SEF – Executive Summary

The Eastwood Academy

Believe, Succeed, Together

September 2018

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1.0 School 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 broadly in line with the national average.

Locally, the Academy is the highest performing non-selective school and regularly outperforms the selective schools - Progress 8 Score. Nationally, the Academy has been in the top 6% of schools over the last 3 years - DfE Performance Tables.

The Academy was subject to a section 8 Ofsted inspection in March 2018. There were four possible outcomes from this particular type of inspection and the Academy achieved the highest possible outcome i.e. '*The school remains good and there is sufficient evidence of improved performance to suggest that the school may be judged outstanding if it received a section 5 inspection now*' - 2018 Ofsted Report.

3.0 Executive Summary

3.1 Key Strengths

- From 2016-2018, the proportion of 'good or better' lessons increased year-on-year. In 2018, 100% of lessons were 'good or better' and 64% 'outstanding'.

- From 2016-2018, key performance measures improved year-on-year and were consistently >NA +sig.

- From 2015-2017, P8 was consistently 'well above average'.

- In 2018, no pupil group underperformed i.e. all groups achieved a positive P8.

- From 2015-2017, in terms of P8, the Academy was in the top **6%** of schools nationally.

- From 2015-2017, the Academy was consistently ranked in the top **3** schools when compared to similar schools nationally.

- In 2015-2018, in terms of KPI, the performance of disadvantaged pupils improved year-on-year and was >NA for **all** pupils.

- In 2018, in terms of KPI, the performance of disadvantaged and non-disadvantaged pupils was >NA for **all** pupils i.e. both groups performed well above the NA and in the context of a narrowing gap.

- In 2018, the Academy was invited by the DfE to be a Lead School in a Trio Partnership to improve outcomes for disadvantaged pupils in the East of England.

- In 2018, in terms of top grades (9-7 and A*-A) across all subjects, 63% of subjects recorded a positive performance variance from 2017, the highest performance over the last 3 years.

- From 2016-2018, the % of subjects ~> NA increased year-on-year. Further, in 2018 the vast majority (85%) of subjects were ~> NA.

- From 2016-2018, overall attendance was significantly >NA and persistent absence significantly <NA.

- From 2016-2018, the attendance of disadvantaged pupils was >NA for this particular group and was broadly in line with the NA for **all** pupils. Further, the attendance of LAC was >NA for **all** pupils.

- From 2016-2018, persistent absence of disadvantaged pupils decreased year-on-year and was <NA for this particular group.

- From 2016-2018, fixed term exclusions decreased year-on-year and was <NA.

- From 2016-2018, fixed term exclusions among disadvantaged pupils were <NA for this particular group.

- CIEAG provision is improving and in line to meet the Gatsby Benchmarks by 2020 - CEIAG Programme

- Opportunities to celebrate success are taken regularly and pupils are proud of their achievements and the Academy. SMSC is well embedded within all areas of Academy life:

  Academy Newsletter - Autumn Term 1 (2017)
  Academy Newsletter - Autumn Term 2 (2017)
  Academy Newsletter - Spring Term 1 (2018)
  Academy Newsletter - Spring Term 2 (2018)
  Academy Newsletter - Summer Term 1 (2018)
  Academy Newsletter - Summer Term 2 (2018)

3.2 Key Areas for Development

- Review curriculum structure, particularly in respect to broadening approved vocational qualifications e.g. Health and Social Care, Construction and Hospitality and Catering; introducing Triple Science in the options block and increasing curriculum time for MFL at KS3.

- Fully embed the revised Indicative Competencies and Core Teaching Methodology.

- Continue to enhance pupils' vocabulary and extended writing skills through the introduction of a standalone 'literacy' lesson in English in KS3.

- Fully embed the revised Life Skills Programme.

- **All** subjects should achieve ~> NA and a positive differential when compared to 2018.

- Improve progress in MFL.

- Continue to improve CIEAG provision across the Academy, in line with the Gatsby Benchmarks, particularly for disadvantaged, LAC, SEND and low prior attainment pupils.

- Continue to improve attendance with all pupil groups through the introduction of a revised Attendance Policy – (Attendance Policy Letter)

- Continue to improve the attendance of SEND (EHCP) pupils so it is ~>NA for **all** pupils.

4.0 Overall Grades

Area	Grade
Overall Effectiveness	1/2
Effectiveness of Leadership and Management	1/2
Quality of Teaching, Learning and Assessment	1/2
Personal Development, Behaviour and Welfare	1/2
Outcomes for Pupils	1
Safeguarding	Effective