provision is well embedded for a range of ALN categories; e.g. emotional health and wellbeing and specific learning difficulties including Dyslexia and Dyscalculia. These enable us to skillfully identify, monitor and address the complex and changing needs of pupils with ALN.
- Most TAs have a highly beneficial impact on the progress of students in one-to-one and small group interventions. Interventions in Learning Pathways, SafeTy, Extended Opportunities and Literacy are skillfully delivered. ASC SRB interventions are worthwhile and continue to be a priority for development for 24-25, in light of the increasing complexity of pupil need.
- There is a highly beneficial range of support for pupils with BESD. HOYs are closely involved in the coordination of this support largely through 'SafeTy' and increased counselling provision. At KS4, highly effective support for engagement and learning is provided through Extended Opportunities lessons.
- Forest School's Interventions are in their infancy. The few pupils who have attended have engaged well. Staff development and embedding procedures for this will continue to be a priority for 24-25.
- The effectiveness and suitability of this provision is purposefully evaluated and skilfully adapted to meet pupils' needs. Where there is no suitable provision, the school creates or finds creative solutions. – e.g. we have developed an effective Extended Opportunities programme to ensure that all vulnerable students in KS4 gain at least 5 GCSEs and almost all achieve 9 GCSEs.
- Almost all pupils that used the service stated that the counselling services are very effective.

#### **Professional Development - ALN**

- A strong programme of professional learning is embedded in the team.
- LST meetings provide worthwhile opportunities for members of the team to regularly share best practice. This year's ALN marketplace was well received by all staff who attended.
- HLTAs are used effectively within the team and have clear roles and responsibilities.

#### **Transition**

- The school has highly effective arrangements for the transition of ALN pupils into Year 7. Personalised provision is in place from September for students with statements/SA+ due to a highly effective, enhanced transition. The Step Up to High School summer class is a highly creative approach to transition and has had a positive impact on student wellbeing and progress.
- The VAP assessment is used effectively to prevent the most vulnerable pupils becoming NEET. The school's VAP Youth Mentor has worked effectively with our most vulnerable pupils liaising with key members of our IWB team.

- The school provides effective guidance to pupils about options and career choices through specific lessons, guides to each key stage and individual support through interviews with staff and Careers Wales.

#### **Partnership working**

- The use of specialist teachers and third sector organisations is highly effective and has a significant impact on student progress towards individualised targets.
- The ALN department works very closely and successfully with a range of outside agencies, including the Educational Psychology Service, specialist teacher teams and Primary Mental Health.
- The Inclusion and Wellbeing Team work very successfully with a wide range of external agencies including social services, educational psychologists, Primary Mental Health, the Police, the Youth Justice Service, Support 4 Families, Children's Services, SHOT, EWO etc.
- A range of specialists are brought in to provide high quality care, support and guidance on topics such as sexual health, substance abuse, domestic violence, and homelessness.

#### **ASC (Autistic Spectrum Condition) Resource Base**

- The school has an effective Specialist Resource Base (SRB) for children and young people on the Autistic Spectrum. The base provides high quality care and guidance for these pupils.
- The SRB provides worthwhile opportunities for learners to access specialist resources, support and rooms when necessary; but also, to integrate with their peers as much as possible. This is a vital function of the SRB at the school, and has been very successful since its inception.
- Pupils from the SRB have effective one page profiles, which are comprehensive and regularly reviewed. All SRB students have IDPs which are compliant with the new COP.
- Pupils' progress is thoroughly monitored and tracked against their attendance, engagement, wellbeing and their academic progress.
- ASC pupils tend to achieve very well and there are many individual success stories.
- Worthwhile programmes of study are purposefully tailored to meet the specific needs of these children and most pupils stay in school until they are 19.
- The SRB provides very good opportunities for all students to achieve qualifications.

#### **Outside agencies**

- The school has extensive and wide-ranging partnerships with outside agencies. These are crucial in enabling the school to successfully meet the needs of learners and have a positive impact on pupil outcomes. For example, partnerships with the LA's attendance team and organisations such as Action for Children, Primary Mental Health, Children's Services and Support 4 Families have been effective in improving attendance figures and purposefully supporting the emotional needs of a few pupils.

- Excellent relationships with Careers Wales, Youth Mentors and local colleges mean almost all learners (post-16 & post-18) secure further or higher education or work based learning after school.
- Strong partnerships with businesses such as PWC and the WMC through Careers Wales, Cardiff Commitment and the Business Forum have provided pupils with a wide range of valuable enrichment opportunities. Other valuable enrichment opportunities such as work with The Brilliant Club and the SEREN network provide beneficial opportunities to stretch and challenge able pupils.
- In 2020, we were awarded the Careers Wales Quality Mark, this highlighted the highly effective careers support across the school.
- The school has strong strategic partnerships with external agencies and community groups, such as Family Gateway, police liaison, youth mentoring, local authority specialist teacher teams, Fire Service, YJS, YMCA, Prevent, Careers Wales, Public Health Wales and educational psychologists. These make successful contributions to supporting pupils, particularly those who are most vulnerable.
- The school has very effective and beneficial partnerships with a number of outside agencies to provide a wide range of qualifications and curriculum experiences for identified students in years 9 to 11. For example, Active Inclusion, Urban Pursuits, Rugby Works and The Hair and Beauty Academy.

#### **Community Focus - JT**

- The school has developed a beneficial Business Forum that allows for useful enrichment activities for a range of students and is developing links to the curriculum in a few areas.
- The school has strong links to community organisations such as Citizens Cymru Wales, and an Alumni group. These create worthwhile opportunities for student consultation. Increasingly, the school has developed useful links with parents and the local community, initiating a Community School Partnership to help develop strong links to the wider community through a range of stakeholders.
- Our successful Parent Learning Group provides valuable opportunities for parents and members of the wider community to obtain qualifications, develop life skills and support wellbeing. Often, parents obtain qualifications that enable them to obtain work, sometimes for the first time in the UK. The work that the parent learning group does gives parents valuable skills to support their children's education.

#### **Priorities for Improvement**

- To embed and refine the impact of pupil voice and leadership groups on whole-school improvement and that vulnerable groups are proportionately represented on those groups.
- To continue to develop a robust system for evaluating participation in out of hours clubs and to improve participation of students from vulnerable groups.
- To continue to develop our Community School Partnership, involving more parents and representatives from community groups. To ensure that this organisation has a meaningful impact on pupils and the wider community

- To further refine provision for pupils with increasingly complex ALN, including those in the SRB, so that they can attend school every day and engage successfully with learning with increasing independence.
- Further implement the new ALN Reform action plan including writing & reviews of IDPs for all students with ALN and improving the engagement of parents/carers in the person-centred review process.

## 4.2 Safeguarding

- The school's arrangements for safeguarding meet statutory requirements and were highlighted as a particular strength by Estyn.
- The school has robust and highly effective processes and procedures for safeguarding.
- The school follows the LA school safe recruitment procedures effectively and all staff are DBS checked.
- All staff are well-qualified and thoroughly informed, according to their role, about safeguarding the whole school and child protection procedures.
- Teaching staff understand their role in running inclusive and safe classrooms in the safeguarding of all pupils. An effective positive relationships policy underpins classroom routines.
- Nearly all staff are able to expertly articulate their role in the wider safeguarding responsibilities of the school, for example, by developing strong, positive relationships with pupils and valuing the cultural diversity within our community
- Challenging behaviour is managed skillfully by teaching and support staff.
- The school uses My Concerns to good effect to manage all child protection referrals and keep records. Historical paper files are stored securely.
- The school deals successfully with the very high number of Child Protection issues that arise, working collaboratively as a team to support pupils who have experienced trauma through intervention programs.
- The school works effectively with external agencies such as Children's Services, Prevent, health and police to share information and plan to best support students at risk.
- The school has a comprehensive Safeguarding Policy and effective procedures as well as strong procedures for staff on Safe Working Practices in Relation to Child Protection and procedures on physical intervention. Specific training on using positive handling has been given to all relevant staff.
- Areas used for withdrawal are effectively supervised at all times by well trained staff. Use of these areas is logged, monitored and reviewed thoroughly.
- The safety of pupils on school site is maintained well through comprehensive systems for logging and supervising visitors.
- The school has effective and comprehensive systems for logging staff and pupils on and off site during the school day including PE lessons, lunch time and those who leave during the day.
- Systems for tracking attendance and punctuality are robust and monitored well by the Head of Year team. Referrals to outside agencies such as EWS are used to good effect and have positive impact on attendance of students.
- Behaviour is tracked effectively using Classcharts. Weekly emails sent to staff allow them to set reflections.

- Reflection processes have been embedded again post pandemic and have a positive impact on most pupils who attend. Systems for recording and monitoring attendance at reflections have been refined using Classcharts.

**Priorities for Improvement:**

- Monitor the impact of Classcharts for recording and monitoring engagement in reflections and evaluate the impact on pupil behaviour.

## 5 Leadership and Management

### 5.1 Quality and effectiveness of leaders and managers

- The headteacher and the senior leadership team provide very effective leadership with a strong sense of purpose and vision for the development of the school.
- Strong leadership has led to sustained improvements in all key indicators so that they are all strong or very strong, over the past five years.
- The school's very powerful vision of 'Opportunities for All' is shared effectively with the whole school community, it is articulated regularly and extensively, and is well-understood by nearly all pupils, staff, parents and governors.
- There is a beneficial strategic vision for the development of the new school site which has been developed well by all stakeholders
- School leaders are very purposefully focused on the school's strategic priorities as outlined in the current 3-year plan and through calendared QA activities throughout the year.
- These priorities clearly and beneficially concentrate on achieving excellence across the school, as well as thoroughly addressing the short-term priorities balanced skillfully against meeting medium and longer-term objectives which includes the development of the new school site.
- However, planning for the new site has been postponed through most of 2023-24 whilst land issues are resolved with the charity commission.
- All senior leaders, and most middle leaders, communicate high expectations effectively, to those they line manage and provide very strong support and challenge through SMT meetings, link meetings, area/ team meetings and one-to-one line management meetings.
- All senior and middle leadership roles are focused very strongly on raising standards of progress, achievement, teaching & learning and inclusion & well-being. They also develop collaboration and leadership skills successfully across most colleagues.
- Leadership across the school, and succession planning for future leadership roles, has been effectively supported by the beneficial middle and senior leadership programmes run in 2022-23 for groups of teaching and non-teaching staff.
- Almost all RSLs have beneficially developed area teams to successfully implement and evaluate the Curriculum for Wales' areas of learning and experience purposefully to develop the knowledge, skills and experiences of pupils in Year 7 and to reflect the wider community at Cathays High.

- Most relevant middle leaders have ensured that area teams have made very positive progress towards developing, implementing and quality assuring the effectiveness of the new curriculum effectively to ensure strong progress for most Year 7 pupils and to meet the needs of our community.
- All staff roles are adeptly linked to the school's strategic priorities, particularly at leadership level; roles and responsibilities are well-understood by nearly all staff.
- The SLT is supported highly effectively by a very strong senior management team, including all RSLs, ALNCo, HoPI, HoY 11 and an AL seconded to the team.
- This means that communication across all area teams and the inclusion and wellbeing team are highly effective and allow for skillful adaptation of plans, processes and systems as the need arises during the school year.
- Almost all middle leaders lead their teams effectively or very effectively and have improved the leadership of team meetings skilfully.
- This has been further strengthened over the last three years by a highly comprehensive line management and 1-1 meeting system with clearly and beneficially recorded actions and follow-up by almost all leaders.
- All senior and most middle leaders have developed their leadership skills effectively over recent years through involvement in focused reviews, paired lesson observations, work scrutiny, SLT led work scrutinies, data training, leadership training, area reviews, and focused and systematic SMT link meetings.
- All senior and most middle leaders effectively use the well-structured system of line management for all staff, including support staff.
- This has been further strengthened by participation in the coaching programme by all senior and most middle leaders, which will continue to be a focus for development over the coming years.
- Senior leaders use the SMT link meeting structure very effectively to ensure strong and consistent approaches from almost all RSLs to achieving and improving strong outcomes at KS4 and 5, and to ensure effective accountability.
- SLT and SMT monitoring of progress on key priority areas and pupils' standards and progress is effective, rigorous and robust through centrally set calendared agendas for all meetings which focus purposefully on standards, strategic development, evidence based research and professional learning.
- Most meetings by senior and middle leaders are effectively run and generate clear and worthwhile action points that are re-visited usefully in subsequent meetings.
- Nearly all area and team meetings have agendas set with a beneficial timescale and a worthwhile focus, for example, on pupil progress, teaching & learning, professional development and strategic review.
- Nearly all middle and senior leaders use data confidently and effectively to focus on pupil progress and improving standards in learning and wellbeing.
- All senior leaders make very effective use of a wide range of rigorous data analyses to track progress and identify appropriate priorities for improvement.

- Challenging, and beneficial, whole-school targets and wildly important priorities are set, as well as challenging targets for individual pupils, groups of learners, skill areas and year groups; these have been effective in supporting colleagues in raising standards of outcomes academically and within the inclusion and wellbeing team.
- Performance management processes are used highly effectively to improve staff performance, to identify and prioritise individual and whole-school training needs as well as being successfully linked with meeting whole-school priorities.
- The school deals robustly and successfully with any instances of under-performance, using beneficial support and professional learning linked to purposeful improvement targets and plans.
- The school has implemented a comprehensive range of successful strategies and interventions to meet national and local priorities and these have positively impacted on provision and outcomes.
- These strategies have been particularly successful in producing improvements in literacy and numeracy, especially for those judged as being below functional levels on entry to the school; producing strong outcomes for eFSM pupils in comparison to local and national averages and in developing the vision and strategic plan for the implementation of the CfW.
- The school is effectively staffed and good use is made of staff time, expertise and experience.
- All staff have effective opportunities to develop their knowledge, skills and experiences to carry out their role strongly, as senior leaders ensure beneficial levels of resources are put into professional development.
- The PM, QA and self-evaluation systems are effective in identifying the development needs of staff.
- The headteacher has made very effective use of specific grant funding to employ colleagues that have supported pupils' accelerated catch-up in core subjects, PE, Welsh and Tech & Digital in 2020-21, 2021-22, 2022-23 & 2023-24.
- The RRRS grant funding spend has been effective in supporting the accelerated catch-up of pupils in Years 10-13 in reaching strong outcomes in external examinations.
- Pupils in years 7-9 have also recovered effectively in terms of literacy and numeracy skill development across the curriculum partly as a result of strongly targeted RRRS spending.
- Inclusion and well-being provision has been beneficially strengthened to support improved attendance and behaviour over the previous three academic years from the immediate post-pandemic period.
- Only a few staff teach outside their subject specialism which has improved standards of teaching and learning evidenced in lessons and books.
- The school has a strong record of managing staff and financial resources effectively to support the diverse needs of the school community well, most especially in recent years where increasing pupil numbers have impacted on the space available to accommodate larger numbers of students whilst real-terms budgets have decreased.
- The senior leadership team and finance manager have developed a beneficial spending plan for the unallocated surplus budget at the end of the 2022-23 financial year. These additional resources have been used effectively to meet the medium and longer-term priorities of the school's development plan and to plan for the real-terms cut in available spending through 2023-24 and projected for 2024-25 onwards.

- The senior team (including the finance manager) have successfully adapted the spending plans to ensure the school avoids a deficit budget in the 2023-24 and 2024-25 financial year whilst minimising the impact on standards of academic progress, and inclusion and well-being support.
- There are robust and thorough processes to ensure resources are targeted to meet school development priorities, all relevant improvement priorities are effectively costed against the PDG and the EIG grant funding.
- Over time, the school has made very strong use of the PDG, resulting in strong outcomes for eFSM pupils compared to similar pupils in other schools and against Family, LA and National averages in all key indicators in 2022-23 and 2023-24.
- The school makes worthwhile use of the EIG grant to ensure challenging improvement targets are met effectively.
- The school makes very worthwhile use of the MEAG grant to ensure pupils with significantly high levels of EAL make strong or very strong progress and achieve beneficial qualifications by the end of their compulsory schooling.
- The MEAG grant does not fully cover the cost of the provision the school provides due to a significant reduction from April 2017 which has been sustained at that level in the following two years meaning a “real-terms” cut in funding. The MEAG grant has been further cut by £30,000 per year for four financial years from 2021-22 to 2024-25.
- Financial and budgetary arrangements are highly effective, as identified in the most recent audit report. All plans are carefully and effectively costed.
- The school very effectively allocates resources to the post 16 curriculum in line with the budget it receives, providing good value for money for pre and post 16 students.
- The Head of 6th Form and senior leaders ensure that class sizes are effectively monitored in the 6<sup>th</sup> form to provide value for money and staffing is reduced or provision is put into partnership arrangements where class sizes are too small.
- The school has, over the past 6 years, carried out significant and beneficial improvements to the physical learning environment, for example, in 2020-21 two new classrooms were added to the site, a further 5 classrooms were added in 2021-22 and 4 more in 2023-24 to accommodate an increasing roll.
- The site team is highly effective at carrying out their roles so that despite its age, the accommodation is well maintained (within budgetary constraints) and is sufficient for the numbers of pupils in the school at present. Toilet facilities are appropriate and regularly maintained and have recently been upgraded. The site is thoroughly secured with a high fence and mag-locked doors all around. The grounds are well maintained.
- All pupils have access to all areas of the school provision and there is a clear ethos of recognising and celebrating diversity throughout the school for example with curriculum provision in Humanities and English and our annual Culture Day.
- The school has invested effectively in hardware and software to ensure that there are beneficial resources available for pupils and staff to use ICT to valuably improve teaching and learning.
- The school has continued to invest in IT hardware and software which have been used effectively to improve teaching and learning in lessons.

- In view of the outcomes achieved by pupils, the school provides excellent value for money.

### **Priorities for Improvement**

- HT and SLT plan effectively for the design stage of the development of the school site and new facilities as the issues around the land develop.
- Implement and embed the refined QA processes across senior and middle leadership teams
- Continue to refine and develop instructional coaching processes further to ensure area leaders carry out their roles highly effectively.
- To develop the personalised leadership progression process to improve leadership at all levels and particularly for the very few middle leaders requiring support to carry out their roles effectively.
- Ensuring that the resource allocation is effective in supporting the development of the new curriculum and works towards a balanced budget

## **5.2 Self-evaluation processes and improvement planning**

### **Self evaluation processes**

- There is a well-established and strong culture of rigorous and effective self-evaluation which is underpinned by regular, robust and extensive monitoring and quality assurance activities, e.g. through SMT meetings and the gathering of first-hand evidence.
- Cathays has effectively developed systems of gathering parental voice feedback to inform self-evaluation and improvement planning efforts during 2021-22 and 2022-23 and this has been further developed in 2023-24 through parental surveys and the establishment of a committed Community School Partnership group. This will be further progressed in 2024-25.
- The QA and SE processes lead to the identification of beneficial strategic priorities and challenging targets; and directly informs improvement planning and self-evaluation.
- The school has a clear and thorough calendar of regular and highly valuable self-evaluation, quality assurance and monitoring activities which are applied consistently and effectively by almost all leaders (middle and senior).
- This enables them to successfully identify priorities for improvement, monitor the quality of provision and leadership and assess outcomes.
- There has been successful development of the self-evaluation and improvement planning process to enable all colleagues to contribute to area and whole-school processes in a highly worthwhile way. For example, through the input of teaching colleagues to area and team QA and SE processes that feed into the whole-school SE and IP process and the use of SDGs to develop, monitor and evaluate whole-school priorities.
- The area, IWB and SDG self-evaluation findings feed into the school priorities for the following year in a beneficial way to ensure that we address the key improvement priorities identified by colleagues across the school.
- The very effective self-evaluation processes have significantly contributed to improved outcomes over many years, in nearly all achievement indicators, improvements in the quality of teaching and learning in the classroom, the development of our curriculum and sustaining and improving very strong outcomes and provision for inclusion and wellbeing.

- All senior leaders and most middle leaders thoroughly analyse, evaluate and monitor a wide range of data in a highly purposeful way to identify strengths and areas of improvement in standards and progress, teaching and learning, curriculum, inclusion and wellbeing and leadership.
- Almost all senior and middle leaders make effective use of first-hand evidence on the quality of teaching through lesson observations and work scrutiny to share good practice and plan for improvement.
- Almost all RSLs have used this evidence very thoroughly to identify strengths and areas for improvement in provision and standards of skills across their curriculum areas.
- There are effective arrangements in place for lesson observations that enable almost all line managers and many teachers to carry out valuable professional learning conversations to effectively improve teaching and learning.
- The professional learning conversations have led to more worthwhile and purposeful 1-1 meetings focused on improving teaching and learning and positive professional development on a more individualised basis for many teachers.
- The school makes highly effective use of both internal and external focused reviews on different aspects of standards or provision to judge strengths and areas for improvement. For example, in 2023-24 senior and middle leaders and other colleagues, together with the *Improvement Partner*, carried out effective quality assurance activities to assess the impact of the new curriculum implementation on standards of progress in terms of knowledge, skills and experiences for each area and across the school. Almost all middle and senior leaders were able to effectively identify strengths and areas for further development as a result of the QA activities.
- All senior leaders and nearly all middle leaders have a thorough, accurate and honest view of the school's main strengths and weaknesses and use this to plan effectively and strategically for the future.
- Governors are effectively involved in SE and DP through the worthwhile quality assurance, support and challenge processes that are systematically scheduled through the GB meeting cycle. Senior leaders strengthened the detail on the strengths and areas for development on individual teams in 2022-23 & 2023-24 enabling governors to have a more thorough understanding of progress within the school (Estyn feedback).
- This enables the governing body to successfully specialise in areas of standards, teaching and learning and the curriculum, inclusion and wellbeing, leadership and use of resources to ensure that all senior and middle leaders are beneficially accountable for carrying out their roles effectively.
- This system is effective in facilitating the GB to carry out their role as critical friends successfully.
- Governors understand their roles well and are well informed about the performance of the school and the issues which affect it. They are well informed about the new curriculum structure and standards through worthwhile presentations from RSLs, area leaders, senior leaders and pupils.
- Governors are well informed about school data and have had effective "in-house" and external training in developing their understanding of key performance data as well as how to effectively challenge and support senior and middle leaders to successfully raise standards.

- The governing body operates an effective committee structure with delegated responsibilities for decision-making within statutory requirements. Beneficial policies and procedures are in place for the GB to exercise key duties successfully.
- The school has comprehensive arrangements in place to deal with complaints.
- Pupils are effectively involved in SE processes and are consulted regularly through learning conversations as part of QA processes, the twice-yearly student wellbeing survey, form, year and school council agenda items as well as through valuable surveys and focus groups on specific issues. An example of this were valuable developments in inclusion and wellbeing provision in response to pupil voice feedback and feedback on teaching and learning informing the professional learning programme for colleagues.
- The school has put in place effective processes for Student Governors, who are members of the school council, to give feedback to every Full Governing Body meeting in 2023-24 and this will be further developed in 2024-25 (Estyn feedback).

#### **Priorities for Improvement**

- Further develop systems to involve parents and the wider community purposefully in self-evaluation processes (Development priority for 2024-25).
- Implement and embed the refined QA processes across the school
- Ensure that systems and processes are in place to support the very few middle leaders not effective at QA and SE including the engagement of their team successfully in those processes.

#### **Improvement planning**

- All senior and almost all middle leaders are effective at making clear and powerful links between the self-evaluation, improvement planning and monitoring activities at whole-school and area team levels.
- All senior and almost all middle leaders successfully link these processes to the performance management targets for almost all teaching and non-teaching staff to ensure that every individual has valuable personal targets for development, used to meet whole-school and team needs.
- All senior leaders have a very strong understanding of the school's strengths and weaknesses following highly worthwhile self-evaluation processes which underpins improvement planning very strongly.
- Nearly all middle leaders have effectively developed a strong understanding of the school's, and their team's, strengths and weaknesses through area reviews and worthwhile termly progress meetings with all middle leaders using evidence to ensure progress towards the SDP and ADP targets.
- The school has regular and effective processes for monitoring, evaluating and reviewing the SDP, e.g. through SMT meetings, SMT link meetings, Strategic Review Meetings, Area Meetings and governors' committee meetings. As a result, beneficial changes and amendments are made throughout the year to effectively meet the school's priorities.

- The SLT effectively costs the SDP and usefully identifies those responsible for actions and tasks, those monitoring and those evaluating. Success criteria are effective because they are realistic, measurable, achievable and challenging. Actions are usually successful because they are time- bounded and timescales are realistic.
- All senior, and almost all middle, leaders' development planning effectively prioritises the core business of the school – improving pupils' progress, standards and outcomes in learning and wellbeing and ensuring very strong teaching, learning and curriculum experiences.
- All senior, and almost all middle, leaders implement strategies to bring about improvements that are worthwhile and well-researched. Whole school plans combine the introduction of new strategies with embedding strategies from previous years effectively.
- All senior leaders and almost all middle leaders effectively focus improvement priorities on the needs of disadvantaged pupils, particularly eFSM pupils, Czech-Slovak Roma pupils and those with significant literacy and numeracy needs.
- Improvements in outcomes or sustained strong performance (in comparison with the rest of the country) for pupils from these backgrounds exemplifies the effectiveness of this work, however, these groups of pupils will continue to be an area of focus for whole-school and area/ team improvement plans to raise outcomes and standards further to be more in-line with pupils from other social backgrounds.
- The school has a successful support plan strategy for improving the performance of those very few teachers, TAs and admin support staff identified as not achieving the required standards.
- The school has a very strong record of securing improvement in key indicators at KS4, KS5, attendance, the range and quality of learning experiences, and the school culture and climate as a whole which highlights the strengths of our planning for improvement.

#### **School to school planning**

- The school has effective transition links with partner primary schools and the significant range of primary schools across the city from which our pupils transfer. These enable most pupils to make successful transfers to the school. The transition coordinator visits as many partner schools as possible and there are numerous beneficial opportunities for pupils and parents to attend visits and events at the school.
- The projected Year 7 numbers for 2024-25 are reported to be the joint highest ever at 240 (the same as 2020, 2021, 2022 & 2023), significantly above our outgoing Year 11 admission number of 185.
- AHT for curriculum and DHT for Community have held productive meetings with HTs & senior leaders from partner primaries to identify joint priorities and strategies for improvement across a range of areas but focused on curriculum and pedagogy as well as each school's vision and plans for the CfW.
- This provided a beneficial focus for the joint INSET with partner primaries that focused purposefully on literacy, numeracy, digital skills, assessment and SRE developments in 2023-24 as part of our programme to forge effective links. Staff feedback from the five schools identified purposeful strengths and clear areas for further development from this year's programme to build on in 2024-25.
- Effective partnership working has ensured that many KS4 pupils at risk of disaffection have been provided with beneficial courses which have improved their attendance and enabled them to successfully achieve qualifications.

- A few senior and middle leaders have successfully shared school improvement strategies with the South Wales Partnership of schools serving communities with high levels of disadvantage.
- The IWB team has given successful presentations to other schools on developing restorative practices and on creating positive relationships.
- Senior and middle leaders have also met to support the development of, and successfully share best practice strategies with, schools from outside CSC, such as with Pencoedtre in Barry, St. Julian's in Newport, Risca in Caerphilly and Pentrehafod in Swansea, which has brought significant and worthwhile learning opportunities for both groups of colleagues.
- Most senior leaders have visited a number of recently built schools to learn from their experiences of the process in order to support the successful development of the new Cathays High School site.

**Priorities for Improvement**

- Continue to develop our curriculum links with partner primary schools to include joint and effective evaluation and improvement planning for the new curriculum.
- Ensure that systems and processes are in place to support the very few middle leaders not effective at IP including linking the PM targets of their team to whole-school and area team improvement priorities

**5.3 Professional Learning**

**Continuing Professional Development**

- The school has a clear and worthwhile philosophy that effective professional learning at every opportunity is at the heart of school improvement.
- The school has a very strong and structured programme of professional development which allows almost all staff to valuably improve their teaching skills.
- The professional learning map is linked highly effectively to the school's T&L, curriculum, IWB and support team priorities and to the developmental needs of staff and area teams focusing beneficially on improving standards and progress for all learners.
- This enabled almost all staff to successfully select a leadership focus linked to their PM objectives and focused on improving standards across the school.
- INSETs have been effectively tailored to allow meaningful and specialist professional development to take place for almost all members of staff depending on roles and the stage in their career.
- Successful marketplace professional learning activities have taken place in the last two years which were valuable for almost all staff to share best practice based on evidence informed T&L and IWB strategies.
- Specific and successful INSET days have been focused on the curriculum and literacy, numeracy and digital skills allowing all staff at all levels to beneficially develop strategies to provide high quality skills provision across the curriculum.
- All area teams have purposefully allocated time with their teams to successfully develop teaching and learning and the new curriculum, based on evidence of strengths and weaknesses from their skills audits and teaching and learning trackers.
- Almost all staff are well supported by professional development through INSET, performance management processes and the school's professional development structure.
- Successfully developing leaders across the school has been a key feature for the past four years and it was effectively improved in 2022-23 with the useful Effective Leaders programme.
- This has included having bespoke and effective training which was very successful in developing the leadership skills of colleagues at their specific stage of their career via the Effective Leaders Programme and through effective coaching in 1-1 Line Management meetings.
- Almost all staff have valuable professional development experiences from being involved in direct classroom observation through evidence-based research groups in area teams, observation of TAs, specific area reviews, learning walks and engagement walks.
- Membership of *Leadership Matters* and *Walkthrus* has enabled almost all leaders at all levels to successfully develop their leadership skills well.
- The school has effectively developed staff that are new to the profession including a bespoke induction programme for NQTs, and the TeachMeet programme which allows new teachers to reflect on their practice.
- The school effectively develops ITE teachers on the PGCE programme with all training teachers gaining QTS.

- All staff demonstrate effective basic digital skills such as using Microsoft packages purposefully to ensure lessons are planned and delivered effectively.
- Most staff have strong advanced digital skills, for example, the use of tools, such as Google Classroom, iPad apps, advanced Microsoft packages and provision for these skills was developed successfully as part of the successful digital competency plan.
- The majority of the administrative team have been used effectively to train teaching and non-teaching staff on identified software packages and ICT skills.
- A few pupils make a powerful contribution to the development of staff digital skills through their work as digital leaders, and this will continue to be developed.
- The digital skills team have developed a set of powerful online resources to help teachers develop their skills and successfully plan for the progression of pupils' digital skills within their subject area.

#### **Professional Learning Communities within and beyond the school**

- All staff are involved in effective evidence based research using research-informed, evidence based strategies and evaluating their own and others practice.
- Valuable strategic development groups have continued this year with a focus on 5 key areas - assessment, leadership, teaching & learning including evidence based research and coaching, positive relationships and the new Curriculum for Wales.
- All TLR holders are usefully involved in one SDG and present findings to SMT, whole staff and specific groups of staff. A few other colleagues, without TLRs, have volunteered to be members of specific groups as part of their professional development.
- The SDGs have effectively developed strategies, leadership capacity and skills enabling us to meet whole-school priorities successfully.
- The school has strong, well-established and developing links with other schools and organisations which contribute positively to the school's professional development programme.
- The school has developed a number of worthwhile partnerships with other schools. These include working with the South Wales Partnership of schools serving disadvantaged communities. This has led to beneficial sharing opportunities on priority areas such as teaching and learning; QA, self-evaluation and improvement planning; ALN; curriculum and inclusion and wellbeing.

#### **Performance Management**

- The school has a highly effective and established performance management system which beneficially involves all members of staff, including TAs and support staff.
- Line managers effectively link PM objectives to whole-school priorities and evidence based research enquiries.
- All PM objectives, CPD needs and reviews are thoroughly reviewed by RSLs and the DHT to ensure they are used as a powerful improvement tool.
- Line managers have an effective system for reviewing performance against PM targets, that takes place twice a year.

- Colleagues have a strong system of support where they are not achieving their targets and examples of underperformance have been dealt with robustly and effectively by SLT and line managers.

**Priorities for Improvement**

- Continue to embed and refine our coaching approaches, with a particular focus on the quality of assurance of peer to peer coaching.