SEF – Executive Summary

The Eastwood Academy

Believe, Succeed, Together

September 2019

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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. Nationally, the Academy has been in the top quintile of schools over the last 3 years - DfE Performance Tables

The Academy was subject to a section 5 inspection in December 2018 and achieved **'outstanding'** in all categories - Ofsted Report 2018-2019

2.0 Executive Summary

2.1 Key Strengths

- From 2017-2019, the proportion of 'good or better' lessons have increased year-on-year. In 2019, 100% of lessons were 'good or better' and 79% 'outstanding'.
- From 2017-2019, key performance measures were consistently >NA +sig.
- From 2017-2019, P8 was consistently >NA +sig.
- From 2016-2018, in terms of P8, the Academy was in the top quintile of schools nationally.
- In 2016-2019, in terms of KPI, the performance of disadvantaged pupils was ~>NA for **all** pupils.
- From 2017-2019, over 70% of subjects exceeded the national average.
- From 2017-2019, in terms of the top grades across all subjects, approximately 60% of subjects recorded a zero or positive performance variance from the previous year.
- From 2017-2019, overall attendance has been significantly >NA.
- From 2017-2019, persistent absence has been significantly <NA
- From 2017-2019, the attendance of disadvantaged pupils has been >NA for this group and was broadly in line with the NA for **all** pupils.
- From 2017-2019, the persistent absence of disadvantaged pupils has decreased year-on-year and is <NA for this group.
- From 2017-2019, fixed term exclusions have decreased year-on-year and <NA.
- From 2017-2019, fixed term exclusions among disadvantaged pupil have been <NA for this group.

- CIEAG provision is improving and in line to meet the Gatsby Benchmarks by 2020 - Ofsted Report 2018-2019

- 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 (2018)
  Academy Newsletter - Autumn Term 2 (2018)
  Academy Newsletter - Spring Term 1 (2019)
  Academy Newsletter - Spring Term 2 (2019)
  Academy Newsletter - Summer Term 1 (2019)
  Academy Newsletter - Summer Term 2 (2019)

2.2 Key Areas for Development

- Review the curriculum intent and implementation at KS3 and KS4 across all subject areas.
- Consolidate the revised Life Skills and 'Drop-Down' Programme.
- Ensure 80%+ subjects achieve ~> NA at KS4.
- Improve attainment and progress in KS4 MFL.
- Continue to improve CIEAG provision across the Academy to ensure the Gatsby Benchmarks are met by 2020.
- Reorganise and restructure the SEND and LAC departments.
- Continue to improve the attendance of SEND (EHCP) pupils so it is ~>NA for **all** pupils.
- Review the information reported to parents to include additional information regarding attendance, punctuality and non-academic achievements.

3.0 Overall Grades

Area	Grade
Overall Effectiveness	1
Quality of Education	1
Behaviour and Attitudes	1
Personal Development	1
Leadership and Management	1
Safeguarding	Effective