



*Believe, Succeed, Together*

## 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).

The Academy is an average size secondary school with slightly more boys than girls. It is heavily oversubscribed, regularly receiving over 500 first and second preferences for 220 places.

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

Most pupils on roll are of White British heritage, with the % of pupils from minority ethnic groups 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 SEND support and an EHCP is above the national average.

Locally, the Academy is the highest performing non-selective school and consistently in the top quintile (20%) of schools nationally.

The Academy was subject to a section 5 inspection in December 2018 and achieved '**outstanding**' in all categories.





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## Ethos and Aims

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

The Academy's aims, which are enshrined in the ethos, are listed below:

- To provide a safe and secure environment in which all pupils are able to achieve their potential.
- To provide an environment in which pupils feel proud of the school, shown by their excellent behaviour, attitude to learning, attendance and punctuality.
- To provide a broad and balanced curriculum that is accessible to all pupils with the opportunity to achieve the 'English Baccalaureate' (EBacc).
- To provide a learning environment in which the majority of teaching is outstanding and never less than consistently good.
- To provide opportunities for all pupils to develop essential transferable literacy and numeracy skills.
- To provide a broad range of opportunities and experiences through a comprehensive programme of personal development and enrichment.
- To provide an environment in which every opportunity is taken to celebrate and share success.
- To provide an appropriate range of opportunities and experiences so pupils are ready for the next stage of education, employment or training.



## School Day

The Government’s recently published White Paper includes a requirement for schools to be open for a minimum of 32.5 hours a week from September 2022.

The Academy is currently open for 33.3 hours a week and therefore exceeds the minimum requirement.

Period	Time
Registration	8.35 - 8.45
Personal Development and Enrichment	8.45 - 9.15
Period 1	9.15 - 10.15
Period 2	10.15 - 11.15
Break	11.15 - 11.40
Period 3	11.40 - 12.40
Period 4	12.40 - 13.40
Lunch	13.40 - 14.15
Period 5	14.15 - 15.15

The Academy operates a one-week timetable covering 25 periods a week.

To maximise the amount and quality of learning time, each teaching period is 60 minutes in length and only one period is allocated after lunch.

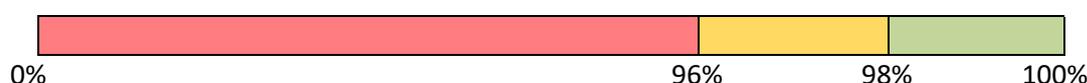
To support the delivery of the Academy’s comprehensive Personal Development and Enrichment (PDE) programme a 30-minute session is included at the start of the school day.



## Punctuality and Attendance

### Expectations

The Academy expects **all** pupils to attend **regularly** and **punctually** to afford them the best opportunity to fulfil their potential. High expectations have resulted in the Academy consistently being in the top quintile (20%) of schools nationally for attendance.



% Attendance	Description
100%	Excellent
98.0-99.9%	Good
96.0-97.9%	Average
<96.0%	Below Average

### Punctuality

In instances where a pupil arrives late to school, Reception staff issue a cross in their Planner. When a pupil accrues three crosses in one term, they are issued with a **1-hour afterschool detention**. In respect to the third cross, and every additional cross, the pupil will be issued with a **1-hour afterschool detention on the day that they arrived late to school**. This system is managed by the Senior Leader responsible for punctuality.

### Attendance

Attendance concerns are managed proactively and robustly through the pastoral system.

Level	Threshold	Support
0	96.0-100%	No additional support required.
1	93% -95.9%	A phone call from the pupil's <b>Form Tutor</b> to discuss if there are any emerging issues with subjects, friendship groups, non-participation in clubs etc.
2	90%- 92.9%	A phone call from the pupil's <b>Head of House</b> to discuss if there are any established issues affecting attendance. Where the pupil's previous year's attendance data reveals a trend below the Academy's expectations, the phone call will be replaced with a meeting. Following the call/meeting, the Head of House liaises with the SLT Link, Enrichment Coordinator and SENDCo and/or other relevant professionals regarding the provision of appropriate, supportive intervention.
3	<90%	The <b>Senior Leader</b> with responsibility for attendance monitors and manages pupils using a range of strategies e.g. LA service, Fast-Track Framework, house calls/visits etc.

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## Uniform and Accessories

- Black blazer and an Academy badge.
- Plain white shirt or blouse with a stiff collar. The shirt or blouse tails should be tucked inside the waistband of the trousers. The collar button of the shirt or blouse should be done up at all times.
- Plain black or white socks.
- Sensible stout black shoes with heels not exceeding 3.5cm in height. Trainers (including sport-branded 'shoes') and canvass-type shoes are not permitted.
- Clip-on Academy tie.
- Suitable ankle-length (not above the ankle) black school trousers with no distinctive styling or fashioning. 'Skinny trousers' and trousers with conspicuous belts/buttons/buckles/zips are not permitted.
- No jewellery except for one pair of plain gold or silver studs, with one stud in each ear lobe, and a wristwatch. Eyebrow bars, nose and tongue studs are not permitted. All excess jewellery will be confiscated and returned to the responsible adult in person or to the pupil at the end of half-term.
- Make-up should be very subtle and discreet. Nail varnish and conspicuous acrylic nails are not permitted.
- Hair styles should be conventional, of a natural colour, and be culturally inclusive. Extremes of hairstyle are not permitted.
- Jumpers, denim jackets and all types of hoodies are not permitted.
- Suitable dark coloured bag fit for the purpose.
- Mobile telephones and other unnecessary electronic equipment are not permitted. Such items will be confiscated and returned to the responsible adult in person in accordance with the Education Act 2011.





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## GCSE Results

The 2021 results were outstanding from both an attainment and progress perspective and the best in the Academy's history.

2021 headline figures include:

- 95% 9-4 in English.
- 92% 9-4 in Mathematics.
- 91% 9-4 in English and Mathematics.
- 75% 9-5 in English and Mathematics.
- EBacc APS of 5.10.
- Attainment 8 (A8) of 55.36.
- Progress 8 (P8) of +0.84.

Locally, the Academy is the highest performing non-selective school and consistently in the top quintile (20%) of schools nationally.

The GCSE results over the last 3 years for a Standard (4+) and Strong (5+) Pass are provided below.

### 1.3 Standard Pass (2019-2021) vs. National Average

	2019			2020			2021		
	National	Academy	Variance	National	Academy	Variance	National	Academy	Variance
9-4 in English	70%	86%	+16%	70%	92%	+22%	71%	95%	+24%
9-4 in Maths	71%	88%	+17%	67%	93%	+26%	67%	92%	+25%
9-4 in English and Maths	67%	82%	+15%	67%	90%	+23%	67%	91%	+25%
EBacc APS	4.06	4.64	+0.56	4.06	5.09	+1.03	4.06	5.10	+1.04
Attainment 8 (A8)	46.50	51.58	+5.08	46.50	55.48	+8.98	46.50	55.36	+6.86
Progress 8 (P8)	0.0	0.46	+0.46	0.0	0.70	+0.70	0.0	0.84	+0.84

From 2019-2021, all measures were significantly above the national average (NA).

### 1.4 Strong Pass (2019-2021) vs. National Average

	2019			2020			2021		
	National	Academy	Variance	National	Academy	Variance	National	Academy	Variance
9-5 in English	55%	74%	+19%	55%	82%	+27%	55%	88%	+33%
9-5 in Maths	49%	64%	+15%	49%	75%	+26%	49%	78%	+29%
9-5 in English and Maths	45%	57%	+12%	45%	70%	+25%	45%	75%	+30%
EBacc APS	4.06	4.64	+0.60	4.06	5.09	+1.03	4.06	5.10	+1.04
Attainment 8 (A8)	46.50	51.58	+5.08	46.50	55.48	+8.98	46.50	55.36	+6.86
Progress 8 (P8)	0.0	0.46	+0.46	0.0	0.70	+0.70	0.0	0.84	+0.84

## Curriculum

The Academy's curriculum is characterised by the following:

- A broad and balanced KS3 curriculum linked to indicative competencies.
- A broad and ambitious KS4 curriculum that provides all pupils with the opportunity to achieve the EBacc.
- A transitional KS3-KS4 curriculum in Year 9 to facilitate preparation for GCSE courses.
- A curriculum underpinned by the components of CREATE - Challenge, Regulate, Enhance, Assess, Target and Enrich.
- A curriculum with a clear focus on Personal Development and Enrichment (PDE) i.e. developing pupils' character, confidence, resilience, independence, leadership skills, health and wellbeing and preparation for life, and providing access to a wide and rich set of experiences.

The Academy's KS4 programme provides pupils with the opportunity to gain up to 10 GCSEs across the Core and Personalised pathways.

Curriculum Pathway	Subject	Course
Core	English Language	GCSE
	English Literature	GCSE
	Mathematics	GCSE
	Combined Science	GCSE
	Citizenship	GCSE
	French	GCSE
	Personal Development and Enrichment	Non-GCSE
	Recreational Physical Education	Non-GCSE
Personalised	Art	GCSE
	Business Studies	GCSE
	Computer Science	GCSE
	Drama	GCSE
	DT Graphic Products	GCSE
	Food Preparation and Nutrition	GCSE
	Geography	GCSE
	History	GCSE
	ICT – (Creative iMedia)	Technical Award
	Music	GCSE
	Physical Education (P.E)	GCSE
	Religious Education (R.E)	GCSE
	Sociology	GCSE
	Statistics	GCSE



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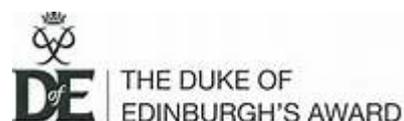
## Enrichment

**Enrichment** is 'the action of improving or enhancing the quality or value of one's experiences and/or life in general'. The key 'vehicles' for enrichment are:

- **CREATE Curriculum** – enhancing physical and emotional wellbeing; developing social, spiritual, moral and cultural capital; and providing opportunities and experiences to successfully transition to the next stage from secondary education.
- **Personal Development and Enrichment (PDE)** - developing pupils' character, confidence, resilience, independence, health and wellbeing, leadership skills, preparation for life, and providing access to a wide and rich set of experiences.

The Academy provides a wide range of enrichment opportunities including:

Duke of Edinburgh Award	Warhammer and Dungeons and Dragons Club
New York trip	Visits to Russell Group universities
Ski trip to Italy	School Choir
Art trip to Florence	Orchestra
PGL water sports trip to France	Drama Productions
WW1 battlefields trip to Belgium	Sports Clubs/Teams
Day trip to France	Academy Newspaper
Theatre trips to London	Computing Club
PE Sports Tour to Holland	Homework Club
Natural History Museum and Tate Modern trip	Dance Club
Sports Award	Spanish Club
Arts Award	Chess Club
Student Leadership Team	Young Carers Club
Charity events	Gardening Club



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## Celebrating Success

One of the Academy's principal aims is to provide an environment in which every opportunity is taken to **celebrate and share success**.

Typical rewards include:

- Verbal praise and acknowledgement.
- Merits and Achievement Points.
- Departmental rewards - merit stickers, praise postcards and certificates.
- Departmental badges, prizes, vouchers and trips.
- Publicity via the Academy Newsletter, website and local media.
- Celebrating Success boards/displays.
- Attendance awards and an end of year trip.
- Letters or postcards of commendation from staff.
- Letters sent to parents to share the achievements of their child.
- Recognition in assemblies.
- Prefects ties and badges.
- Departmental Excellence, Progress and Commitment to Learning Awards.
- Head of House Award.
- Pastoral Team Award.
- Principal's Achievement Award.
- Principal's Break/Lunch events.
- Annual Commendations Evening.

The Academy also encourages parents and pupils to inform us of any achievements or success outside of school by e-mailing [achievements@eastwood.southend.sch.uk](mailto:achievements@eastwood.southend.sch.uk) so it can be recognised, shared and celebrated together.

Celebrating Success is covered extensively in the Academy's half-termly Newsletter which can be accessed from the website under [News and Correspondence](#)

