



Eastern High

Governor's Annual Report to Parents

For the academic year 2024/25

Published December 2025

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 in the subject of the email by **11th April 2026**.

Gordon Plant
Chair of Governing Body

CONTENTS OF ANNUAL REPORT:

1. List of Governors
2. Chair of Governor's Report
3. Work of Governor Committees
4. School Development Plan Priorities 2024 / 2025
5. Additional Learning Needs
6. Accommodation
7. Equalities Statement
8. Welsh
9. Attendance
10. Examination Results 2024/25
11. Destination of School Leavers 2024/25
12. Budget 2024/25
13. Community
14. Policies
15. Governing Body Meetings with Parents

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 2024/25 was composed of the following members: -

Title	Forename	Surname	Category	Position
Mrs	Sara	Ekstrom-Gabb	Clerk	Clerk
Miss	Sharon	James-Evans	Community	
Mr	Richard	Pugsley	Community	
Ms	Kathryn-Ann	Slade	Community	
Ms	Samantha	Borley	Local Authority	
Mr	Samuel	Deutsch	Local Authority	
Dr	Karuna	Hathiramani	Local Authority	
Mr	Gordon	Plant	Local Authority	Chair
Dr	Martin	Weinel	Local Authority	
Ms	Kristi	Davies	Parent	
Miss	Katie	Hayes	Parent	
Mrs	Sarah	Kelly	Parent	
Mrs	Rachael	O'Connell	Parent	
Ms	Kirsty	Baker	Teacher	
Mrs	Kay	Adams	Acting Head teacher	
Ms	Sophie	Clement	Teacher	Resigned
Mrs	Clare	McLennan	Teacher	Resigned

VACANCIES - 1 x Community, 2 x Parent, 1 x Teacher & 1 x Support Staff

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 2024/25. 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 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 Chair of the School Curriculum & Standards Committee for academic years 2022 – 2023 and 2023 - 2024 was Sharon James-Evans, Principal of Cardiff and Vale College and Community Governor.

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 student learning throughout the school; offering individual students greater progression opportunities both academic and vocational.

The function of the committee has been highly 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 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;

- the leadership team consider the careers aspirations and progression choice for pupils at the school to maximise their opportunities; and
- over the last two years the committee also scrutinised the school's response to Covid-19 in terms of ensuring that pupils have additional support to address loss of learning.

The new Academic Year of 2025/26 will focus on:

- scrutinising the progress, the school is making in improving the quality of teaching and learning;
- scrutinising the progress in terms of outcomes to ensure the school is improving the outcomes of 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; and
- 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 2024 / 2025

Following a review of the school's Key Performance Indicators and with the school's purpose in mind, we focussed on three key areas of improvement for the academic year:

Leadership and Management

- Leadership at all levels
- Self evaluation processes

Attendance

- Punctuality to school and to lessons
- Improve the attendance of FSM students
- Decrease in persistent absenteeism

Teaching and Learning

- Formative assessment strategies
- Review and refine Culture For Belonging & Learning (CFBL) policy
- To improve pupil to pupil relationships (reduce serious incidents / reduce bullying)
- To improve pupil-teacher relationship
- To develop the role of the learning family tutor

Following leadership changes, the priorities outlined in our School Improvement Plan were reviewed and strategically realigned from November 2024 onwards. This refinement ensured that our targets more accurately reflect the evolving needs of the school and support our renewed vision for school improvement and progress.

- Approaches to learning
- Building relationships
- Wellbeing

These new targets will be the foundation for our 2025/26 School Improvement Plan to ensure we continue on our upward trajectory of school improvement. These targets are designed to build on the progress already achieved and ensure that the school continues to move forward in delivering high-quality education and support for all pupils.

5. Additional Learning Needs

The ALN Department continues to develop and provide targeted support to our students on a daily basis. This support will enable our students to become resilient and independent learners who will flourish in life. The Department consists of the ALNCo, Specialist Teacher, HLTA, and 5 Intervention TAs who provide literacy, numeracy and emotional health and wellbeing interventions. There are also 16 Level 1 in class TAs who work closely with staff to provide additional support across the curriculum to ensure that work is differentiated and scaffolded to support all students whether they are ALN or not. This is also vital in ensuring that all students have the opportunity to access a broad curriculum. It is evident from the test data, that there continue to be pupils with low literacy and numeracy scores which impacts their ability to access the curriculum. This year, we are targeting the following number of pupils who scored 79 and below in the WRAT testing in Years 7, 8 and 9. The number of pupils requiring numeracy intervention remains consistently higher than literacy intervention year on year.

Year Group	Literacy Intervention	Numeracy Intervention
Year 7	28 pupils	67 pupils
Year 8	24 pupils	63 pupils
Year 9	18 pupils	72 pupils

Our Specialist Teacher provides support for students with significant learning difficulties as well as our dyslexic students. Our HLTA provides targeted intervention for small groups of students as well as a safe space that pupils can access for a lesson if they are anxious or overwhelmed. However, this is not a full-time provision that is accessed instead of lessons. The provision is called BEE Well and provides students with the ability to drop in for wellbeing sessions on an hourly basis. In addition, our HLTA also supports young carers within the school and is starting to develop a provision after school that young carers can access on a weekly basis. This will provide some respite from the responsibilities that they have at home.

In addition, we have upskilled additional members of the team to run Talk About for Teenager interventions, which provide strategies for our students to manage everyday situations appropriately and become more emotionally literate. Over the course of the last year, there has been a consistent demand in the number of pupils accessing this intervention to support with their self regulation on a daily basis. There are also 2 TAs within the team who have completed the ELKLAN training and are offering intervention for learners who struggle with speech, language and communication difficulties.

The Support Centre provides longer-term intervention and support for our students who struggle to emotionally regulate on a daily basis. This impacts their ability to make positive choices when they are completely overwhelmed and dysregulated. The provision offers a smaller bespoke environment with key consistent staff that provides targeted intervention and bespoke academic support. It also supports students with reintegration back into mainstream or as an interim supportive provision while students are awaiting a more bespoke Specialist provision that meets their complex needs.

Our EPLC (Eastern Personalised Learning Centre) provides small class settings with a teacher and one TA in Years 7, 8 and 9. This Key Stage 3 provision has classes of no more than 20 students. 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. There is the opportunity for these students to access some mainstream lessons and to reintegrate back into mainstream when

appropriate. From this academic year, the provision has been removed from Years 10 and 11 because pupils need the opportunity to be taught by subject specialists at GCSE to ensure the best outcomes at Key Stage 4. It also builds their independence skills and confidence being in a larger mainstream class in preparation for College or Post 16 opportunities.

There are over 100 IDPs at Eastern High, which are managed by a range of case holders, depending on need. This requires a number of staff to be able to support the ALNCo with writing and implementing the additional learning provision identified to meet the children's needs. The ALNCo provides staff with a weekly overview of the top seven ALN students. Staff are also provided with key information regarding students identified as ALN via detailed one-page profiles, which provide IDP targets, teaching strategies as well as key data and information that support planning and meeting the needs of learners.

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 from Sep 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 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.

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 and 2023 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

Eastern High is an inclusive school where we promote a culture of equity and diversity in which all members of our school community feel proud of their identity 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 student, 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.

Eastern High is committed to updating our current anti-bullying policy so that it is co-created with our school community, is inclusive and has a measurable impact.

We are following a 4 stage process to develop our new policy:

- Consultation - Term 3a 2025 and Term 1a/b Autumn 2025
 - Parent Voice (completed in July 2025)/ Pupil Voice to identify lived experiences within school (started in July 2025)
 - A shared definition of bullying shared with pupils and further developed by consultation (started in July 2025)
 - Working party to create the policy: including past pupils, current pupils and Student Leadership and Student Council, staff, parents, governors, police youth engagement officer (to begin in October)
 - Policy creation, including a definition of bullying - all types; aims and objectives; procedures; interventions; clear consequences and sanctions for bullying.
- Implementation - Term 2a onwards
 - Staff Training - to raise awareness of the statutory guidance as well as the signs to look for and how to consistently implement the bullying policy
 - Whole School Launch of Anti-Bullying Policy
- Monitoring and Feedback - Term 2 onwards
- Evaluation - Term 3 onwards

8. Welsh

At Eastern High, all students 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 Welsh Second Language 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. Students also explore Welsh heritage and traditions through cultural celebrations such as Dydd Gwyl Dewi, marked by our annual Eisteddfod, and educational visits

9. Attendance

School attendance for the 2024/2025 academic year stood at 83.12%. This figure was impacted by the Year 11 study leave period. When excluding the Year 11 study leave from the data, the attendance rate rises to 86%. We are encouraged by the continued upward trend, supported by a fully staffed attendance team and improved systems and procedures.

Year 11 remained the year group with the highest levels of persistent absenteeism and the lowest overall attendance, recording 83.5% in term 5 prior to study leave. However, this marks a notable improvement from the 78.7% 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 strategic priority for the upcoming academic year will be to improve attendance among students 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 student groups.

Targeted intervention for students identified as persistently absent will remain a key strand of our attendance strategy. These interventions are delivered through coordinated efforts between our Family Liaison Officer and the Pastoral Team, ensuring consistent engagement with families and personalised support for each student.

Furthermore, continuation of our Reset and Reintegration rooms will offer a dedicated space to support students 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						
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	91.8	90.4	90.1	89.7	89.6	88.8
8	86.9	85.6	84.8	84.5	84.3	84.1
9	88	87	86.2	86.6	86.6	86
10	88.5	86.1	84.6	84.4	84.8	84.6
11	84.3	84.3	83.2	82.8	83.4	85.9
Totals	87.8	86.6	85.7	85.5	85.6	83.1
Not Incl. Year 11						86

10.Examination Results 2024-25

This year's results need to be understood in the context of a school going through significant change. At the start of the academic year, some weaknesses in leadership capacity, teaching and learning, and the way we tracked pupil progress meant we were not able to intervene early enough with all pupils who needed extra support.

From January, a new leadership team introduced stronger systems for teaching and learning, data tracking and accountability. These changes are already improving the accuracy of our information about pupils and allowing earlier, better targeted support. Because they were introduced mid year, the full impact is not yet seen in the 2024/25 results, but the foundations for improvement are now in place.

	2022/2023		2023/2024		2024/2025	
Cohort	234		216		236	
Performance	Number	%	Number	%	Number	%
L2 Threshold - 5 A* to C Inc English and Maths	70	30%	61	28%	56	24%
L2 Threshold - 5 A* to C	120	51%	121	56%	79	33%
L1 Threshold - 5A* to G Inc English and Maths	180	77%	167	77%	193	82%
L1 Threshold - 5A* to G	188	80%	182	84%	195	83%
*Average Point Score	387		380		282	
Capped 9	284		293		273	
Modeled outcome (What we should have achieved based on KS2 and KS3 data)			307			
Family Average			339		Awaiting Data (Jan)	
Local Authority			363		Awaiting Data (Jan)	
Wales			352		Awaiting Data (Jan)	

* 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 proportion of pupils achieving 5 A–C including English and Maths dropped from 30% (2022/23) to 24% (2024/25).
- The broader Level 2 measure has also fallen (56% to 33%).
- Level 1 results, showing the number of pupils achieving at least 5 GCSEs at grades A*– G, have slightly improved but remain below local and national averages.
- Average points scores (APS and Capped 9) also declined this year, partly because too many pupils achieved English or Maths at grade C+ rather than both.

What we are doing now

- All pupils have been issued Minimum Expected Grades (MEGs), shared with parents so that expectations are clear.
- New tracking systems identify underperformance sooner, so help can be put in place earlier in the year.
- Exam analysis meetings now follow a clear structure, with departments held to account for pupil progress.
- Staff are working to school wide targets that match school, local and national expectations.

Our Next Steps

- Identify quickly any pupil at risk of not achieving their minimum target grade or better with a strategic focus on both English and Maths, and intervene early.
- Strengthen support for learners performing below expectations across multiple subjects.
- Increase the number of pupils entered for skills qualifications to help pupils achieve a stronger overall points score.
- Raise attainment across a wider range of subjects so more pupils secure the Level 2 threshold and improve pupils and school's overall performance.

What this means for parents

- You will know your child's targets and how they are being supported.
- Minimum Expected Grades (MEGs) help raise ambition and show the standard your child is aiming for.
- Interventions will start earlier in the year to prevent underachievement.
- Pupils will receive targeted support to ensure that they are successful.
- Governors will monitor progress closely against local and national standards to ensure these actions lead to better results.
- Lessons will be planned using more accurate data, so teachers can better match work to your child's needs.

11. Destination of School Leavers 2024/25

The majority of Eastern High pupils continue to progress into further education, with Cardiff and Vale College remaining the most popular choice. However, St David's College has seen an increase in enrolments, while Cardiff High 6th Form has experienced a decline.

In terms of employment and training, fewer pupils moved directly into employment compared to previous years. There was also a slight decrease in the number of pupils accessing training providers such as ACT, and fewer progressed to ITEC. Some pupils opted for alternative employment or training pathways.

It is positive to note a reduction in the percentage of pupils identified as NEET (Not in Education, Employment or Training). However, there has been an increase in destinations recorded as 'unknown,' which requires further monitoring and improvement.

ACT continues to attract interest and remains a key option for students, likely due to its more accessible entry requirements and the variety of training opportunities available. Cardiff City Foundation has also grown in popularity among students aiming for careers in sports.

Although Cardiff and Vale College remains the leading choice, there is a noticeable trend toward St David's College, which continues to grow in popularity each year. Many students express interest in attending St David's; however, its entry requirements—typically six GCSEs at grade C or above—pose a significant challenge for some. In comparison, Cardiff and Vale College requires five GCSEs at grade C or above, making it a more attainable option for many pupils.

Destination	2024	2025	Outcomes	Increase / Decrease	Comments
			Education		

CAVC	58.40%	54.00%	4.40%	Decrease	Less students going to CAVC than last year
St Davids	12.20%	22.80%	10.60%	Increase	More students looking to attend St Davids College
Cardiff High	1.80%	0.40%	1.40%	Decrease	Reduction in students wanting to attend Cardiff High
Training and employment					
Training ACT / ITEC / Cardiff Foundation Sports	18.10%	9.20%	8.90%	Decrease	Reduction of those in training
Other colleges / Schools	1.80%	2.40%	0.60%	Increase	Increase of students going to other colleges
Employment	3.60%	2.00%	1.60%	Decrease	Reduction in employment
Not in Education Employment or Training					
NEETS	4.10%	0.80%	3.30%	Decrease	Reduction in NEETS
Unknown / Dual register	0.00%	8.40%	8.40%	Increase	Increase in unknown destinations / dual reg (due to out of area students)

12. Budget 2024/2025

It was possible to set a balanced budget because of the high level of the surplus carry forward from 2023/24. The surplus was largely as a result of ongoing savings from Covid-19 measures, late receipt of grants and protected funding for a couple of 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 teaching screens, pupil chromebooks, updating the Campus IT infrastructure, new tables and desks, refurbishment of offices, improvements to toilet facilities, introducing water stations throughout the school and new fencing at the front of the Campus to improve security.

Eastern High School Financial Report to Parents 2024/2025		
	£	£
	Budget	Actual
Details	2024/25	2024/25
Employee Related Expenses		
Teaching Staff	4,347,601	4,299,706
Support Staff	2,715,384	2,652,648
Other Staff Costs (inc Mutual Supply Fund)	494,416	455,379
Premises Related Expenses		
Repairs and Maintenance	172,386	188,035
Energy Costs	220,000	156,490
Water Charges	14,000	6,372
Cleaning & Refuse	234,405	228,499
Supplies & Services Expenses		
Teaching Materials	50,000	45,650
External Provision, resources, equipment	383,900	218,177

Games & School Activities	12,500	7,685
Examination Fees	180,000	143,371
Office Expenses(IT, post, printing)	382,349	566,352
Travel & Subsistence Expenses	43,200	28,672
Governors Expenses	5,610	8,892
School Meals	208,840	208,840
Service Units	29,390	28,960
Gross Expenditure	9,493,981	9,243,728
Income		
School Income	-339,329	-560,091
LEA Income	-1,097,207	-1,325,004
Gross Income	-1,436,536	-1,885,095
Unallocated	263,497	
Balance Carried Forward		962,309
Net Expenditure Controllable By School	8,320,942	8,320,942
Rates	191,642	191,642
TOTAL NET EXPENDITURE	8,512,584	8,512,584
Balances held as at 31.03.2025		
Uninvested Balance	962,309	
Invested Balance	0	
Total Balances held as at 31st March 2025	962,309	

13. Community

We remain deeply committed to building strong connections within our local community. These partnerships play a vital role in enriching our students' 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 students on a weekly basis.

In addition, we've teamed up with Cardiff and Vale College to provide adult education classes for parents and other community members. To further support families, external organisations such as Housing and the Police are present at parents' evenings, offering accessible opportunities for engagement and assistance.

14. Policies reviewed during 2024 /25

- Admissions
- Child Protection
- Performance Management
- Culture for Belonging & Learning / Rewards - (including Anti Bullying) & Policy Relationships Policy
- Complaints Policy
- Health & Safety
- 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 2024 -25.