

SEF – Executive Summary



Believe, Succeed, Together

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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.

On entry, pupils' KS2 average fine points score is slightly below the national average.

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 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](#).

In terms of substantive local partnerships, the Academy is the lead school in a multi-academy trust – Eastwood Park Academy Trust (EPAT); a member of South Essex Teaching School Alliance (SETSA); a key strategic partner with several ITT providers; and the hub school for the Southend West School Sports Partnership (SWSP) which provides services for 54 schools in the borough of Southend.

2.0 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	1/2
Safeguarding	Effective

3.0 Executive Summary

3.1 Key Strengths

- From 2015-2017, the proportion of 'good or better' lessons has increased year-on-year. In 2017, 99% of lessons were 'good or better' and 50% 'outstanding'.
- From 2015-2017, key performance measures have improved year-on-year and are consistently >NA sig+.
- From 2015-2017, the Academy has been in the top 3 schools when compared to similar schools nationally - [DfE Ranked List of Similar Schools Nationally](#).
- In 2016, the Academy attained an A8 of 56.2 and a P8 of +0.58. The latter placed the Academy in the top **5%** of schools nationally - [Letter from Nick Gibb, MP](#). When applying the 2017 point score methodology to the 2016 data, the A8 score decreased to 51.4 and the P8 score increased to +0.65.
- In 2017, attainment and progress improved further. The Academy attained an A8 score of 52.8 and a P8 score of +0.70, placing it in the top **6%** of schools nationally.
- In 2017, disadvantaged pupils recorded a P8 score of +0.45.
- In 2017, disadvantaged pupils attained higher in English and Mathematics than the NA for **all** pupils e.g. 9-4 - English +4% and Mathematics +16% and 9-5 – English +8% and Mathematics +20%.
- From 2015-2017, in terms of individual subjects, disadvantaged pupils' performance improved year-on-year when compared to the NA for **all** pupils, culminating, in 2017, in ~> NA in 55% of subjects. Further, in 2017, disadvantaged pupils recorded a positive performance differential in 73% of subjects when compared to 2016.
- From 2014-2016, the proportion of top grades (A*-A) has increased year-on-year.
- In 2017, 71% of subjects attained ~> NA and 60% recorded a positive performance differential when compared to 2016.
- In 2017, attendance was significantly above the NA i.e. 96.2% vs. 95.0% (+1.2%) and persistent absence was significantly below the NA i.e. 7.9% vs. 12.4% (-4.5%).

- From 2015-2017, the attendance of disadvantaged pupils has increased year-on-year. Further, in 2017 it was broadly in line with the NA for **all** pupils i.e. 94.6% vs. NA 95.0% (-0.4).
- From 2015-2017, fixed term exclusions has decreased year-on-year. Further, in 2016 and 2017 fixed term exclusions were below the NA i.e.6.6% vs NA 7.6% (-1.0%) and 6.3% vs. NA 7.6% (-1.3%) respectively.
- From 2015-2017, fixed term exclusions among disadvantaged pupils has decreased year-on-year. Further, in 2017 fixed term exclusions among disadvantaged pupils were broadly in line with the NA for **all** pupils i.e. 7.8% vs. 7.6% (+0.2).
- In 2017, fixed term exclusions among SEND pupils was below the NA for their respective groups i.e. 20.0% vs. NA 22.8% (-1.8%) for SEN Support and 10% vs. 23.9% (-13.9%) for EHCP.
- 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 - [Celebrating Success 'In the News' Brochure 2017](#)

3.2 Key Areas for Development

- For **all** subjects to attain $\sim > NA$ and a positive differential when compared to 2017.
- For the EBacc to be $> NA$ sig+.
- To improve progress in MFL.
- To continue to improve the progress of 'low prior attainment' pupils to reduce the gap between this group and the 'middle' and 'high' groups.
- To improve the CIEAG provision across the Academy, particularly for disadvantaged, SEND and low prior attainment pupils.
- To continue to improve the attendance of SEND pupils so it is $\sim > NA$ for **all** pupils.
- To continue to reduce fixed term exclusions of SEND, disadvantaged and male pupils so it is $\sim < NA$ for **all** pupils.
- To review the curriculum design, particularly with respect to potentially broadening the options for approved vocational qualifications.
- To fully embed the Indicative Competencies, Mastery Curriculum and Core Teaching Methodology.