

Academy Development Plan



Believe, Succeed, Together

September 2017

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1.0 Academy Context

The Eastwood Academy is an academy converter, established in August 2011. Its predecessor school held specialisms in Performing Arts, Sports and Mathematics and Computing.

In terms of substantive partnerships, the Academy is the Lead School in a multi-academy trust, Eastwood Park Academy Trust (EPAT), established in February 2017. It is also the hub school for the Southend West School Sports Partnership (SWSP) which provides services for 54 schools in the borough of Southend and is a strategic partner in the South Essex Teaching School Alliance (SETSA).

On entry, pupils' KS2 average fine points score is broadly in line with the national average.

The Academy is average size secondary school (930 pupils) with slightly more boys than girls. It is heavily oversubscribed, regularly receiving over 500 first or second preferences for 200 places.

Most pupils on roll are of White British heritage, with the % of pupils from minority ethnic groups well below the national average. The proportion who speak English as an additional language is also below the national average.

The proportion of pupils known to be eligible for the Pupil Premium is broadly in line with the national average.

The proportion of pupils with SEN support and an EHCP is broadly in line with the national average.

The Academy was subject to a section 5 inspection in September 2013 and judged to be 'Good' in all categories - [Ofsted Report 2013](#). This judgement was further validated in a section 8 inspection in March 2015 - [Unannounced Inspection 2015](#).

The Academy has consistently been the highest performing non-selective school in Southend, with key attainment and progress measures significantly above national averages. In 2016, the Academy attained a progress 8 (P8) score of +0.58 which placed it in the top 5% of schools nationally - [Letter from Nick Gibb, MP](#).

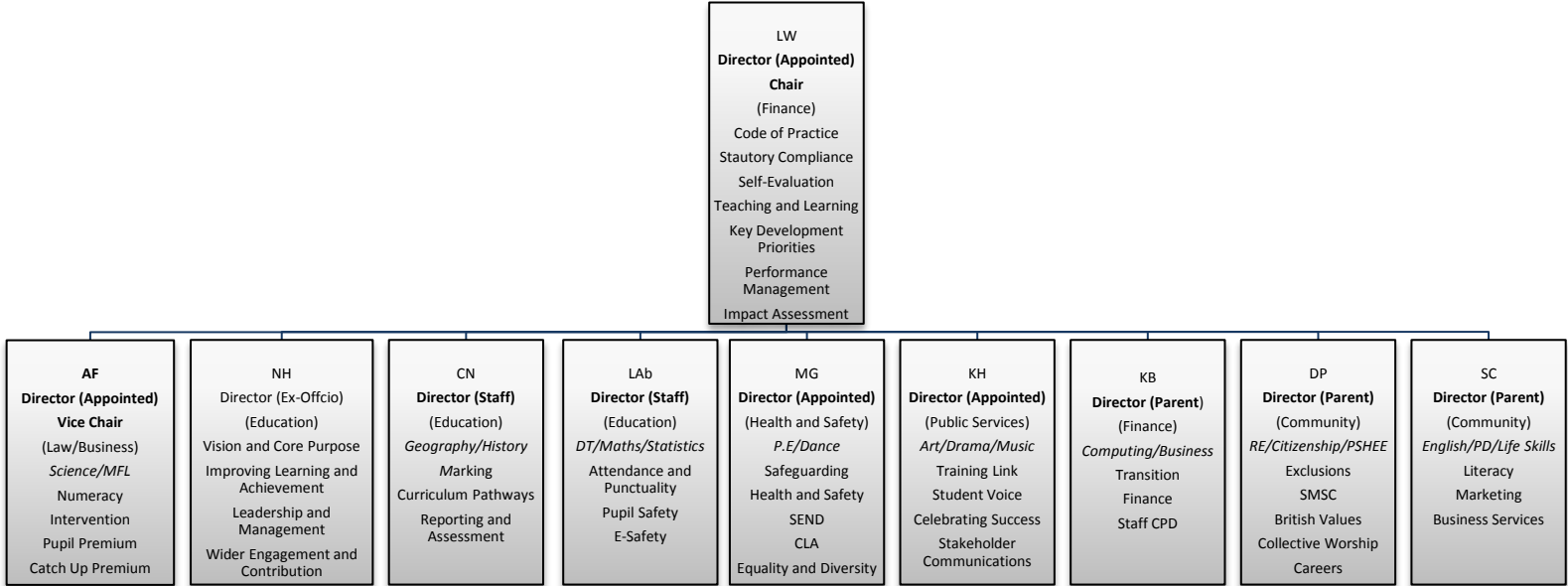
2.0 Ethos

The Academy's ethos '*Believe, Succeed, Together*' is reflected in an uncompromising belief that all pupils can and will succeed in a learning community which supports and values everyone and their achievements.

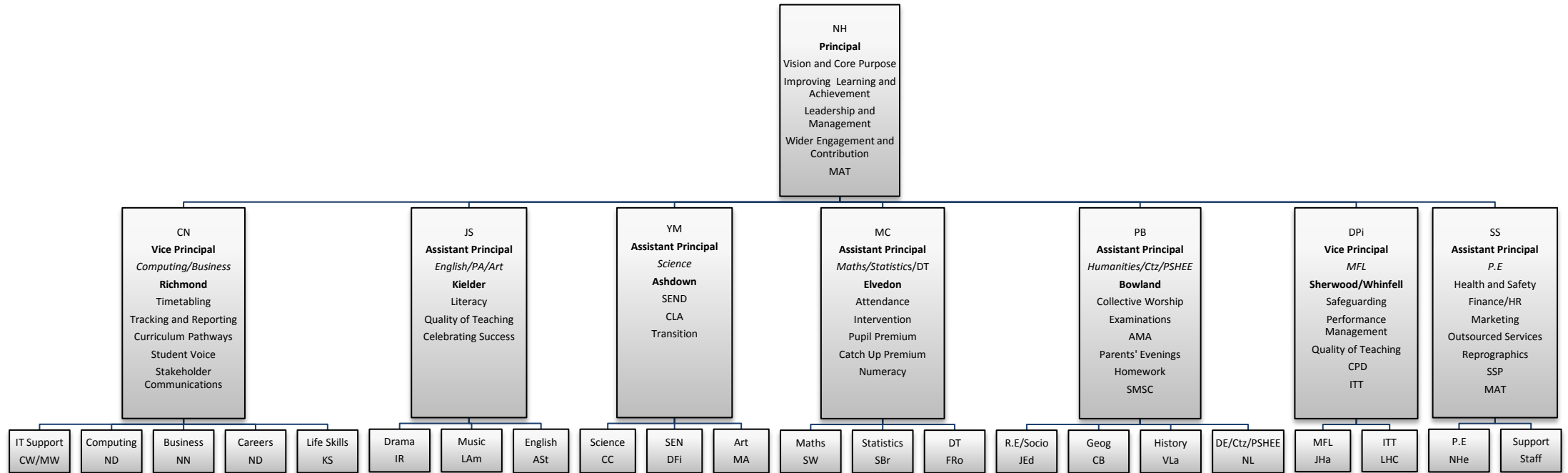
3.0 Aims

- To provide a safe and secure environment in which all pupils are able to thrive and any issues or concerns they have are dealt with promptly and effectively.
- To provide an environment in which pupils feel proud of the Academy, shown by their excellent behaviour, attitude to learning, attendance and punctuality.
- To provide a learning environment in which the majority of teaching is outstanding and never less than consistently good.
- To provide a broad and balanced curriculum, including the opportunity for all pupils to achieve the 'English Baccalaureate' (EBacc).
- To provide opportunities for all pupils to achieve the 'Basics' i.e. a 'strong' pass in GCSE English and mathematics.
- To provide opportunities for all pupils to achieve an attainment and progress score (in English and mathematics, three other EBacc subjects, plus three others) that exceeds expectations.
- To provide opportunities for all pupils to develop high levels of literacy and numeracy appropriate to their age.
- To provide opportunities and experiences for all pupils so that they are very well equipped for the next stage in their education, training, employment or self-employment.
- To provide an environment in which all pupils are able to broaden their education through a range of spiritual, moral, social and cultural opportunities.
- To provide an environment in which every opportunity is taken to celebrate and share success.

4.0 Leadership Structure - Local Governing Body



5.0 Leadership Structure – Senior and Middle Leadership



6.0 Ofsted

The Academy was subject to a section 5 inspection in September 2013 and judged to be 'Good' in all categories - [Ofsted Report 2013](#)

The targets provided by the inspectorate were:

1. Improve the performance of students eligible for pupil premium funding so that they make even better progress, in order to narrow the gap between their performance and that of students who are not eligible for this additional funding.
2. Improve the facilities and support available for students who find it difficult to engage with school, to reduce the number of exclusions and the incidence of persistent absence.
3. Improve further the quality of teaching and raise the proportion of outstanding teaching by:
 - Involving support staff in lesson planning so that they make the best possible contribution to students' learning.
 - Encouraging the most able students to make a better contribution to their own learning by giving them opportunities to think critically about their work, and to solve problems independently.

The Academy was subject to a section 8 inspection in March 2015 - [Unannounced Inspection 2015](#). The outcome was that, 'Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the Academy's previous inspection'.

The targets provided by the inspectorate were:

1. Continue to reduce the above average level of fixed term exclusions, particularly for specific groups, notably boys and those students eligible for free school meals.

7.0 Monitoring and Evaluation

The following are in place which aid monitoring and evaluation of key development priorities:

- Whole school internal tracking facilities e.g. PAT Pastoral and PAT Attainment.
- Data scrutiny meetings.
- Line management meetings.
- A robust Performance Management (PM) Policy.
- Local Governor and/or Trustee visits and reports.
- Learning walks and internal and external audits.
- Formal lesson observations.
- Principal's Termly Report to the Local Governing Body of The Eastwood Academy and Trustees of EPAT.

8.0 Key Development Priorities

| Area | Key Development Priorities |
|---|---|
| Outcomes for Pupils | <p>O1. ~>70% of pupils meet or exceed their (FFT20) Forecast Grade.</p> <p>O2. Basics is >NA and +sig for 'strong' (grade 9-5) and 'standard' (grade 9-4) passes.</p> <p>O3. EBacc is >NA and +sig.</p> <p>O4. Attainment 8 is >NA and +sig.</p> <p>O5. Progress 8 is >NA and +sig.</p> <p>O6. All pupil groups are >NA and +sig.</p> |
| Teaching, Learning and Assessment | <p>T1. 100% of formal lesson observations are 'good or better' with ~>50% 'outstanding'.</p> <p>T2. A core teaching methodology is developed/adopted.</p> <p>T3. The Mastery Curriculum is embedded across KS3.</p> <p>T4. All KS4 curricula and assessment are revised to meet the requirements of reformed GCSEs.</p> <p>T5. Study, revision and examination skills are embedded across the curriculum.</p> <p>T6. RWCM is embedded across the curriculum.</p> <p>T7. The effectiveness of LSAs is enhanced.</p> |
| Personal Development, Behaviour and Welfare | <p>P1. Overall attendance is ~>96%.</p> <p>P2. Persistent absence is <NA.</p> <p>P3. Fixed term exclusion rates are ~<NA, particularly for specific groups e.g. males and PP pupils.</p> <p>P4. Lateness is ~<1% of the pupil roll.</p> <p>P5. The % of pupils in sustained education, employment or training is >NA, particularly for specific groups e.g. SEND and PP pupils.</p> <p>P6. Pupils' leadership skills, mental health awareness and resilience are enhanced.</p> |
| Effectiveness of Leadership and Management | <p>L1. A balanced budget is produced that is not detrimental to pupil outcomes.</p> <p>L2. The feasibility of potentially increasing the PAN by one additional form entry is fully explored.</p> <p>L3. The affordability of extending/adapting auxiliary areas and classroom space are fully explored.</p> <p>L4. The Academy's land asset is sold and a new Science and DT building is constructed.</p> <p>L5. The Academy operates as the Lead School in a newly established ITT partnership.</p> <p>L6. EPAT expands in a sustainable way and provides high quality educational provision, standards and outcomes in local schools.</p> |

9.0 Outcomes for Pupils and Teaching, Learning and Assessment

| Key Development Priorities | Area | Development Strategies |
|----------------------------|-------------------------------|--|
| O1-O6, T1-T6 | KS3 Curriculum and Assessment | <p>Rewrite schemes of work and assessments to:</p> <ul style="list-style-type: none"> a) Embed the principles of the Mastery Curriculum. b) Develop subject-specific skills required at KS4. c) Promote study, revision and examinations skills. d) Promote RWCM across the curriculum. <p>Rewrite Indicative Competencies to:</p> <ul style="list-style-type: none"> a) Reflect amendments to schemes of work. b) Include language that is more accessible to pupils. c) Map a clear 'route' from KS2 to KS4. <p>Review the standardisation/moderation of the 9-1 grading system at KS3. Produce and disseminate a KS3 study, revision and examinations skills handbook.</p> |
| O1-O6, T1-T6 | KS4 Curriculum and Assessment | <p>Rewrite schemes of work and assessments to:</p> <ul style="list-style-type: none"> a) Further develop and consolidate the principles of the Mastery Curriculum. a) Ensure subject content is comprehensively covered in Year 9 and 10 leaving Year 11 to focus on consolidation, refinement and revision of subject content and skills. <p>Review the standardisation/moderation of the 9-1 grading system at KS4. Investigate broadening the range of vocational options offered at KS4.</p> |
| O1-O6, T1-T6 | Teaching | <p>Develop a core teaching methodology which reflects the Mastery Curriculum and the demands of the reformed curricula and assessment.</p> <p>Ensure the development of RWCM skills are an integral part of all lessons. Produce a KS3 and KS4 handbook (generic and subject specific content) relating to study, revision and examination skills and integrate into schemes of work. Ensure teaching staff use PAT Attainment and PAT Pastoral to monitor and track progress.</p> |
| T7 | Teaching Support | <p>Monitor the effectiveness of LSAs through a competencies matrix developed from the Education Endowment Foundation's Guidance: 'Making Best Use of Teaching Assistants'. Provide training where specific needs are identified.</p> |
| O1-O6, T1-T6 | Marking | <p>Continue to embed the revised Marking Policy and monitor through termly audits. Provide opportunities for best practice to be shared across subject departments, including targeted coaching where required.</p> |

| Key Development Priorities | Area | Development Strategies |
|----------------------------|--------------------|---|
| O1-O6, T1-T6 | Homework | Continue to embed revised Homework Policy and monitor through termly audits. Encourage an approach to homework which, following reinforcement and consolidation of prior learning, can lead to deeper understanding. |
| O1-O6, T1-T6 | RWCM | Maintain the additional level of curriculum time allocated to KS3 English (4 hours a week). Include a discrete (1 hour) Statistics lesson at KS3 in addition to the 3 hours allocated to Mathematics. Ensure RWCM is a core training item in all whole school INSET. Introduce a common approach and 'language' to essential RWCM knowledge and skills. Ensure classrooms and departments have subject specific and technical vocabulary 'displays for learning'. Continue to use form time for silent reading and literacy-based activities. Continue with literacy-based initiatives e.g. literacy pocket book for every pupil, book fair, handwriting clinic, literacy parents' evening and explore additional literacy initiatives e.g. 'Fetch me a Pen Academic Literacy Programme', academic writing skills and Accelerated Reader. |
| O1-O6, T1-T6 | SEND | Organise training on Early Help Assessment processes and person centred planning. Continue to improve the quality and accessibility of SEND information through SIMs. Ensure the member of SLT with responsibility for SEND is regularly monitoring (and intervening) using the data in PAT Pastoral and PAT Attainment. Ensure additional provision/intervention is in place to assist SEND pupils in accessing the knowledge and skills of the reformed GCSEs. Ensure additional CEIAG is provided for SEND pupils and destination data is analysed and scrutinised. Review the support provided for SEND pupils in terms of developing and fostering social skills and friendship groups. |
| O1-O6, T1-T6 | Pupil Premium (PP) | Ensure Heads of House and SLT Links are using PAT Pastoral and PAT Attainment to monitoring the progress of PP pupils in their houses. Provide additional English and maths tutoring for PP pupils across Years 7-11. Provide additional careers advice to PP pupils across Years 7-11. Assign a mentor to all Year 11 PP pupils who are a cause for concern. Provide subject intervention sessions specifically for Year 11 PP pupils. Continue to work to remove identified barriers that may limit PP pupils' progress. |

| Key Development Priorities | Area | Development Strategies |
|----------------------------|------------------------|--|
| O1-O6, T1-T6 | Catch-Up-Premium (CUP) | Continue with the tuition programme (during form time) using primary sector specialists. Ensure the SEND Department are providing additional intervention for those pupils struggling to meet the Expected Standard. |
| O1-O6, T1-T6 | Most Able Pupils (MAP) | <p>Embed the revised Most Able Pupils Policy.</p> <p>Deploy the MAP Coordinator on primary transition visits to gather relevant data on MAP pupils.</p> <p>Include MAP strands into schemes of work that facilitate higher level thinking, problem-solving and independence.</p> <p>Undertake termly audits of homework to check that MAP are being stretched outside of the classroom.</p> <p>Organise visits to Russell Group universities and CEIAG events.</p> <p>Organise an Eastwood Scholars Programme through The Brilliant Club.</p> <p>Embed an annual MAP Parents' Evening.</p> |
| O1-O6, T1-T6 | Transition | <p>Arrange for the Head of English, Maths and Science to work with Year 6 Leads at Bournemouth Park Academy (and identified feeder schools) to aid KS2-KS3 transition.</p> <p>Outcomes should involve:</p> <p>a) Revisions to schemes of work and assessment to permit greater challenge and progress during KS3.</p> <p>b) Reciprocated adjustments to teaching/learning of certain subject content.</p> <p>Review transition arrangements for SEND pupils to include earlier and graduated support and intervention.</p> |

10.0 Personal Development, Behaviour and Welfare

| Key Development Priorities | Area | Development Strategies |
|----------------------------|----------------------------|---|
| P1, P2, P4 | Attendance and Punctuality | <p>Continue with the Catch-up Form and operate across all year groups.</p> <p>Introduce a Holiday Catch Form for unauthorised holidays.</p> <p>Continue to use PAT Pastoral as the principal means of monitoring attendance.</p> <p>Include a function in PAT Pastoral to track punctuality.</p> <p>Raise the profile of attendance at KS3 through the medium of Information Evenings and Newsletters.</p> <p>Ensure Heads of House and SLT Links continue to undertake a more active role in meeting with pupils and parents, coordinated by the member of SLT responsible for attendance.</p> <p>Continue with commendations e.g. weekly awards, assemblies and educational visits.</p> |
| P3 | Behaviour | <p>Continue to use PAT Pastoral as the principal means of monitoring exclusions.</p> <p>Raise the expectations of specific pupil groups e.g. males pupil premium pupils through attendance enhancement strategies, targeted CIAEG, greater engagement with parents and community-based programmes e.g. Streets Ahead, YTS, Essex and Suffolk Water.</p> <p>Continue to take every opportunity to celebrate and share success e.g. Departmental Awards, Academy Newsletters, Jack Petchey Awards, lunch with the Principal, Commendations Evening and Sports Presentation Evening etc.</p> |
| P1, P2, P3, P4, | Safeguarding | <p>Conduct an annual audit of safeguarding using an Ofsted trained inspector.</p> <p>Include additional topics/information in PSHEE lessons to cover extremism, radicalisation, peer-on-peer abuse, forced marriage and sexting.</p> |
| P5, P6 | Welfare and Development | <p>Embed the revisions to the Life Skills and Personal Development programmes.</p> <p>Embed the revised E-Safety Policy.</p> <p>Embed the Mental Health Policy.</p> <p>Develop resilience and leadership through the Life Skills and Personal Development programmes, assemblies, tailored PSHEE units of work and drop down sessions.</p> <p>Establish a Pupil Ambassador Scheme to provide peer support with regards to bullying.</p> <p>Extend the BACP counselling service by using an external provider.</p> <p>Provide additional opportunities for the Student Leadership Team to develop leadership skills e.g. external events at Belchamps Scout Centre.</p> |

| Key Development Priorities | Area | Development Strategies |
|----------------------------|-------|--|
| P5 | CEIAG | <p>Include discrete modules in KS3 PSHEE covering the 'World of Work'.</p> <p>Include explicit 'Enterprise' modules in KS3 Business Studies.</p> <p>Continue to include Finance Skills in Year 9.</p> <p>Include a BCS Digital Literacy course in Year 10.</p> <p>Review the Preparation for Working Life course in Year 10.</p> <p>Continue with the annual Careers Fair.</p> <p>Organise a one week work experience programme during the summer closure period in Year 10.</p> <p>Provide independent, impartial careers advice to all pupils through <i>Connexions</i>, with particular focus on PP and SEND pupils.</p> <p>Analyse and scrutinise destination data in respect to PP and SEND pupils.</p> <p>Ensure the Careers Centre is adequately resourced/staffed and accessible to pupils.</p> <p>Compile evidence for the Quality in Careers Standard.</p> |

11.0 Effectiveness of Leadership and Management

| Key Development Priorities | Area | Development Strategies |
|----------------------------|-------------------------------------|---|
| L1 | Finance | Develop a 3 year balanced budget through: a) Increasing the pupil roll. b) Merging two large cost centres and applying a 20% reduction. c) Streamlining staffing but not at the expense of fewer teaching sets. d) Developing a sustainable ITT strand through the MAT. e) Implementing the revised Pay Policy. |
| L2 | PAN | Investigate the feasibility of increasing the PAN by one additional form of entry. Liaise with the Local Authority regarding basic needs funding to expand/adapt ancillary areas. |
| L3 | Ancillary Areas and Classroom Space | Extend the Main Hall to accommodate additional seating for exams etc. Demolish and re-build the 'old' extension to the canteen to link it to the Art Department. Relocate the kiln room and offices within the Art Department. Install an outdoor servery and additional indoor points of service in the canteen. Convert former dance studios in classrooms. |
| L4 | Land Asset and Capital Build | Complete the actions detailed in the EFA Legal and Transactions Team report (14.03.17) with regards to the sale of the land asset and use the funds to construct a new Science and DT Block. |
| L5 | Lead School (ITT) | Complete the DBS application for Lead School status in an ITT partnership comprising of: The Eastwood Academy, Bournemouth Park Academy, Kingswood and Thorpedene Primary School Leigh North Street Primary School. |
| L6 | EPAT | Fully establish robust structures, systems and operations within EPAT. Continue to explore possible options with local (within the locality of Southend-on-Sea, South East Essex and South Essex) primary schools to expand the Trust. |