

Eastern High School
High School
Eastern Community Campus
Trowbridge Road
Cardiff
CF3 1QL

12/11/2025

Dear leaders and staff

Interim visit: November 2025

Thank you for your welcome and support during the interim visit to the school on the 4th and 5th of November 2025. We valued the opportunity to meet with you, your staff and pupils and hear more about the improvement work the school has undertaken since the last inspection in December 2022.

During the visit, we had the opportunity to:

- Hold discussions with leaders and staff about their self-evaluation and improvement work, and their work to improve pupils' skills
- Talk with pupils and hear their feedback about the school
- Visit a sample of lessons in subjects across the curriculum
- Scrutinise a small sample of pupils' work and of relevant school documentation
- Undertake joint work scrutiny and lesson observation activities with leaders and discuss the main findings from these activities.

Focus of visit

Ensure that leaders understand how to evaluate the school's provision in light of its impact on pupils' learning

Eastern High is a school in a challenging context, and it has recently experienced a particularly difficult set of circumstances. During our visit, we heard how, over the last year, the acting headteacher has brought about positive changes in important aspects of

Estyn, Llys Angor, Heol Keen, Caerdydd,
CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

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Estyn, Anchor Court, Keen Road,
Cardiff, CF24 5JW Telephone: 02920
446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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provision such as pupils' behaviour, attendance and the culture of safeguarding. These improvements have been achieved through a focus on building good relationships between staff and pupils, reinforcing consistent routines and developing worthwhile nurture provision for vulnerable pupils. As a result of the school's appropriate priorities, other important aspects like improving teaching, learning and leadership have not been focused on sufficiently. However, the school is now in a place to begin to address these aspects.

We noted that, currently, leaders undertake a relatively restricted range of self-evaluation activities with an over-emphasis on analysing attainment and well-being data. This has partly been the result of a lack of leadership capacity during the last academic year. In addition, senior and middle leaders do not yet work collaboratively on firsthand self-evaluation activities. Consequently, there is too much variation in middle leaders' understanding of and ability to evaluate the impact of teaching on pupils' learning.

We heard how, last summer, a quality assurance process was undertaken with school improvement partners to develop the capacity of senior leaders to evaluate teaching and learning accurately. From our joint evaluation work, we found that, in general, senior leaders have a sound understanding of teaching and its impact on pupil progress. It was pleasing to hear that senior leaders intend to work with middle leaders in the spring term to build consistency in evaluation across the school. However, currently, leaders' relative lack of firsthand evidence in self-evaluation processes limits the precision with which they evaluate teaching and its impact on learning. This in turn makes it difficult to plan precisely for improvement and provide staff with the professional learning they need to have the greatest impact on pupil progress.

Questions to consider:

- How can you ensure that self-evaluation at whole-school and departmental level identifies precisely the strengths and weaknesses in teaching and learning?
- How will you provide professional learning to address the most urgent gaps in teaching, learning and leadership?

Improve the provision for developing pupils' skills across the curriculum including their command of Welsh

During our visit, it was useful to hear from leaders how they are starting to consider the range of opportunities for pupils to develop their skills across the curriculum. For example, leaders explained that they have reviewed their 'feedback' and 'closing the gap' strategies during professional learning sessions, with a particular focus on improving pupils' accuracy in writing. Leaders are planning to introduce a common approach to

reading and a few literacy non-negotiables, although this work is at a very early stage of development.

We heard from leaders how they are taking considered steps to identify opportunities to develop the provision for pupils' numeracy skills, particularly in subjects where opportunities arise naturally, such as geography, science and technology. They are also beginning to provide professional learning opportunities to support staff to deliver numeracy tasks across the curriculum where appropriate. It was interesting to learn about the targeted literacy and numeracy interventions that have been implemented to provide additional support for pupils who demonstrate weaker skills in these areas.

Leaders described how they have taken some tentative steps to support staff in their understanding and interpretation of the digital skills framework. This has included whole school training. In meetings, pupils shared how they use their digital skills to research or to produce presentations in a few subjects.

To support pupils' command of Welsh beyond Welsh lessons, leaders conveyed how they have introduced a range of opportunities, including Diwrnod Shwmae, as well as the use of Welsh commands and phrases in lessons to encourage pupils to develop their use of the language. Additional activities, such as trips and redesigning House flags, help to foster pupils' appreciation of Welsh heritage and identity.

We agree with leaders that the co-ordinated development of the provision for skills is in its early stages.

Questions to consider:

- How effectively is the school planning to improve the progressive development of pupils' skills across the curriculum?
- How well are leaders planning appropriate professional learning to help teachers support pupils to develop their skills?

Thank you again for all your help in planning and organising our visit. We wish you well with your future developments.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website: [Eastern High School - Estyn](#)

Yours sincerely



Lowri Jones

Acting Assistant Director