

Eastern High

Governor's Annual Report To Parents

2021/22

Published March 2023

Dear Parents/Carers,

On behalf of the Governors, I have great pleasure in presenting to you our Annual Report. We hope you will find the report informative.

If you have any issues you would like to raise please email info@easterhigh.org.uk with Governor's report in the subject of the email by **27th May 2023**

Deborah Williams
Chair of Governors (October 2022)

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1. List of Governors and their Responsibilities

All governors are unpaid volunteers. They share a wide range of legal responsibilities for the running of the school. The full Governing Body meets 5 times per year, Governors serve on a range of committees, including those shown on the table below and have links with members of staff within departments and areas of responsibility within the school. The main areas of work of the major committees are outlined later in this report. In addition to these committees, there are other sub-committees, which meet from time to time as occasion demands. These include for example Appointment Panel for senior members of staff, and committees dealing with staff and pupil disciplinary matters.

The Governing Body for **2020/21** was composed of the following members.

Governor	Category	Term Ends	Membership of Committees
Barbara Cooke	LA (Chair)	October 2022	Curriculum & Standards Resources & Finance Eastern High & CAVC Joint Committee
Chris Taylor	LA (Vice Chair)	October 2022	Curriculum & Standards (Chair) Eastern High & CAVC Joint Committee
Lee Bridgeman	LA	March 2022	Health & Safety and Buildings
Ruth Morgan	LA	November 2022	Curriculum & Standards Eastern High & CAVC Joint Committee
Jessica Morgan	LA	March 2025	Curriculum & Standards
Mark Roberts	Community	November 2022	Curriculum & Standards Resources & Finance (Chair) Health & Safety and Buildings (Acting Chair)
Kathryn-Ann Slade	Community	November 2022	Resources & Finance
Deborah Williams	Community	February 2025	Curriculum & Standards
Sharon James	Community	May 2022	Curriculum & Standards
Versha Sood	Community	February 2025	Curriculum & Standards
Andrew Honeywell	Parent	March 2022	Health & Safety and Buildings
Sian Burgess-Hunt	Parent	June 2025	Resources & Finance
Sarah Kelly	Parent	June 2025	Resources & Finance
Rachael O Connell	Parent	June 2025	Health & Safety and Buildings
Jonathan Angell	Headteacher	N/A	Curriculum & Standards Resources & Finance Health & Safety and Buildings
Adrian Burton	Teacher	October 2022	Health & Safety and Buildings
Jonathan Delf	Teacher	November 2024	Health & Safety and Buildings
Natalie Harrop	Staff	March 2025	Health & Safety and Buildings
Anne Cullen	Clerk		

Observers invited to meetings of the full Governing Body and its major committees include:

Ms Susan Cowan (Deputy Head); Mr Jonathan Davies (Assistant Head); Ms Kay Lewis (Assistant Head)

Clerk to the Governing Body: Ms Anne Cullen, anne.cullen2@cardiff.gov.uk

2. Chair of Governors Report

Dear Parents/Carers

The Governing Body of Eastern High is required to present an annual report for parents and carers of pupils attending the school. The report is produced in accordance with The School Governors' Annual Reports (Amendment) (Wales) Regulations 2013 and the School Standards and Organisation (Wales) Act 2013.

The Chair of Governors on behalf of the Governing Body is pleased to present the Annual Report for the Academic Year 2021/22. The purpose of this report is to discuss how the Governing Body has discharged its duties at the school.

Governors work in close partnership with the Headteacher, senior leaders and staff at the school. The Governing Body has a significant role to play in setting the strategic direction for the school and holding the Headteacher and the staff to account. Governors with the Headteacher and other members of the Senior Leadership Team are accountable for evaluating the work of the school, identifying priorities and for setting sufficiently challenging targets to secure improved outcomes for all learners.

The Governing Body with the guidance of the Headteacher closely monitors the performance of the school to ensure your children are receiving their entitlement to an education and opportunities that closely match their needs enabling each to attain and achieve their personal best.

Governors oversee the application of agreed policies and ensure statutory policies are consistently applied in accordance with policy guidelines and recommendations.

We acknowledge the importance of good governance and the significant impact it has on the school. Governors are proud of the partnership shared with the Headteacher and Senior Leaders. We believe the pupils benefit from such a positive relationship showing we are all committed to providing quality learning and an appropriate range of opportunities for them.

Our school community experienced many challenges during September 2021 to July 2022. We know that the impact of the pandemic has required our staff and children to work in different ways and re-build the positive relationships needed. The Governors recognise the tremendous work of Mr Jonathan Angell, the Headteacher, and his staff to work with and support pupils, parents and carers.

We look forward to working alongside the pupils, parents/carers and staff to continue to achieve the best for everyone in the Eastern High community.

3. The Work of the Governing Body Committees

Curriculum and Standards Committee

The Chair of the School Standards Committee in 2021/2022 was Prof Chris Taylor, Vice Chair of Governors.

The committee meets up to six times during the academic year and membership consists of a range of Governors, including the Chairs of each committee. Key members of the Senior Leadership Team, Cardiff Education Improvement Consortium and the Director of Education also attend the meetings when required to present information to the committee on various pedagogic items.

The main function of the committee is to support and scrutinise the school's approach to improving standards. Specifically making sure there is total clarity for the Headteacher and other school leaders at all levels to recognise fully, that highly effective teaching and learning is the key ingredient to improving student learning throughout the school; offering individual students greater progression opportunities both academic and vocational. This approach has been central to supporting the school to move out of Estyn's special measures programme of scrutiny and support.

The committee has over the last academic year continued with its previous years' support and has scrutinised the following:

- ensuring a strong leadership role is in place, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is fully engaged, challenged and learning successfully.
- that all teachers are fluent in the use of effective teaching methods – including explicit instruction – to maximise student learning and reflection.
- the School Leadership Team keeps fully abreast of relevant research on effective teaching practices.
- the leadership team communicates clear expectations concerning the use of effective teaching strategies throughout the school to both staff and students.
- school academic standards are improved in line with the agreed school improvement plan, this plan is updated and communicated to all staff on a regular basis and reported back to governors on key milestone achievements by the Headteacher.
- the implementation of Curriculum for Wales
- last year the committee also scrutinised the school's response to Covid-19 in terms of ensuring that pupils made up for any lost ground

The new Academic Year of 2022/23 will focus on:

- scrutinising the progress the school is making in improving the quality of teaching and learning
- implementing and delivering the new Curriculum for Wales whilst continuing to make significant progress in raising pupils' educational attainment across the school.

Resources and Finance Committee

The committee meets three times during the academic year and membership consists of a range of Governors with professional experience including finance, HR and school management. The school's Business Manager and a Council Financial Accountant also attend the meetings to present information to the committee.

The main function of the committee is to support and scrutinise the school's approach to its management of resources. In addition to monitoring the income and expenditure budgets and staffing matters the committee also receives audit reports and the risk register along with the responses from school management to address any matters identified.

Financial delegation was returned to the school in 2019/2020. The Governing Body makes financial decisions based on advice and guidance from the School's Leadership Team including the Headteacher and Business Manager.

The committee has been pleased to note the positive progress made in addressing past audit report matters and in the reduction of higher risk matters reported on the risk register. The committee has also received detailed briefings on the allocation of resources utilising the Education Improvement and Pupil Development Grant funding.

Health & Safety and Buildings Committee

The committee meets three times during the academic year and membership consists of a range of Governors with professional experience including school management, engineering, buildings, health & safety and finance. The school's Business Manager and Operations Manager also attend the meetings to present information to the committee.

The main function of the committee is to support and scrutinise the school's approach to managing the premises and ensuring that policies and procedures are in place to manage the health & safety / safeguarding of the school premises. The Chair of the Committee also undertakes a health and safety in-house building audit with a member of the Estates team once a term and scrutinises the school's health & safety management log which details any risks that need addressing.

4. Improvement Plan

School Development Plan 2021 -2022

This table summarises the three priorities for improvement that were addressed last year.

Area of Improvement	Starting Point	Strategies and Actions Put in Place
Attendance	<p>The school has experienced a decline in attendance during the current academic year, however attendance levels were already in need of improvement pre pandemic. Whole school attendance at the end of 2020/21 was 76.4%, and was 83% in the first half term of 2021/22. It is currently at 82%, although there is a significant declining trend since Jan 2022. The school has struggled to recruit key attendance focussed staff, and although the House Wellbeing Teams have expanded this has been alongside increasing student numbers, therefore there has been no net gain in capacity to focus on attendance.</p>	<p>Continue to explore avenues, inc agency to recruit more staff to the attendance team, and explore alternative staffing models e.g home worker for daily calls to parent, family liaison officer support.</p> <p>Meet with other schools to explore their systems, staffing structures to gather alternative models and ideas.</p> <p>Explore current process - regular analyse and clearing of unauthorised absences</p> <p>Tutor directed time needs to be explored - frequency of contact with home</p> <p>Attendance team - To collate data regarding unauthorised absences. Update registers and check data following tutor calls</p> <p>House Teams to work on bespoke packages of support to increase the number of students returning to school after periods of disengagement.</p>
Curriculum for Wales	<p>The school is in its infancy with regards to developing the Curriculum for Wales. There has been some work completed by middle leaders with regards to researching the '4 Purposes' and the 'What matter' statements. This needs to be tied together with a curriculum vision for Eastern and a consistent approach in subject areas developing their own rich curriculum areas with links being developed across subjects.</p>	<p>Deliver a whole staff INSET identifying context and aims for our implementation process.</p> <p>Explore the 'What matter' statements within departments and deliver a document that outlines the strands and key elements within AOLE's and departments.</p> <p>Deliver an AOLE tree with threads linked to the 'What matter' statements</p> <p>Prepare curriculum plans</p> <p>Deliver a progression map for each AOLE which links with the Tree.</p>

		<p>Explore different templates for</p> <p>Explore the design of an evaluation model for curriculum alignment within the cluster.</p>
Teaching and Learning	<p>Aspirations and standards are lower in the classroom post-covid. Departments are being reviewed so we have a baseline. Departments are given recommendations to be reviewed in May. Support plans are in place for appropriate teaching staff and will be reviewed by HD / HOD in Feb. More focus needed on addressing needs of all learners during lessons. Quality of feedback to improve learning is inconsistent. 'Essentials' are becoming more consistent. Learning walks taking place by HD and as part of departmental reviews.</p>	<p>Explore ways in which we can raise teacher aspirations and expectations</p> <p>Deliver departmental review cycle with review of recommendations and review recommendations in Summer 1</p> <p>Evaluate current learning walk cycle with HD, refine and continue (action plan accordingly)</p> <p>Support plan for appropriate teaching staff</p> <p>Prepare and develop teaching and learning policy</p> <p>Evaluate and refine securing progress through feedback sheet</p> <p>Develop student voice in pedagogy and develop the new curriculum</p> <p>Explore staff development programme</p>

5. Special Educational Needs /Additional Learning Needs

The ALN Department continues to grow and develop with the aim of providing targeted support to our students daily so that they can flourish in life. The Department consists of the ALNCo, Specialist Teacher, HLTA, 5 intervention TAs who provide literacy, numeracy and emotional health and wellbeing interventions and 25 Level 1 TAs who work closely with our statemented pupils on a daily basis and have built positive relationships to encourage pupils to achieve their best.

Our Specialist Teacher provides support for students with significant learning difficulties as well as our dyslexic students. Our HLTA provides a safe environment for our students who find school at times overwhelming with a view of providing them with strategies so that they can return to class. This is currently developing and we have changed the name of the provision to BEE Well. This provides students with the ability to drop in for wellbeing sessions on an hourly basis for support. We are also advertising for another HTLA who will provide more academic support through study skills to prepare our students for the forthcoming exams and any anxiety or worries that they may be experiencing.

In addition, we have upskilled more of our team to run Talk About for Teenager interventions, which provide strategies for our students to manage everyday situations appropriately and become more emotionally literate. It is evident that the pandemic has had a huge impact on our student's confidence in class and our intervention team is working closely with Maths and English Departments to reduce the literacy and numeracy gaps. We have recently purchased Number and Word Shark which are more pupil friendly intervention packages which are engaging pupils whilst using their IT skills.

There is also our EPLC (Eastern Personalised Learning Centre) which provides small class settings with a teacher and at times two Teaching Assistants in Years 8 and 9 with no more than fifteen pupils. These classes provide a safe haven for students who would find the mainstream setting too overwhelming. It has a highly differentiated curriculum that targets our ALN students with significant learning difficulties and emotional health and wellbeing needs. Unfortunately, due to staffing our classes have reduced however, we have appointed a new EPLC Lead and are keen to implement the support back into all year groups so that our ALN students identified for this targeted support are able to achieve their full potential.

The ALNCo is embracing the new ALN code and we are currently in year two of the three-year rollout. Last year students in Years 7 and 10 who were identified as SA+ and meeting the criteria

for ALN have IDPs in place. This year statements in Years 10 and 11 will be converted to IDPs as well as reviewing last years IDPs and implementing new IDPs for our current Years 7 and 10. The ALNCo has also trained other key staff within the school to support the implementation of the IDPs. Staff are also provided with a weekly overview of the top seven ALN students identified by the ALNCo and next steps for support or movement of place. Staff are also given a top teaching tip for ALN students to trial in the class and feedback. This year the ALNCo and the ALN Team are looking at improving the use of one-page profiles to inform staff of the best way to teach our students.

The ALNCo continues with the role of the ALN Cluster Lead which has been vital in supporting each other with the changeover to the ALN Code. The ALNCo also continues to have positive working relationships with the feeder Primary Schools and external agencies, which has been instrumental in ensuring that we are able to meet the needs of all learners that transition to Eastern Community Campus.

Additional Provisions

The school continues to review and build upon their additional provisions both within school and externally. Our in-school support centre continues to operate as a revolving door offering our students time out and support when they are struggling in the mainstream. This is complemented by the Hafan and the Nurture base, which provides social and emotional support for students. Aspire, the school's external provision, has continued to grow as an external base for students as an alternative to exclusion and is now based at Llanrumney Hall.

6. Accommodation

The school meets all the health & safety requirements for secondary schools. The school has facilities to accommodate 1200 pupils within the main campus building and 300 in the temporary accommodation from Sep 2022. Last year the school accommodated on average 1176 pupils.

The Welsh Government Governing Body Report guidelines state this report has to contain information on toilet facilities. The school meets health and safety requirements for the number of toilets needed for the pupils on roll. The school also has disabled toilets in different buildings. These toilets are cleaned daily and as required throughout the day.

We were fortunate enough to move into our brand-new buildings on 1st Jan 2018. The building is helping us develop our pedagogy in preparation for the new Curriculum for Wales and has

raised aspirations amongst pupils. We have been especially pleased at how well our pupils have looked after the building.

Due to rising pupil numbers within the catchment area the school was asked in Sept 2021 to increase the Year 7 intake to 270, and then in the Summer of 2022 to prepare to accommodate an extra 60 pupils in Year 7 making the school a 300-pupil intake. Discussions about the potential impact of this change were discussed with the SLT, Governors and Council representatives.

7. Equalities Statement

The equality suite of policies is comprehensive and meets statutory requirements. These are available on our website or paper copies on request via Reception. Over the coming year and future years, we will impact assess existing school policies to ensure they uphold our belief in equality of opportunity throughout all aspects of the school.

It is vital parents help us with this by ensuring you inform the school if there are changes in your contact details and personal circumstances.

8. Welsh

At Eastern High, Welsh is taught as a second language. All students study Welsh in Key Stage 3, and at Key Stage 4 learners study full course GCSE second language or Agored Wales, Europe and the World. There is a strong link between the Welsh Department and MFL, along with the feeder primary schools. Outside of the classroom students use their Welsh language skills on 'Diwrnod Shwmae' and 'Diwrnod Cerddoriaeth Cymru'. Students gain an insight into Welsh culture as we celebrate Dydd Gwyl Dewi, School Eisteddfod and through visiting the Urdd Centre, Llangrannog.

9. Attendance

Whole-school attendance at the end of 2021 /22 was 78.5% and was on a steady declining trend from the beginning of this academic year when it was 83%. Attendance has continued to be an ongoing concern during 2021/ 22 due to staffing issues within the attendance team and the EWS / FPN process not being operational. In addition, Covid related absence codes contributed towards 3 - 6 % of our overall absence and students below 80% attendance contributed towards 21.5% of our overall absence.

Whole School 2021 /22						
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	90.2	88.9	87.4	86.7	86.5	85.6
8	83.4	83.7	83.3	83.1	82.4	81.7
9	82.4	82.1	81.7	81.5	81	79.9

10	78.9	79	78.4	78.5	78	77
11	76.2	78.3	77.6	77.1	76	64.5
Totals	83	82.8	82	81.7	81.1	78.5

10.Examination Results 2021-22

The examination results for Academic Year 2021-2022 are given in the table below with the same measures for 2018/19. It is important to note that direct comparisons cannot be made due to the additional measures implemented in 2022 to reduce the impact of the pandemic on learners' outcomes.

	2018/2019		2021/2022	
	#	%	#	%
Pupils				
Total number of students	144		184	
Performance				
L2 Threshold	45	31.25	86	46.74
L2 Threshold Inc EnMa	29	20.14	56	30.43
L1 Threshold	114	79.17	163	88.59
Capped Best 9				
Pupils with 9 Entries	104	72.22	148	80.43
Score for All Pupils	253.2		319.49	
Score for Pupils achieving 9 Entries	315.37		369.27	
Score for Pupils achieving L2 Threshold	389.2		418.41	
Score for Pupils achieving L2 Threshold Inc EnMa Pupils	405.17		438.56	
Score for Pupils achieving L1 Threshold	249.65		281.58	

Destination of School Leavers 2020-21

Destination	Number (%)
CAVC	68%
Other Further Education	16%
Apprenticeships and other courses	10%
Employment	2%
Moved out of area	2%
Unknown	2%

11. Budget 2021/22

Eastern High School Financial Report to Parents 2021/2022		
Details	£ Budget 2021/22	£ Actual 2021/22
Employee Related Expenses		
Teaching Staff	3,496,133	3,505,164
Support Staff	2,111,788	1,937,901
Other Staff Costs (inc Mutual Supply Fund)	227,647	418,342
Premises Related Expenses		
Repairs and Maintenance	82,284	92,428
Energy Costs	82,000	103,488
Water Charges	10,000	7,659
Cleaning & Refuse	236,470	232,570
Supplies & Services Expenses		
Teaching Materials	54,500	44,982
External Provision & resources	192,076	159,465
Games & School Activities	6,000	1,865
Examination Fees	95,000	77,208
Office Expenses(IT, post, printing)	216,919	161,518
Travel & Subsistence Expenses	18,000	11,251
Governors Expenses	2,000	1,557
School Meals	205,020	202,948
Service Units	28,123	29,276
Unallocated		
Gross Expenditure	7,063,960	6,987,622

Income		
School Income	-180,403	-182,213
LEA Income	-597,040	-1,319,078
Gross Income	-777,443	-1,501,291
Unallocated	180,257	
Balance Carried Forward		980,443
Net Expenditure Controllable By School	6,466,774	6,466,774
Rates	175,213	175,213
TOTAL NET EXPENDITURE	6,641,987	6,641,987

Balances held as at 31.03.2022		
Uninvested Balance	980,443	
Invested Balance	0	
Total Balances held as at 31st March 2021	980,443	

12. Community

We continue to place high importance on the creation of good local community links in order to enhance the curriculum offered to our students, support parents and strengthen community belief in our potential as a school.

We work closely with the churches in the local community with church leaders working in the school on a weekly basis. Through the charity First Give we raised £1000 pounds for a local charity in a competition supported by St Mellons Round Table.

We were one of two secondary schools in Cardiff who took advantage of the Welsh Government pilot on extending the school day to offer a number of after school activities to Years 7 & 8 students that allowed us to work closely with Cardiff and Vale College.

During 2021-22 our relationship with Deloitte continued as they supported our students' with a donation to rewards and enrichment budget.

13. Policies

The following policies have been reviewed during the 2021/22 year:

- Admissions
- Child Protection
- Performance Management
- Behaviour Management
- Complaints
- Health & Safety
- Charges and Remissions

All statutory policies can be viewed on our website. If you would like a copy, please contact the school.

14. School Prospectus

The prospectus is up-dated annually. School information is provided in two sections i.e. general information and annually up-dated information. This has streamlined the process of keeping the document as accurate as possible. The school prospectus is available on the school website under the section 'School Info'.

15. Governing Body Meetings with Parents

Parents can request up to three meetings in any school year with the Governing Body, on matters that are of concern to them, providing the following conditions in the School Standards and Organisation (Wales) Act 2013 are met:

- **Parents will need to raise a petition in support of holding a meeting**
- **The meeting must be called to discuss matters which affect the school**
- **There must be at least 25 school days left in the school year**

If you would like further details or information on this, then please contact the school or refer to the Welsh Government website:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>

In the last academic year, Eastern High did not receive any petitions from parents to meet with the Governing Body in accordance with this legislation. Therefore, no parents meeting was held in the academic year 2020-21.

