Eastern High

Governor's Annual Report to Parents

For the academic year 2025/26

Published November 2026

Dear Parents/Carers,

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

If you have any issues you would like to raise, please email info@easternhigh.org.uk with the Governor's report as the subject of the email by **11th April 2027.**

Gordon Plant
Chair of Governing Body

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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, 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 2026/27 has the following members: -

Title	Forename	Surname	Category	Position
Ms	Pam	Cotter	Clerk	Clerk
Mrs	Kay	Adams	Headteacher	Headteacher
Mr	Gordon	Plant	Local Authority	Chair
Ms	Samantha	Borley	Local Authority	Vice Chair
Mr	Martin	Weinel	Local Authority	
Mr	Dylan	Rees	Local Authority	
Ms	Jenny	Montefusco	Local Authority	
Ms	Kathryn-Ann	Slade	Community	
Mrs	Rachael	O'Connell	Community	
Mr	Richard	Pugsley	Community	
Mrs	Sarah	Kelly	Community	
Ms	Kristi	Davies	Community	
Ms	Carly	Simons	Parent	
Ms	Stacey	Pugh	Parent	
Mr	Anthony	Scaccia	Parent	
Ms	Sophie	O'Sullivan	Parent	

Ms	Stacey	Robinson	Parent	
Ms	Katie	Hayes	Parent	
Ms	Kirsty	Baker	Teacher	
Ms	Catrin	Eveleigh	Teacher	
Mr	Callum	Bingham	Staff	

There are currently no governor vacancies.

Any governor can be called to support the pupil Discipline & Exclusions, Staff Disciplinary & Dismissal and Complaints panels.

2. Chair of Governors Report

The Governing Body of Eastern High is pleased to present the report for the academic year 2025/26. The purpose of this report is to discuss how the Governing Body has discharged its duties at the school.

The Governing Body has a key role to play in setting the strategic direction for the school and holding the Headteacher and the staff to account. Governors work in close partnership with the Headteacher, senior leaders and staff to ensure that strategic priorities are delivered in a timely and appropriate manner.

Governors, together with the Headteacher and the Senior Leadership Team, are accountable for evaluating the work of the school, identifying priorities and setting 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. Our purpose is to ensure all children receive education and opportunities that closely match their needs, enabling each to attain and achieve their personal best.

The school is subject to many different policies and the Governors ensure that all 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. The Governors, Headteacher and Senior Leadership team all share a common commitment to providing quality learning and an appropriate range of opportunities for all pupils.

In November 2025 Eastern High school was inspected by Estyn. The final report recognised many strengths and identified some areas that needed improvement, which are part of the School Improvement Plan. Following the report, the school has continued working to make progress in the areas identified by the inspection team.

Governors recognise the outstanding work of Eastern High staff in supporting pupils, parents and carers.

All members of the Governing Body are committed to supporting the Acting Headteacher and school to achieve the best for everyone in the Eastern High community.

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.

Mr G Plant
Chair of Governing Body

3. The Work of the Governing Body Committees

Curriculum and Standards Committee

The main function of the committee is to support and scrutinise the school's approach to improving standards and implementing the new Curriculum for Wales. Specifically making sure that 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 pupil learning throughout the school; offering individual pupils greater progression opportunities both academic and vocational.

The function of the committee has been focussed on responding to the most recent Estyn Inspection and ensuring that the action plan is implemented, and impact measured. It also plays a pivotal role in looking at the strategies the Head Teacher is implementing to reduce the adverse impact of the pandemic on the education achievement of pupils.

Finally, the committee focuses on the implementation of a wide range of progression opportunities both at Eastern High and at CAVC and other Post 16 providers.

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

- the curriculum offers and ensuring that statutory requirements are met
- the overall performance of the school and its pupils, pre and post pandemic
- the school self-evaluation report and School Improvement Plan/Post Inspection Action Plan
- the implementation of the New Curriculum for Wales, ensuring the school meets requirements in provision for wider personal development
- ensuring the Governing Body receives regular progress reports through systemic monitoring and review and that 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
- ensuring a strong leadership role is in place, encouraging the use of research-based teaching practices in all classrooms to ensure that every pupil is fully engaged, challenged and learning successfully
- that all teachers are fluent in the use of effective teaching methods – including explicit instruction – to maximise pupil 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 pupils
- the leadership team consider the careers aspirations and progression choice for pupils at the school to maximise their opportunities

The new Academic Year of 2026/27 will focus on:

- scrutinising the progress, the school is making in improving the quality of teaching and learning
- ensuring the school is improving the outcomes for all learners particularly those on free school meals

- implementing and delivering the new Curriculum for Wales whilst continuing to make significant progress in raising pupils' educational attainment across the school;
- ensuring the leadership team implement the actions identified in the Estyn Action plan
- monitor progress and continue to develop alternative curriculum for Key Stage 4 and progression opportunities at Post 16.

Resources and Finance Committee

The committee meets at least three times during the academic year, with membership consisting of a range of governors with professional experience including finance, HR and school management. The school's Business Manager attends all meetings to present information to the committee, and a representative from Cardiff Council also attends from time to time to discuss financial matters.

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 receives audit reports and the risk register along with the responses from school management to address any matters identified. The committee also considers proposed changes to relevant school policies, and makes recommendations to the Governing Body in respect of these.

During the year the committee received detailed briefings on a number of significant matters, including information on the school's financial resilience and future plans in the context of current, well-publicised financial pressures across the education and wider public sector.

The Governing Body makes financial decisions based on advice and guidance from the School's Leadership Team including the Headteacher and Business Manager.

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. School Development Plan 2025 / 2026

Our priorities for 2025 / 2026

Improving and Sustaining Meaningful and Effective Learning
1. Ensuring outstanding pupil outcomes
2. Improve the quality and consistency of teaching and learning
3. The development and integration of key skills across the curriculum, providing authentic opportunities for pupils to apply them
4. Leadership / Professional development for all

Improving and Sustaining Emotional Health and Wellbeing within our School Community
1. A meaningful curriculum supporting the four purposes, including pupil development and wellbeing
2. Develop pupil leadership / pupil voice
3. Improve whole school attendance and punctuality
4. Develop praise / rewards within CFBL including policy
5. Staff wellbeing

Improving and Sustaining Meaningful and Effective Relationships
1. Embedding of restorative approaches
2. Develop a robust plan for year 6 transition
3. Embedding of Trauma Informed practices

Maintaining and Sustaining Effective use of our Resources 2025-2026
1. Develop a sustainable financial medium term plan

Our priorities for 2025-2026 focussed on strengthening the key areas that will have the greatest impact on pupils' achievement, wellbeing and future success.

As a school, we are continuing to align our curriculum, assessment and teaching and learning so that there is greater consistency in classroom practice, clearer progression in learning and more effective use of assessment to support outstanding outcomes for all learners. Alongside this, we remain committed to developing pupils' skills, leadership opportunities and wellbeing through a meaningful curriculum that reflects the four priorities.

Attendance continues to improve, although progress was significantly affected following the hoax incident last Easter; our involvement in the Cardiff Council Inclusive Attendance Pilot is helping us build on recent gains and further strengthen attendance and punctuality. We are also seeing positive improvements in relationships across the school

through our restorative and trauma-informed approaches, while our strong pupil leadership team continues to play a significant role in shaping school development and ensuring that pupil voice remains at the heart of decision-making. Through these priorities, we aim to sustain high standards, support our school community and ensure the best possible outcomes for all learners.

During the last academic year, the focus was on developing teaching and learning through questioning. Questioning plays a vital and multi-faceted role in teaching, being important in both the assessment of pupils' learning and understanding and a key approach to improving engagement in the classroom. We have introduced four common approaches to questioning: cold call, no opt out, right is right and stretch it. During pupil voice feedback early in the year, pupils advised that they could often go through a whole day without a teacher asking them a question, with teachers relying solely on those who had their hands up. By introducing the practice of cold calling, teachers now ask a wider range of pupils questions, ensuring all pupils are thinking and involved in the lesson. Pupil Voice survey towards the end of the year has highlighted the impact of this, with pupils revealing they are more likely to be questioned during the day, making them feel a more valued part of the class.

To further improve teaching and learning, all staff received training on cognitive science (the science behind how pupils learn). The aim of this was to support teachers in making more informed decisions about the structure and content of their lessons to ensure pupils learn as effectively as possible. We looked at a range of different concepts such as the relatively small capacity of the working memory and the impact this has on how we structure lessons. Furthermore, this information was also shared with pupils during assembly to help them understand the decisions teachers make in the classroom. For example, all lessons start with a Do Now, which focusses on recalling prior learning, because pupils need to return to the same knowledge multiple times before it is secured in their long term memory (and therefore fully learnt). We explored the importance of the struggle of remembering, but that the more we do it, the quicker and easier it becomes. Understanding this will also help pupils with revision as actively self-testing is far more effective than simply rereading notes.

We also began a process of revising and improving our schemes of learning, with a focus on increasing the challenge to ensure pupils are stretched to achieve their potential. We began with Year 9 schemes of learning, looking at applying our knowledge of cognitive science to restructure lessons so that pupils have clear opportunities to build on prior knowledge and to revisit learning to help them commit ideas and concepts to their long term memory.

5. Additional Learning Needs

There have been a number of significant developments in the support offered within the ALN Department. The Support Centre has undergone a restructure, resulting in an increase in staffing capacity to enable the provision to respond more effectively to the increasingly complex and changing needs of pupils. There has also been financial investment in a programme designed to profile pupils' individual needs and identify appropriate targeted interventions. This will support a more structured approach to intervention, with the aim of securing positive outcomes and enabling pupils, where appropriate, to successfully reintegrate into mainstream lessons.

The Support Centre provision is now primarily focused on supporting pupils at Key Stage 3, with an emphasis on early intervention, targeted support and planned reintegration. Pupils who were previously accessing the provision now in Year 10 have either successfully reintegrated back into mainstream lessons or transitioned to Aspire, our off-site provision. In addition, a number of pupils in Years 10 and 11 have transitioned to alternative pathways through Positive Outlook and CAVC, where they are undertaking vocational programmes including Hair and Beauty and Multi-Trades.

There were also changes within the EPLC last year which resulted in the provision being refocussed towards pupils at Key Stage 3. As part of this change, pupils in Years 10 and 11 were reintegrated into mainstream lessons and taught alongside their peers by subject specialists. Access to specialist subject teaching was particularly important in supporting pupils' preparation for their GCSE examinations. The transition was successful for many pupils, with the majority reintegrating effectively into mainstream lessons and only a small number requiring additional support. Overall, most pupils achieved outcomes in line with their individual abilities and have subsequently progressed into further education or employment**.**

The school is also participating in the 'Our Shared Vision for Inclusive Teaching pilot for Cardiff', supporting the development of a consistent whole-school approach to adaptive and inclusive teaching. A key priority is to ensure that learners with ALN experience high expectations and increased aspirations, alongside equitable access to a full, broad and ambitious curriculum. All learners will follow the same schemes of learning, with teachers adapting teaching approaches, resources and delivery to address individual barriers to learning. This approach aims to strengthen inclusive classroom practice, increase learner participation and independence, and ultimately improve progress and outcomes for learners with ALN**.**

6. Accommodation

The school meets all 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 which was installed in September 2022. Last year the school accommodated on average 1200 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 private 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.

As part of the Buildings Health & Safety Committee, Governors conduct a Health & Safety building inspection with the Campus Operations Manager.

7. Equalities Statement

Eastern High is an inclusive school where we promote a culture of equality and diversity in which all members of our school community feel proud of their identity, have a strong sense of belonging and where all are able to participate fully in school life.

- We are committed to ensuring equality of opportunity for all pupils, staff, parents, and carers irrespective of race, sex/gender, religion/belief, age, sexual orientation, disability or socio-economic background.
- At Eastern High, we focus on the wellbeing and progress of every pupil, where all members of our school community are treated with respect and are of equal value.
- We promote equality, tackle all forms of discrimination, and foster positive relationships between diverse groups of people, with a shared sense of belonging.
- We challenge discrimination, bullying, stereotypes, harassment and victimisation. Our school culture is supportive, and we create learning / working environments which champions respect for all.
- We promote equality and inclusion through teaching and learning, admissions and exclusions and through equality opportunities for all members of our school community.

Our school policies are written in accordance with Welsh Government Guidance and in consideration of the Equalities Act, 2010.

We have co-written an anti-bullying policy with our Pupil Council, informed by feedback from parents and our police liaison officer. The policy forms part of our Culture for Belonging and Learning and Positive Relationships Policy.

Our next priority is to strengthen and embed this approach consistently across the school. Staff training and ongoing work with pupils will reinforce shared expectations, deepen pupils' understanding of bullying and the difference between bullying and conflict, and how to report concerns and access support. We will monitor its implementation and evaluate its impact to help ensure every pupil feels safe, respected and a sense of belonging.

8. Welsh

At Eastern High, all pupils engage in Welsh as a second language during Key Stage 3, with emphasis placed on enhancing their speaking, reading, and writing skills. In Key Stage 4, learners pursue either the full GCSE Core Cymraeg qualification or the Agored Cymru course, Wales, Europe and the World.

The Welsh and Modern Foreign Languages departments work closely together, reflecting our commitment to fostering bilingualism across the school. Pupils also explore Welsh heritage and traditions through cultural celebrations such as Dydd Gwyl Dewi, marked by our annual Eisteddfod, and educational visits to Glan Llyn and Llangrannog.

9. Attendance

School attendance for the 2025/2026 academic year stood at 80.05%. This figure was impacted by the Year 11 study leave period and events outside of the school's control. When excluding the Year 11 study leave from the data, the attendance rate rises to 83.1%.

Year 11 remained the year group with the highest levels of persistent absenteeism and the lowest overall attendance, recording 85.4% in term 5 prior to study leave. However, this marks an improvement from the 83.5% recorded in the same term last academic year. The consistent year-on-year increase in Year 11 attendance is a promising sign of progress.

A continuing strategic priority for the upcoming academic year will be to improve attendance among pupils eligible for Free School Meals (FSM). This focus aligns with our commitment to reducing educational disadvantage and ensuring inclusive access to learning opportunities across all pupil groups by reviewing the curriculum to ensure it meets the needs of all pupils.

At Eastern High, we are excited to be working alongside Inclusive Attendance, an approach that places children at the very heart of attendance by crafting brighter futures, fostering connections, and ensuring that attendance becomes a catalyst for positive change. Early and targeted intervention for pupils identified as persistently absent will remain a key strand of our attendance strategy. These interventions are delivered through coordinated efforts between the Attendance and Pastoral Team, ensuring consistent engagement with families and personalised support for each pupil. Inclusive

Eastern High staff have received purposeful continued professional development, to ensure that attendance is viewed as a whole school priority. Furthermore, continuation of our Reset and Reintegration rooms will offer a dedicated space to support pupils transitioning back into school following periods of persistent absence or anxiety-related school avoidance. These rooms are designed to provide a structured and nurturing environment that facilitates successful reintegration.

Whole School Data: 2025/2026

Whole School Data						
Year	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
7	91.1	89.3	88.6	88.4	86.4	85
8	87.3	87.3	86.7	85.8	83	81.7
9	85	84.3	84.3	84.5	82.8	81.7
10	87.1	86.7	85.8	86.3	85.4	84.9
11	86.5	85.8	85.3	85.8	85.4	72.1
Total	87.5	86.7	86.1	86.6	84.4	81.08

10. Examination Results 2025 - 2026

	2022/2023		2023/2024		2024/2025		2025/2026	
Cohort	234		216		236		220	
Performance	Number	%	Number	%	Number	%	Number	%
5 A* - A	-	-	-	-	*7*	**3%**	*16*	**7%**
L2 Threshold - 5 A* to C Inc English and Maths	*70*	**30%**	*61*	**28%**	*56*	**24%**	*76*	**34%**
L2 Threshold - 5 A* to C	*120*	**51%**	*121*	**56%**	*79*	**33%**	*93*	**42%**
L1 Threshold - 5A* to G Inc English and Maths	*180*	**77%**	*167*	**77%**	*193*	**82%**	*205*	**92%**
L1 Threshold - 5A* to G	*188*	**80%**	*182*	**84%**	*195*	**83%**	*229*	**93%**
**Average Point Score*	387		380		282		**316**	
CAP 9	284		292		273		**282**	

Modeled outcome (What we should have achieved based on KS2 and KS3 data	-	307	314	Awaiting AWCDS PUBLISHED RESULTS Dec 2026
Family Average	-	339	343	
Local Authority	-	363	366	
Wales	-	352	354	

** Average Point Score (APS) and Capped 9 show the overall points pupils achieve from their best qualifications. They give a fuller picture of achievement across subjects, not just English and Maths.*

Headline Data Summary

- The percentage of pupils achieving five A* to G qualification including English and Mathematics Increased from 83% in 2024/ 25 to 92% in 2025/26
- Nearly all pupils left school with at least five qualifications demonstrating good overall attainment and a positive approach by the school in ensuring pupils leave with qualifications that allow them to progress onto their next stage of learning .
- The percentage of pupils achieving five A* - C qualifications including English and Mathematics increased from 24% in 2024/25 to 34% in 2026, this is a significant improvement on past performance and aligned with our goals of crossing 40% for this measure.
- The percentage of pupils achieving five A* - C not including English and Maths qualifications increased from 33% in 2024/25 to 42% in 2025/26 and the school is making positive progress in ensuring more pupils are able to progress onto L3 qualifications post 16.
- The average points achieved by pupils has increased from 282 to 316 points per pupil as more pupils are achieving higher grades per subject.
- The Capped 9 Score increased from 273 in 2024/25 to 282 in 2025/26, representing a modest improvement in overall attainment. However, performance remains below the modelled outcome. This can be partly attributed to a number of pupils completing fewer than nine qualifications. In response to concerns regarding workload, examination pressures and pupil wellbeing, some pupils followed a reduced qualifications programme to ensure they could successfully complete their studies and achieve the strongest possible outcomes in their core subjects. Whilst this may have limited the potential increase in the Capped 9 Score, it reflects the school's commitment to balancing academic achievement with pupil wellbeing.

What We Are Doing Now

- Minimum Expected Grades (MEGs) are now fully embedded across the school and are routinely used by pupils, parents and staff to monitor progress, raise aspirations and ensure a shared understanding of expected outcomes.
- Monthly fine levelling and pupils progress reviews have been embedded into the school calendar, providing regular opportunities to identify underperformance, monitor progress and quickly identify pupils at risk of not achieving their potential.
- A dedicated Year 11 Attainment Coordinator has been appointed to oversee targeted intervention programmes. Using fine levelled assessment data, bespoke support is provided to pupils who are underperforming or at risk of not meeting their targets, demonstrating the school's commitment to securing the best possible outcomes for all learners.
- Following the implementation of a new Management Information System, improved tracking and reporting systems now provide more timely and accurate information on pupils' progress, ensuring that concerns are identified and addressed earlier.
- Examination analysis meetings have been strengthened and now consider a wider range of factors influencing outcomes, including teaching and learning, attendance, behaviour, wellbeing and additional learning needs. This allows departments to identify priorities and implement improvement actions more effectively.
- English and Mathematics leaders have worked collaboratively to strengthen support and intervention for pupils in the subjects that have the greatest impact on overall GCSE outcomes and progression opportunities.
- The number of pupils entered for the Skills Challenge Certificate has increased from 60 to 120, providing more learners with the opportunity to secure an additional qualification and strengthen their overall attainment profile.
- Embedding the new double English and double Mathematics qualifications, increasing the number of qualifications available to pupils whilst strengthening literacy and numeracy skills.
- An additional member of staff has been appointed to deliver alternative and vocational qualifications, broadening the curriculum offer and providing further opportunities for pupils to achieve key performance measures, including the Level 1 Threshold.

Our Next Steps

- Continue to develop the Key Stage 4 curriculum to provide a broader range of qualifications that reflect pupils interests, strengths and future career aspirations.
- Work with middle leaders to evaluate the impact of the current Key Stage 4 curriculum and ensure it remains ambitious, inclusive and appropriately balanced while maximising pupils outcomes.
- Further develop curriculum pathways in preparation for the implementation of Qualifications Wales Wave 3 qualifications.
- Raise aspirations through enhanced careers education, employer engagement and enrichment opportunities, helping pupils make informed choices about their future pathways.
- Increase the frequency of assessment opportunities and examination practice throughout Key Stage 4 to identify gaps in knowledge and skills earlier and improve examination readiness.
- Further refine intervention programmes through the use of fine levelled assessment data to ensure support is targeted precisely where it will have the greatest impact.
- Continue to strengthen collaboration between departments so that successful strategies used to improve outcomes can be shared and embedded consistently across the school.

What This Means for Pupils and Parents

- Pupils will receive clearer and more regular information about their progress and attainment against agreed targets.
- Pupils will benefit from earlier identification of underperformance and more personalised intervention and support.
- A broader curriculum offer will provide increased opportunities for pupils to gain qualifications that match their strengths, interests and future ambitions.
- Enhanced assessment and monitoring systems will allow staff to respond more quickly when pupils require additional support.
- Governors will continue to monitor progress closely to ensure that these actions lead to sustained improvements in outcomes and help more pupils achieve their full potential.

11. Destination of School Leavers 2025/26

The majority of Eastern High pupils continue to progress into further education. Cardiff and Vale College (CAVC) remains the most popular destination. In 2026, 64% of pupils progressed to CAVC, representing a significant increase from 54% in 2025 and continuing its position as the principal post-16 pathway for Eastern High learners.

Progression to St David's Catholic College decreased to 13% in 2026, compared with 22.8% in 2025. While St David's remains a popular destination for pupils seeking a traditional A-Level route, the higher entry requirements may continue to be a barrier for some learners when compared with the more accessible requirements offered by CAVC.

There has been a continued decline in the number of pupils progressing to training providers, including ACT, ITEC and Cardiff City Foundation, falling from 18.1% in 2024 to 6.5% in 2026. Whilst these pathways continue to provide valuable vocational opportunities, fewer pupils are choosing this route as more progress into further education.

It should be noted that destination data for 2026 was collected internally at the point of pupils receiving their examination results. In previous years, the school also received destination information through data-sharing arrangements with Careers Wales, enabling more detailed validation and follow-up. Due to the absence of this external dataset, it has not been possible to accurately identify the number of pupils who may be classified as NEET (not in education, employment or training) or a secure understanding of leavers starting at their intended provision.

As a result, the proportion of pupils recorded as unknown has increased to 14%. This does not necessarily indicate a rise in young people without an education, employment or training destination, but instead reflects gaps in the destination information available to the school at the time of reporting.

To strengthen the accuracy and reliability of destination tracking moving forward, there is a strategic focus on embedding destination awareness and progression planning through a more robust programme of curriculum design and careers education, starting as a much earlier point in KS4. This will support improved data collection, more effective pupil tracking and stronger post-16 transition processes.

Destination	2024	2025	2026	Outcomes vs LY
				Education
CAVC	58.40%	54.00%	64%	+ **10%**
St Davids	12.20%	22.80%	13%	- **10.2%**
Cardiff High	1.80%	0.40%	1%	+ **0.6%**
Training ACT / ITEC / Cardiff Foundation Sports	18.10%	9.20%	6.5%	- **2.7%**
Other colleges / Schools	1.80%	2.40%	1.5%	- **0.9%**
Employment	3.60%	2.00%	1%	- **1%**
NEETS *(Not in education, employment or training)*	4.10%	0.80%	Unavailable	**Unavailable**
Unknown / Dual register	0.00%	8.40%	14%	+ **5.6%**

12. Budget 2025/2026

Eastern High set a balanced budget for 2025/26 because of the high level of surplus carried forward from 2024/25. The surplus was largely as a result of ongoing savings from the pandemic, late receipt of grants and protected funding for a number of our larger year groups . It assisted the school to cover the additional costs of the staff pay award and to fund more work than projected on renewal and repair of the school estate. Careful monitoring of income and expenditure combined with late receipt of grants and savings from a mild winter resulted in a balanced budget at year-end with a healthy surplus figure.

Within the past financial year a number of school and local authority funded improvements were made to the school estate. These included new pupil chromebooks, updating the Campus IT infrastructure broadband, new tables and desks, refurbishment of offices, new CCTV cameras within the lower car park area to improve security.

Eastern High School	**Budget**	**Actual**
Financial Report to Parents 2025/26	**2025/26**	**2025/26**
Details		
Employee Related Expenses		
Teaching Staff	4,763,494	4,643,850
Support Staff	2,778,197	2,741,394
Other Staff Costs (inc Mutual Supply Fund)	573,284	532,935
Premises Related Expenses		
Repairs and Maintenance	172,382	218,136
Energy Costs	220,000	130,752
Water Charges	8,142	6,298
Cleaning & Refuse	253,804	258,251
Supplies & Services Expenses		
Teaching Materials	63,000	48,809
External Provision, resources, equipment	290,600	229,442
Games & School Activities	7,500	15,042
Examination Fees	170,000	168,324
Office Expenses(IT)	298,689	345,819
Travel & Subsistence Expenses	43,200	25,965
Governors Expenses	5,610	4,267
School Meals	278,645	278,645
Service Units	30,179	31,368
Gross Expenditure	**9,956,726**	**9,679,297**
Income		
School & LEA Income	-1,668,381	-2,087,872
Gross Income	**-1,668,381**	**-2,087,872**
Unallocated	260,876	
Balance Carried Forward		957,796
Net Expenditure Controllable By School	**8,549,221**	**8,549,221**
Rates	191,642	191,642
TOTAL NET EXPENDITURE	**8,740,863**	**8,740,863**
Balances held as at 31.03.2025		
Total Balances held as at 31st March 2025	**957,796**	

13. Community

We remain deeply committed to building strong connections within our local community. These partnerships play a vital role in enriching our pupils' learning experiences, supporting families, and reinforcing the community's confidence in our school's vision.

Our collaboration with local churches is an important part of this, with chaplains regularly engaging with both staff and pupils on a weekly basis. To further support families, external organisations such as Housing and the Police are present at parents' evenings, offering accessible opportunities for engagement and assistance.

We are committed to ensuring our school is at the heart of the community it serves. We strive to be a welcoming and inclusive place where families feel valued, listened to, and supported. By working closely with local services, community groups, and partner organisations, we create opportunities that benefit our pupils while strengthening support for families. We believe that strong relationships between school and community are essential in helping every child thrive, and we remain dedicated to fostering a sense of pride, belonging, and shared responsibility for their success.

14. Policies reviewed during 2025 /26

- Admissions
- Child Protection
- Performance Management
- Culture for Belonging & Learning / Rewards - (including Anti Bullying) & Policy Relationships Policy
- Complaints Policy
- Health & Safety
- Lockdown Policy
- Charges and Remissions
- Gifts & Hospitality

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

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

https://www.gov.wales/parent-meetings-guidance-governing-bodies

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 2025 -26.