



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Eastern High School  
Quarry Hill  
Newport Road  
Rumney  
Cardiff  
CF3 3XG**

**Date of inspection: December 2014**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 06/02/2015**

## Context

Eastern High School is a mixed 11 to 16 school maintained by Cardiff local authority. Currently, it has 884 pupils on roll. The school formally opened as Eastern High School in September 2014. It was formed following the closures of Rumney High School in August 2014 and Llanrumney High School in August 2013.

In the academic year 2012-2013, performance in nearly all key indicators at key stage 4 in Rumney High School and in Llanrumney High School was significantly lower than the average for the family of schools and for schools nationally. This placed both schools in the bottom 25% of similar schools based on eligibility for free school meals. In 2013-2014, when pupils were educated on one site, as Rumney High School, performance in all key indicators at key stage 4 placed the school in the bottom 25% of similar schools based on eligibility for free school meals. Pupils made very little progress from the previous key stages. Attendance in 2014 was below modelled expectations and significantly below family and national averages. Attendance placed the school in the bottom 25% when compared with similar schools. Boys' attendance was below family and national averages. Girls' attendance was significantly below family and national averages. The level of persistent absenteeism was significantly higher than the national average. Before the two schools were merged, attendance in both schools placed them in the bottom 25% of similar schools in 2012 and in 2013, and levels of persistent absenteeism in both schools were well above local and national averages.

The school is situated on the eastern side of the city. Nearly all of the pupils who attend the school come from nine partner primary schools in the city.

Around 46% of pupils are eligible for free school meals. This is significantly higher than the national average of 17.5% for secondary schools in Wales. Close to 70% of pupils live in the 20% most deprived areas in Wales.

Around 3% of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. Around 58% of pupils have a special educational need, which is significantly higher than the national average of 20.1%.

Most pupils are from a white British background. There are very few pupils from minority ethnic backgrounds in the school. Very few pupils speak English as an additional language or speak Welsh fluently.

The headteacher has been in post since April 2013 and took on the role of headteacher at Eastern High School in September 2014. The leadership team is made up of the headteacher, an associate headteacher and four assistant headteachers, all of whom were appointed in September 2014 but had previously held similar posts in Rumney High School.

The individual school budget per pupil for Eastern High School in 2014-2015 means that the budget is £4,791 per pupil. The maximum per pupil in the secondary schools in Cardiff is £8,783 and the minimum is £4,127. Eastern High School is seventh out of the 20 secondary schools in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Unsatisfactory</b>
<b>The school's prospects for improvement</b>	<b>Unsatisfactory</b>

### Current performance

Current performance is judged to be unsatisfactory because:

- safeguarding arrangements do not meet requirements and give serious cause for concern;
- standards of pupils' work seen during the inspection are well below expectations;
- pupils do not make enough progress in developing their literacy and numeracy skills;
- in a majority of lessons, pupils do not make enough progress;
- the behaviour, attitude to learning and social skills of a majority of pupils are poor;
- almost two-thirds of teaching is not good enough;
- assessment is not used effectively to monitor pupils' progress or to support them in their learning; and
- attendance figures are well below expectations and fixed term exclusions are too high.

### Prospects for improvement

Prospects for improvement are judged to be unsatisfactory because:

- senior leaders do not have sufficient impact on important areas, particularly pupils' safety, pupils' behaviour, standards and the quality of teaching;
- the quality of leadership at all levels is too variable;
- strategies to improve behaviour, attendance and punctuality are ineffective;
- self-evaluation and improvement planning at all levels do not have sufficient rigour or consistency; and
- the school's expectations are too low.

## Recommendations

- R1 Ensure that all pupils are safe in school
- R2 Raise standards and improve pupils' literacy and numeracy skills
- R3 Improve pupils' behaviour, attendance and attitudes to learning
- R4 Improve the quality of teaching and the effectiveness of assessment across the school
- R5 Strengthen leadership at all levels and improve the rigour and consistency of self-evaluation and improvement planning

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

## Main findings

### Key Question 1: How good are outcomes?

Unsatisfactory

#### Standards: Unsatisfactory

In a few lessons, pupils make suitable progress in developing their knowledge, understanding and skills. However, in a majority of lessons, pupils have very limited recall of previous learning, do not work well independently, or with each other and generally have a poor attitude to learning. This prevents them from making sufficient progress. In addition, frequently, poor behaviour by a minority of pupils, and very disruptive behaviour by a few, impacts significantly upon their own learning and that of others.

Many pupils have weak literacy skills and do not develop these skills well enough across the curriculum. A minority use subject-specific vocabulary accurately, but many have a very limited vocabulary and are unable to articulate successfully their ideas orally and in writing. As a result, they do not develop their thinking and understanding well enough in group and whole-class discussions. In a few lessons where the teaching is engaging, pupils listen attentively and work well together. However, in many lessons, a majority of pupils lack concentration and do not listen to their teachers or their peers. As a result, they miss important information and instructions.

Around half of the pupils are able to read and extract information effectively. A few pupils use more sophisticated skills to develop their interpretation and appreciation of texts. However, the majority of pupils do not read fluently enough to develop their understanding. Partly as a consequence, they do not make enough progress.

Many pupils write for a range of purposes and audiences in many subjects. Most pupils understand the purpose of their writing, but few are clear enough about their audience. As a result, they frequently make incorrect language choices and their writing lacks the correct tone. A very few pupils produce well-constructed, extended writing that contains few basic errors. However, many pupils make basic errors in spelling, punctuation and grammar. A majority of pupils have poor presentational skills. A majority of pupils have missing or incomplete work in their books.

In a very few lessons, pupils measure accurately and have a secure understanding of proportion. However, pupils do not practise a wide enough range of numeracy skills often enough in appropriate subjects. In a few lessons, pupils do not have a secure enough grasp of basic numeracy, for example understanding the relationship between decimals and fractions.

In Welsh second language, pupils are beginning to make suitable progress in gaining new vocabulary and in their ability to construct simple sentences.

#### Wellbeing: Unsatisfactory

The wellbeing of pupils is a serious concern. This is because of poor behaviour, low attendance and punctuality, along with negative attitudes to learning, truancy from lessons and bullying.

Pupils' attendance is too low, especially in key stage 4, and has decreased since the school has been open. This has a significant impact on pupils' progress. In around half of lessons, poor punctuality has a negative effect on learning. A minority of pupils do not see any value in arriving promptly for the start of lessons. In addition, a few pupils do not turn up to lessons and wander, unsupervised, around the school, frequently disrupting the learning of others. There have been very high levels of fixed term exclusions since September 2014.

In a minority of lessons, pupils' persistently poor behaviour disrupts their own learning and that of others. The very poor behaviour of a few pupils poses a risk to the safety of others. The majority of pupils do not think that the school deals effectively with bullying and feel unsafe in school.

A minority of pupils demonstrate a positive attitude to learning, which enables them to make satisfactory progress. However, in the majority of lessons, the negative attitude of a majority of pupils has a significantly detrimental impact on learning.

The level of participation in extra-curricular sport is satisfactory, and many pupils have a positive attitude to physical education. However, most pupils have a very limited understanding of the importance of healthy eating.

The school council is involved in a few aspects of the work of the school, but its role is underdeveloped and pupils are not sufficiently involved in decision-making.

A minority of pupils do not show any respect to each other or to adults, and do not demonstrate the social skills necessary to work effectively with others. These pupils display very low levels of motivation and do not sustain concentration when working independently.

<b>Key Question 2: How good is provision?</b>
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<b>Unsatisfactory</b>
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### **Learning experiences: Unsatisfactory**

The key stage 3 and key stage 4 curriculum meets statutory requirements. In collaboration with other providers, the school offers a suitable range of key stage 4 vocational and general courses. There is an appropriate extra-curricular programme, particularly sports clubs, which provides pupils with opportunities to enhance their learning experiences.

The school provides intervention programmes that offer suitable support for specific groups of pupils, particularly those with weak basic skills.

The whole school planning for the development of pupils' skills, including literacy and numeracy, is significantly underdeveloped. The school has not responded well enough to meet the requirements of the national Literacy and Numeracy Framework. The school does not plan well enough to challenge more able pupils to reach their potential.

The school's planning for education for sustainable development and global citizenship is at a very early stage.

Since September 2014, rapid progress has been made in providing valuable opportunities for pupils to widen their understanding of Welsh culture and language. These include class visits to 'the Senedd' and a pantomime in Welsh. The 'diwrnod Shw mae?' provides pupils with a valuable opportunity to use the Welsh language in situations other than their Welsh lessons. All pupils follow an appropriate Welsh second language course.

### **Teaching: Unsatisfactory**

Most teachers have secure subject knowledge. A minority have productive working relationships with pupils. However, in a majority of lessons pupils do not make enough progress.

In the few lessons where teaching is effective, teachers provide activities that build well upon prior learning and offer an appropriate level of challenge for all pupils. Teachers use questioning to probe and extend pupils' understanding effectively. They provide useful opportunities for pupils to work independently and in groups. These teachers motivate pupils, encourage them to work hard, and enable them to make good progress.

In a majority of lessons, there are important shortcomings. In these lessons, teachers' expectations of pupils' behaviour and standards are too low. In a significant minority of lessons, teachers do not manage pupils' behaviour well enough. In these lessons, planned activities do not offer a sufficient level of challenge or develop pupils' skills, particularly literacy, well enough. Frequently, teachers' use of questioning to extend pupils' learning is hampered by disruptive behaviour. This contributes to the pace of learning being too slow.

The majority of teachers mark pupils' work regularly. However, the quality and consistency of written feedback are too variable. In a minority of books there is clear advice that helps pupils to make progress. However, in a majority of instances, pupils do not receive enough information on how well they are doing or on how to improve. Only a very few teachers encourage pupils to take note of feedback and respond to the targets for improvement they have been set.

Pupils are set suitable attainment targets and are provided with information about their current performance. Teachers collect and record assessment data to track pupils' progress against their targets. However, this information is not always accurate. This means that the school is not able to identify underachievement or plan suitable interventions.

The majority of interim reports provide relevant information to parents about the progress of their children. However, in a few cases they do not include pupils' targets.

### **Care, support and guidance: Unsatisfactory**

The school's arrangements for safeguarding pupils do not meet requirements and are a serious cause for concern. A range of health and safety and safeguarding issues were brought to the school's attention during the inspection.



The school has an appropriate behaviour policy. However, staff do not implement this consistently or confidently. As a result, the school does not deal with the poor behaviour of a minority of pupils effectively. The school records incidents of bullying and behaviour appropriately, but does not take action to address these issues promptly or effectively enough. The school has introduced an internal exclusion room as a sanction for poor behaviour. However, fixed term exclusions are too high.

The school has planned well to develop many aspects of personal and social education. However, this has not had enough time to impact on pupils' social and life skills. The school has appropriate arrangements to promote healthy eating and drinking. However, overall, provision to develop pupils' understanding of the importance of being healthy is underdeveloped. The school meets the statutory requirements for a daily act of collective worship.

The 'Inclusion Centre' provides vulnerable pupils with a safe environment that promotes positive attitudes to learning well, and provides suitable support for pupils with additional learning needs. However, the school does not assess or track the progress of these pupils. Neither pupils nor their parents are involved in the writing of individual education plans. Pupils with additional learning needs have access to an appropriate range of support services. The school does not comply with its statutory responsibilities regarding the annual reviews of statements of special educational needs.

### **Learning environment: Unsatisfactory**

The school is not an inclusive environment for all pupils to feel safe and learn. Incidents of bullying and inappropriate behaviour are frequent and not dealt with consistently.

While the school aims to promote an inclusive and positive ethos it has not been successful in doing so.

Although the school building is old and in poor repair, there is a satisfactory range of learning resources throughout the school. There is a well-equipped learning resource centre with a good range of books and computer equipment. In a few classrooms, there are suitable displays of pupils' work that celebrate achievement.

Sporting facilities are sufficient and all pupils have equal access to provision. At the time of the inspection, access to the school buildings and to the school site was not secure.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
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### **Leadership: Unsatisfactory**

Senior leaders have clear aims for the development of the school, and all staff understand these overarching priorities. However, the initial planning for Eastern High School did not take enough account of the performance data and information available from Llanrumney High School and Rumney High School. As a result, the vision for the school is too general and not focused clearly enough on the very specific needs of the pupils or the community. This has contributed to the school failing to create a positive ethos and a productive learning environment.

The quality and effectiveness of senior and middle leaders vary too much. Most leaders do not base their strategic planning carefully enough on an analysis of pupils' outcomes, or base it on a detailed understanding of the school's strengths and areas for development. Senior leaders have not taken sufficient account of the full range of data to set the strategic direction of the school. As a result, structures, systems and procedures are not focused clearly enough on specific aspects for improvement.

The school has drawn up new policies and procedures. However, these policies do not cater well enough for the specific requirements of the school. There is a lack of clarity about the implementation of these policies and procedures. This has not supported necessary improvements in key areas, including teaching and behaviour management.

The school's staffing structure provides a suitable framework for leaders at all levels to take responsibility for raising standards. It also gives middle leaders opportunities to join an extended leadership team. However, many leaders are new to their roles and there are no formal plans to develop their leadership skills. Overall, the responsibilities of senior leaders are too wide. This means that they do not concentrate on important priorities, and a few staff are unsure as to the extent of their role.

There are regular meetings at all leadership levels. These focus suitably on pupils' standards and key priorities. However, these meetings do not generate clear action points and plans to bring about improvement.

The school has started to take steps to improve teaching and learning, although this remains underdeveloped. Structures to support and challenge teachers to improve their skills are not robust enough and have not yet brought about improvements in pupil outcomes.

Overall, leaders have not secured improvements in the quality of teaching and learning. They have also not succeeded in addressing issues of low attendance and poor pupil behaviour.

A new governing body has recently been appointed. Governors are developing their awareness of the strengths and areas of development of the school. However, they have not influenced effectively the strategic direction of the school.

A few school policies and plans pay appropriate attention to national priorities, for example in developing the Welsh dimension. However, plans to improve pupils' skills are underdeveloped, and do not focus sharply enough on the specific needs of groups of learners.

### **Improving quality: Unsatisfactory**

The school's recently introduced self-evaluation processes are based on suitable activities to gather first-hand evidence, such as observations of lessons and scrutiny of pupils' books. Since September 2014, senior and faculty leaders have carried out observations of all teachers. However, lesson evaluations are too generous and do not identify important shortcomings in standards or teaching well enough.

The whole school self-evaluation report includes a brief evaluation of performance from external examinations and teacher assessment. However, this evaluation does not include an analysis of performance in the core subjects and does not refer to similar schools for key indicators in key stage 4. In addition, there is no evaluation of the performance of vulnerable groups of pupils. There is no evaluation of the standards achieved by pupils in lessons. In many areas, the report does not provide an accurate appraisal of provision or standards in the school.

The whole school development plan includes seven key priorities for improvement. A minority of key priorities in the plan, such as improving pupils' attendance and developing the capacity of the senior leadership team, are not identified in the self-evaluation report. The plan includes suitably ambitious targets for improvement and arrangements for analysing the impact of certain aspects. However, it does not include appropriate strategies to bring about the necessary improvements rapidly enough. As a result, pupils exhibit unacceptable behaviour in and around the school and many pupils do not make enough progress in lessons.

Departmental evaluations include brief analyses of pupils' performance in external qualifications. These evaluate progress in line with prior attainment but do not use the full range of data to compare performance with that of similar schools. In general, these reports are too descriptive and do not successfully identify weaknesses in teaching, assessment or behaviour. Departmental improvement plans include a few suitable strategies to bring about improvements, but do not focus enough on improving teaching. A majority of plans include measurable targets, although these do not always include both key stage 3 and key stage 4.

The school has conducted a survey of parental views on the timing of the school day and has responded appropriately to the majority view. However, it has not sought pupils' views on important aspects such as teaching or the success of the behaviour policy.

### **Partnership working: Unsatisfactory**

The school's arrangements for working with partners do not support pupils' wellbeing or progress effectively.

The school has an appropriate range of partnerships that help to provide a suitable range of courses for pupils in key stage 4. However, the quality assurance of these partnerships is not sufficiently robust and communication between partners does not ensure that pupils are supported effectively.

The school works with a suitable range of external agencies, including family liaison, to support the most vulnerable pupils. However, the lack of a co-ordinated multi-agency approach hinders work to improve outcomes for these pupils and their families.

Joint working relationships with partner primary schools are at an early stage of development. Transition arrangements do not support the movement of pupils from key stage 2 to key stage 3 effectively. Subject leaders do not work well enough with their partners to ensure a joint understanding of assessment.

Working relationships with parents are strained. Less than half of parents say that they are well informed about their children's progress and feel comfortable about approaching the school.

Links with the local community are underdeveloped.

### **Resource management: Unsatisfactory**

The school directs resources suitably towards priorities for improvement, although in a few cases decisions do not arise from a thorough understanding of where spending may have the greatest impact on standards. The school budget is managed appropriately.

Generally, spending plans for the Pupil Deprivation Grant identify suitable actions to improve pupils' outcomes. However, the plans are not based on a robust identification of need. They do not contain clear targets, or enough detail to allow the school to evaluate the impact of the funding on pupils who are eligible for free school meals.

The school has suitable levels of qualified and experienced staff who are deployed appropriately. The school provides opportunities for teachers to reflect on their practice, but there are no working groups to develop approaches to school improvement. There are few structured opportunities to share good practice, either within the school or in collaboration with other providers. In addition, there is no leadership role with a responsibility for the professional development of staff. Support for teachers' development is limited.

Appropriate performance management arrangements are in place. However, in many cases, targets are not specific and measurable enough. Targets for personal development are unclear and performance management records do not identify well enough the professional developmental needs of staff.

Taking into account the poor standards achieved by pupils, the school provides unsatisfactory value for money.

## Appendix 1

### Stakeholder satisfaction report – responses to learner questionnaires

#### Secondary questionnaire (overall)

*denotes the benchmark - this is a total of all responses since September 2010.*

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	196	30	118	39	9	Rwy'n teimlo'n ddiogel yn fy ysgol.
		15%	60%	20%	5%	
		43%	52%	4%	1%	
The school deals well with any bullying	197	18	88	71	20	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		9%	45%	36%	10%	
		26%	58%	14%	3%	
I have someone to talk to if I am worried	197	58	99	25	15	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		29%	50%	13%	8%	
		38%	52%	8%	1%	
The school teaches me how to keep healthy	195	26	97	58	14	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		13%	50%	30%	7%	
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	194	56	94	33	11	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		29%	48%	17%	6%	
		45%	45%	9%	2%	
I am doing well at school	193	65	106	13	9	Rwy'n gwneud yn dda yn yr ysgol.
		34%	55%	7%	5%	
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	193	53	101	28	11	Mae'r athrawon yn fy helpu i ddsygu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		27%	52%	15%	6%	
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	196	34	83	58	21	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		17%	42%	30%	11%	
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	197	44	91	45	17	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		22%	46%	23%	9%	
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	193	9	35	76	73	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		5%	18%	39%	38%	
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	193	38	84	48	23	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		20%	44%	25%	12%	
		28%	51%	17%	4%	

Report on Eastern High School, December 2014

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	194	20 10%	85 44%	72 37%	17 9%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	196	42 21%	127 65%	18 9%	9 5%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	195	39 20%	112 57%	32 16%	12 6%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		36%	54%	9%	1%	
The staff respect me and my background	196	42 21%	105 54%	38 19%	11 6%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	193	37 19%	126 65%	21 11%	9 5%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	88	15 17%	41 47%	18 20%	14 16%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	32	5 16%	12 38%	5 16%	10 31%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		27%	50%	16%	6%	

## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	19	2 11%	1 5%	6 32%	10 53%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	19	1 5%	5 26%	2 11%	11 58%	0	Mae fy mhientyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	19	1 5%	5 26%	3 16%	8 42%	2	Cafodd fy mhientyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	19	2 11%	4 21%	4 21%	7 37%	2	Mae fy mhientyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	19	0 0%	0 0%	6 32%	11 58%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	19	1 5%	4 21%	8 42%	4 21%	2	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	19	6 32%	7 37%	3 16%	3 16%	0	Mae'r staff yn disgwyl i fy mhientyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	19	2 11%	2 11%	5 26%	8 42%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhientyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	19	1 5%	5 26%	6 32%	4 21%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	19	1 5%	8 42%	4 21%	3 16%	3	Caiff fy mhientyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	19	1 5%	2 11%	8 42%	6 32%	2	Mae fy mhientyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	19	1 5%	5 26%	4 21%	9 47%	0	Mae fy mhientyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		

Report on Eastern High School, December 2014

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	19	1 5%	7 37%	5 26%	6 32%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	19	3 16%	5 26%	3 16%	8 42%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	19	2 11%	5 26%	2 11%	7 37%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	19	1 5%	5 26%	4 21%	7 37%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	19	0 0%	2 11%	6 32%	7 37%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	46%	8%	2%		
There is a good range of activities including trips or visits.	19	1 5%	4 21%	5 26%	7 37%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	19	1 5%	0 0%	7 37%	11 58%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		



## Appendix 2

### The inspection team

Mr Tony Sparks	Reporting Inspector
Mr Ceri Jones	Team Inspector
Mrs Mamta Arnot	Team Inspector
Mr Huw Davies	Team Inspector
Mrs Sarah Lewis	Team Inspector
Mr Steven Pringle	Team Inspector
Mr Peter Trevor Lewis	Lay Inspector
Mr Matthew David Salmon	Peer Inspector
Mrs Wendy Rees	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.