

SEF

The  
**Eastwood**  
A c a d e m y

*Believe, Succeed, Together*

September 2017

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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 broadly in line with the national average.

The Academy is an average size secondary school (930 pupils) 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
Safeguarding	Effective

## 3.0 Executive Summary

### 3.1 Key Strengths

- From 2015-2017, the proportion of 'good or better' lessons increased year-on-year. In 2017, 99% of lessons were 'good or better' and 50% 'outstanding'.
- From 2015-2017, key performance measures improved year-on-year and were consistently >NA sig+.
- In 2015 and 2016, the Academy was ranked **2<sup>nd</sup>** in the country 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, the Academy attained an A8 score of 52.5 and a P8 of +0.72. It is very likely the Academy will be in the top **5%** of schools nationally for a second consecutive year.
- In 2017, all pupil groups recorded a positive (~> 0.00) P8 score.
- In 2017, disadvantaged pupils recorded a P8 score of +0.47 and SEND pupils recorded a P8 score of 0.00.
- In 2017, disadvantaged pupils attained higher in English and Mathematics than the NA for **all** pupils e.g. 9-4 - English +6% and Mathematics +16% and 9-5 – English 11% 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) 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 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 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 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 were below the NA for their respective pupil 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

- Embed the Indicative Competencies, Mastery Curriculum and core teaching methodology.
- Review the curriculum design, particularly with respect to potentially broadening the options for Technical Awards.
- All subjects to attain  $\sim$ > NA and a positive differential when compared to 2017.
- EBacc to be >NA sig+.
- SEND and disadvantaged (low prior attainment) pupils to achieve a P8 score >0.00
- Continue to improve the attendance of SEND pupils so it is  $\sim$ >NA for **all** pupils.
- Continue to reduce fixed term exclusions of SEND and disadvantaged pupils so it is  $\sim$ < NA for **all** pupils.
- Improve the CIEAG provision across the Academy, particularly for disadvantaged and SEND pupils.

## 4.0 Safeguarding

Area	Evidence
Safeguarding Audit	A safeguarding audit was undertaken in September 2017 by the Vice Principal, Mr. D. Piercy, who has experience of undertaking such audits in his role as an Ofsted Inspector. The arrangements for safeguarding were found to be effective.
Single Central Record (SCR)	This SCR was checked in September 2017. No issues were identified.
Recruitment	The Academy has a <a href="#">Recruitment Policy</a> , updated in June 2017. All senior leaders, the Clerk, Chair and Vice Chair of Governors have undertaken online NCPCC Level 5 'Safer Recruitment in Education'.
Policies and Procedures	All safeguarding-related policies were updated in June 2017 and are published on the website along with relevant/related DfE guidance - <a href="#">Safeguarding</a> Safeguarding, whistleblowing and fire safety and evacuation procedures are displayed in public areas throughout the Academy.
Key Staff	The Vice Principal, Mr. D. Piercy, is responsible for monitoring the strategic and operational effectiveness of safeguarding across the Academy. Senior Teacher, Mrs. N. Lillywhite, is the Designated Safeguarding Lead (DSL). Mrs. S. Smith and Mrs. M. Chance are the Deputy Designated Safeguarding Leads (DDSL). Mrs. M. Chance is the Lead First Aider (LFA). Information relating to key staff is published on the website and displayed in public areas throughout the Academy.
Staff Training	All senior leaders, the Clerk, Chair and Vice Chair of Governors have undertaken online NCPCC Level 5 'Safer Recruitment in Education' training. Three members of staff have Level 3 Designated Safeguarding Lead (DSL) training – Mrs. N. Lillywhite, Mrs. M. Chance and Mrs. S. Smith, which was undertaken in October 2016. Vice Principal, Mr. C. Niner, completed refresher training in his role as CEOP Ambassador in September 2016. All newly appointed staff receive Level 2 safeguarding (including Prevent) training before they begin work at the Academy as part of their induction. In September 2017, all staff received refresher Level 2 safeguarding (including Prevent) training. The Academy has a <a href="#">Supporting Pupils with Medical Conditions Policy</a> , updated in June 2017. In respect to this policy, in November 2016, the senior leader responsible for health and safety, Mr. S. Sterling, DSL, Mrs. N. Lillywhite, and Senior First Aider, Mrs. M. Chance undertook level 1 accredited training, delivered by ESP Professional Services Ltd, as recommended by the Children's Medicine Group. 13 staff are First Aid qualified i.e. have successfully completed a First Aid at Work (FAW) or Emergency First Aid at Work (EFAW) course.

Area	Evidence
Teaching	Safeguarding compliancy is recorded in the standard lesson observation proforma.
Referrals to Children's Services	Referrals are timely and made in accordance with procedures. Records are held and maintained securely with the DSL.
Physical Wellbeing	<p>In January 2016, the Academy signed up to the School Food Standards as part of its continued commitment to pupils' health and physical wellbeing - <a href="#">Food Standards</a></p> <p>All pupils at KS3 undertake 1 hour of Food Technology a week.</p> <p>All pupils undertake 2 hours of P.E a week at KS3 and, if they opt for GCSE P.E, undertake 3 hours at KS4.</p> <p>In Year 9, approximately 70% of pupils undertake a Sports Leaders course.</p> <p>In Year 10, all pupils undertake the Duke of Edinburgh Award.</p> <p>The Academy is the hub school for the - <a href="#">Southend West School Sports Partnership (SWSP)</a> which provides services for 54 schools in the borough of Southend. Pupils across all year groups, particularly Year 9, are offered the opportunity to become involved in the provision.</p> <p>The Academy was awarded the Sainsbury's School Games Gold Award in December 2015 and 2016.</p> <p>In July 2016, the Academy was awarded Healthy Schools Status - <a href="#">Healthy Schools Status</a></p> <p>The Academy offers extensive P.E extra-curricular programme and has a strong track record of local, regional and national success - <a href="#">Extracurricular Programme</a></p> <p><i>Refer to Stakeholder Views Report</i></p> <p>81% of pupils strongly agree or agree that the Academy encourages them to take regular exercise.</p> <p>81% of pupils strongly agree or agree that the Academy discourages them from smoking or misusing substances such as alcohol or drugs.</p> <p>82% of pupils strongly agree or agree that the Academy provides them with information and support about relationships and sexual health.</p>
Emotional Wellbeing	<p>The Academy has a Mental Health Policy which is published on the website - <a href="#">Mental Health</a></p> <p>The Life Skills and Personal Development Time programmes are designed to promote resilience and leadership - <a href="#">Curriculum Policy</a></p> <p>An assembly programme covering topics relating to emotional wellbeing operates throughout the year - <a href="#">SMSC Assemblies Programme 2017-2018</a></p> <p>The Academy has an internal counselling service operated by a BACP qualified counsellor.</p> <p>Pupils have access to an NHS Nurse on Tuesday lunchtimes.</p> <p><i>Refer to Stakeholder Views Report</i></p> <p>89% of pupils strongly agree or agree that if they have a general problem, they know that there is a teacher or another adult that they can talk to.</p>



<p>Personal Safety</p>	<p>Personal safety issues are addressed through the curriculum, mainly through Citizenship and PSHEE.  A comprehensive assembly programme covering topics relating to personal safety, including e-safety, operates throughout the year - <a href="#">SMSC Assemblies Programme 2017-2018</a>  The Academy has an E-safety Policy, updated in June 2017 - <a href="#">E-Safety Policy</a>  There are separate e-safety pages on the website for parents and pupils - <a href="#">E-safety - Parents</a> and <a href="#">E-safety - Pupils</a>  As part of the Life Skills programme, pupils complete a Level 1 e-safety course accredited by the British Computing Society (BSC).  The Academy holds an annual e-safety evening for parents and the opportunity to complete a Level 1 e-safety awareness course accredited by the BCS  <i>Refer to Stakeholder Views Report</i>  94% of staff strongly agree or agree that children are safe at the school.  95% of parents strongly agree or agree that their child feels safe at the school.  92% of pupils strongly agree or agree that they feel safe in lessons.  87% of pupils strongly agree or agree that they feel safe at break and lunch.  85% of pupils strongly agree or agree that the Academy teaches them to understand and deal with a variety of risks in everyday life.</p>
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## 5.0 Progress with Ofsted Targets

Ofsted Inspection	Target	Progress
Section 5 (2013)	<p>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.</p>	<p><i>Refer to GCSE Results Report and Pupil Premium Report</i>            From 2015-2017, disadvantaged pupils recorded a positive P8 score (+0.31, +0.19 and +0.47 respectively).            In 2017, disadvantaged pupils recorded a P8 score of +0.47.            In 2017, disadvantaged pupils attained higher in English and Mathematics than the NA for <b>all</b> pupils e.g. 9-4 - English +6% and Mathematics +16% and 9-5 – English +11% and Mathematics +20%.            From 2015-2017, in terms of individual subjects, disadvantaged pupils' performance improved year-on-year when compared to the NA for <b>all</b> pupils, culminating, in 2017, in ~&gt; NA in 55% of subjects. Further, in 2017, disadvantaged pupils recorded a positive performance differential in 73% of subjects when compared to 2016.</p>
	<p>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.</p>	<p><i>Refer to Exclusion Report and Attendance Report</i>            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 increased year-on-year. Further, in 2017 it was broadly in line with the NA for <b>all</b> pupils i.e. 94.6% vs. NA 95.0% (-0.4).            From 2015-2017, fixed term exclusions 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 decreased year-on-year. Further, in 2017 fixed term exclusions among disadvantaged pupils were broadly in line with the NA for <b>all</b> pupils i.e. 7.8% vs. 7.6% (+0.2).            In 2017, fixed term exclusions among SEND pupils were below the NA for their respective pupil groups i.e. 20.0% vs. NA 22.8% (-1.8%) for SEN Support and 10% vs. 23.9% (-13.9%) for EHCP.</p>
	<p>Improve further the quality of teaching and raise the proportion of outstanding teaching by:</p>	<p><i>Refer to Quality of Teaching Report</i>            From 2015-2017, the proportion of 'good or better' lessons increased year-on-year. In 2017, 99% of lessons were 'good or better' and 50% 'outstanding'.</p>

	<p>Involving support staff in lesson planning so that they make the best possible contribution to students' learning.</p> <p>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.</p>	<p>The effectiveness of support staff (TA) has been developed through a competencies matrix derived from the Education Endowment Foundation's Guidance: 'Making Best Use of Teaching Assistants'.</p> <p>A Most Able Pupils Policy was implemented. Schemes of work were rewritten to include strands for the most able pupils. The Homework Policy and Marking Policy were revised to provide greater challenge and reflection. The Mastery Curriculum is being embedded.</p> <p><i>Refer to GCSE Results Report and Most Able Pupils' Performance Report</i></p> <p>From 2015-2017, high attaining pupils recorded a positive P8 score which increased year-on-year (+0.20, +0.31 and +0.56 respectively).</p> <p>From 2014-2016, the proportion of top grades (A*-A) increased year-on-year. In terms of the top grades, (A*-A and 9-7) 60% of subjects recorded a positive performance differential when compared to 2016.</p>
<b>Ofsted Inspection</b>	<b>Target</b>	<b>Progress</b>
Section 8 (2015)	<p>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.</p>	<p><i>Refer to Exclusion Report</i></p> <p>From 2015-2017, fixed term exclusions decreased year-on-year. Further, in 2016 and 2017 fixed term exclusions was below the NA i.e. 6.6% vs NA 7.6% (-1.0%) and 6.3% vs. NA 7.6% (-1.3%) respectively.</p> <p>From 2015-2017, fixed term exclusions among disadvantaged pupils decreased year-on-year. Further, in 2017 fixed term exclusions among disadvantaged pupils was broadly in line with the NA for <b>all</b> pupils i.e. 7.8% vs. 7.6% (+0.2).</p> <p>In 2016 and 2017 fixed term exclusions among boys was below the NA for their respective pupil group i.e. 8.8% vs. NA 10.5% (-1.7%) and 10.1% vs. NA 10.5% (-0.4%) respectively.</p>

## 6.0 Outcomes for Pupils

Area	Evidence
<p>Attainment and progress of current pupils</p>	<p><i>Refer to Pupil Development Tracker (PAT)</i>  Pupils' progress is measured against a FFT Type D Forecast Grade.  The Academy monitors and tracks the progress of current pupils using PAT.  ~&gt;70% of pupils are projected to meet or exceed their (FFT20) Forecast Grade.</p> <p><i>Refer to Stakeholder Views Report</i>  92% of parents strongly agree or agree that their child makes good progress at the school.  87% of pupils strongly agree or agree that they learnt a lot in lessons.  88% of pupils strongly agree or agree that they are making good progress.</p>
<p>Attainment and progress of 2016 cohort</p>	<p><i>Refer to GCSE Results Report</i>  From 2015-2017, the proportion of 'good or better' lessons increased year-on-year. In 2017, 99% of lessons were 'good or better' and 50% 'outstanding'.  From 2015-2017, key performance measures improved year-on-year and were consistently &gt;NA sig+.  In 2015 and 2016, the Academy was ranked <b>2<sup>nd</sup></b> in the country when compared to similar schools nationally - <a href="#">DfE Ranked List of Similar Schools Nationally</a>  In 2016, the Academy attained an A8 of 56.2 and a P8 of +0.58. The latter placed the Academy in the top <b>5%</b> of schools nationally - <a href="#">Letter from Nick Gibb, MP</a>. 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, the Academy attained an A8 score of 52.5 and a P8 of +0.72. It is very likely the Academy will be in the top <b>5%</b> of schools nationally for a second consecutive year.  In 2017, all pupil groups recorded a positive (~&gt; 0.00) P8 score.  In 2017, disadvantaged pupils recorded a P8 score of +0.47 and SEND pupils recorded a P8 score of 0.00.  In 2017, disadvantaged pupils attained higher in English and Mathematics than the NA for <b>all</b> 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 <b>all</b> pupils, culminating, in 2017, in ~&gt; 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) increased year-on-year.  In 2017, 71% of subjects attained ~&gt; NA and 60% recorded a positive performance differential when compared to 2016.</p>

## 7.0 Teaching, Learning and Assessment

Area	Evidence
Curriculum	<p><i>Refer to the <a href="#">Curriculum Policy</a></i>            All lessons are 65 minutes in length to allow for at least 60 minutes learning time.            KS3 is from Year 7-8 and follows the National Curriculum.            KS4 is from Year 9-11 to maximise the acquisition of knowledge and skills and development of the Mastery Curriculum.            All pupils have the opportunity to obtain the EBacc.            The Life Skills and Pupil Development programmes promote leadership, resilience and help prepare pupils for the next stage in education, training or employment.</p>
Quality of Teaching	<p><i>Refer to Quality of Teaching Report</i>            All teaching staff are observed three times a year as part of their performance management appraisal. Observations are undertaken by Ofsted trained senior staff.            From 2015-2017, the proportion of 'good or better' lessons increased year-on-year. In 2017, 99% of lessons were 'good or better' and 50% 'outstanding'.  <i>Refer to Stakeholder Views Report</i>            94% of staff strongly agree or agree that the Academy challenges all pupils to make at least good progress.            93% of parents strongly agree or agree that their child is well taught.            87% of pupils strongly agree or agree that they learnt a lot in lessons.            88% of pupils strongly agree or agree that they are making good progress.</p>
Effectiveness of Support Staff	<p>The effectiveness of TAs is monitored through a competencies matrix developed from the Education Endowment Foundation's Guidance: 'Making Best Use of Teaching Assistants' which has been incorporated into performance management appraisals. Training needs have been identified and ongoing CPD is delivered according to specific needs.  <i>Refer to Stakeholder Views Report</i>            83% of pupils strongly agree or agree that learning assistants explain to them how to improve their work (30% higher than in 2015).  <i>Refer to Performance Management Report</i>            From 2015-2017, the performance of TAs (grade 2 or better in annual PM appraisal) has improved year-on-year i.e. 30%, 33% and 67% respectively.</p>
Assessment	<p><i>Refer to <a href="#">KS3 Indicative Competencies Policy</a> and <a href="#">Mastery Curriculum Policy</a></i>            Assessment at KS3 is on scale of 9-1. Indicative competencies have been developed for all subjects as part of the development of a Mastery Curriculum.            Assessment at KS4, with the exception of any remaining legacy GCSEs, is on a scale of 9-1. Further development of the Mastery Curriculum will link the two key stages.</p>

Area	Evidence
Marking	<p><i>Refer to Ofsted School-School Improvement (Triad) Project</i>            In January 2016, an external review of marking was undertaken as part of the Ofsted School-School Improvement (Triad) Project. The review identified a number of strengths in terms of accountability, consistency of approach, quality of written feedback, self and peer assessment, consistent with the findings of the Academy's marking audits. Recommendations related to the development of Designated Reflection and Feedback Time (DRAFT) and giving middle leaders flexibility to adapt marking to the benefit the pupils in their particular subject.</p> <p><i>Refer to Stakeholder Views Report</i>            84% of pupils strongly agree or agree that they are regularly expected to set targets to improve their school work.            82% of pupils strongly agree or agree that they get regular feedback about how well they are doing with their school work.</p>
Homework	<p><i>Refer to Stakeholder Views Report</i>            The Homework Policy was updated in June 2017.            88% of parents strongly agree or agree that their child receives appropriate homework for their age.</p>
RWCM	<p>The RWCM policies were updated in June 2017.            RWCM codes are mapped across the curriculum.            RWCM is included in all whole school CPD training.            Form time is devoted to silent reading and literacy-based activities.            English is allocated the most curriculum time at KS3 (4 hours a week) to facilitate higher standards of literacy across all subjects.</p> <p><i>Refer to GCSE Results Report</i>            From 2015-2017, A*-C/9-4 in Maths was significantly above (sig+) the NA i.e. 85%, 91% and 91% respectively.            In 2017, 9-5 in Maths was significantly above (sig+) the NA i.e. 75% vs. 48% (+27%).            From 2015-2017, A*-C/9-4 in English was significantly above (sig+) the NA i.e. 72%, 84% and 86% respectively.            In 2017, 9-5 in English was significantly above (sig+) the NA i.e. 73% vs. 48% (+25%).</p>
Parental Engagement	<p>Parent consultation evenings are aligned with the publication of academic reports to make the dialogue current and focused.            Parents have the opportunity to attend a range of other events e.g. study skills evening, examination information evening etc.</p> <p><i>Refer to Stakeholder Views Report</i>            93% of parents strongly agree or agree that they receive valuable information from the school about their child's progress.            93% of parents would recommend the Academy to another parent.</p>

## 8.0 Personal Development, Behaviour and Welfare

Area	Evidence
Attitude to Learning	<p><i>Refer to Stakeholder Views Report</i></p> <p>96% of pupils strongly agree or agree that they are expected to do their best.            95% of pupils strongly agree or agree that they are clear about what is expected of them in terms of their work and behaviour.            87% of pupils strongly agree or agree that they are expected to persevere when faced with difficulties, before asking for help.            83% of pupils strongly agree or agree that they enjoy school.</p>
Attendance	<p><i>Refer to Attendance Report</i></p> <p>From 2015-2017, attendance has improved year-on-year and been consistently above the NA i.e. 95.5%, 95.7% and 96.2% respectively. 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%).            In 2017, attendance was above the NA and persistent absence below the NA across all pupil groups.            From 2015-2017, the attendance of disadvantaged pupils increased year-on-year. Further, in 2017 it was broadly in line with the NA for <b>all</b> pupils i.e. 94.6% vs. NA 95.0% (-0.4).            % stability is consistently ~&gt;95%, vs. NA of 92%.</p>
Punctuality	<p><i>Refer to PAT Punctuality Dashboard</i></p> <p>Average daily lateness is &lt;2% of the pupil roll.            Lateness to lessons is rare and punctuality has been further improved with the removal of afternoon registration from January 2016 – confirmed by data from punctuality sweeps by senior leaders.</p>
Exclusions	<p><i>Refer to Exclusions Report</i></p> <p>From 2015-2017, fixed term exclusions 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 decreased year-on-year. Further, in 2017 fixed term exclusions among disadvantaged pupils were broadly in line with the NA for <b>all</b> pupils i.e. 7.8% vs. 7.6% (+0.2).            In 2017, fixed term exclusions among SEND pupils were below the NA for their respective pupil groups i.e. 20.0% vs. NA 22.8% (-1.8%) for SEN Support and 10% vs. 23.9% (-13.9%) for EHCP.</p>
Behaviour	<p><i>Refer to Behaviour Log</i></p> <p>Evidence from pastoral and curriculum behaviour logs, behaviour walks, lesson observations and external visits, indicate that incidences of low level disruption are rare. This is supported by year-on-year improvements in attendance, persistent absence and year-on-year reductions in fixed term exclusions.</p> <p><i>Refer to Stakeholder Views Report</i></p> <p>98% of staff strongly agree or agree that behaviour is at least good in the Academy.</p>

	<p>92% of staff strongly agree or agree that the Academy has a culture that encourages calm and orderly conduct and is aspirational for all pupils.</p> <p>88% of staff strongly agree or agree that leaders support staff well in managing behaviour.</p> <p>90% of parents strongly agree or agree that the Academy makes sure its pupils are well behaved.</p> <p>87% of pupils strongly agree or agree that behaviour is good at their school.</p> <p>88% of staff strongly agree or agree that the Academy deals with any cases of bullying effectively.</p> <p>77% of parents strongly agree or agree that the Academy deals with bullying effectively.</p> <p>86% of pupils strongly agree or agree that the Academy is good at stopping things like bullying, harassment, racism and homophobia.</p> <p>87% of pupils strongly agree or agree that they get on well with other pupils.</p>
CIEAG	<p><i>Refer to Destination Data Report</i></p> <p>For the 2014 cohort, 96% were in sustained education, employment or training, vs. NA 94% (+2%).</p> <p>The intended destination data for the 2017 cohort indicated that 100% of pupils will be in sustained education, employment or training.</p> <p>The Academy has its own purpose built Careers Centre operated by the Head of Careers, Mr. N. Dunn, and used by Connexions.</p> <p>The Academy commissions Connexions to provide high quality, impartial careers advice to pupils in Years 7-11.</p> <p>All pupils at KS3 undertake 1 hour of Business Studies a week.</p> <p>Careers education is integrated in the Life Skills programme - 'Preparation for Working Life'.</p> <p>The Academy is a Careers Development Institute (CDI) School Affiliate and is working towards the Quality in Careers Standard.</p> <p>The Academy has an alumni network of former pupils who visit and present to current pupils.</p> <p>The Academy has an annual Careers Fair and organises visits to career networking events e.g. National Career Guidance Show.</p> <p>The Academy arranges visits from local and national businesses e.g. Essex and Suffolk Water, Royal Bank of Scotland, EDF Energy.</p> <p>For Year 10 pupils, the Academy arranges workplace visits and work experience placements (during school closure periods).</p> <p><i>Refer to Stakeholder Views Report</i></p> <p>81% of pupils agree or strongly agree that the Academy helps them to prepare for the future. This compares favourably to the findings of March 2016, ASPIRES project, funded by the Economic and Social Research Council, which revealed that only 56.5% of young people were happy with the quality of their careers education in school.</p>
SMSC	<p>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 - <a href="#">Celebrating Success 'In the News' Brochure 2017</a></p> <p>A comprehensive assembly programme covering topics relating to personal safety, including e-safety, operates throughout the year - <a href="#">SMSC Assemblies Programme 2017-2018</a> and extensive <a href="#">Extracurricular Programme</a></p> <p>81% of pupils strongly agree or agree that there are plenty of activities for them to get involved in at lunch or afterschool.</p> <p>92% of parents strongly agree or agree that their child is happy at school.</p> <p>84% of pupils strongly agree or agree that they enjoy being at school.</p>



## 9.0 Effectiveness of Leadership and Management

Area	Evidence
Safeguarding	Safeguarding is effective.
Ethos, Vision and Culture	<p>The Academy's ethos and vision are very clear and well understood.            Equality of opportunity and diversity are promoted well, creating a positive school culture.            Leaders set high expectations which allow pupils to make progress significantly above NA.  <i>Refer to Stakeholder Views Report and Compliments File</i>            100% of staff are proud to be an employee at the Academy.            94% of staff strongly agree or agree that they have a clear understanding of the goals the Academy aims to achieve.            92% of staff strongly agree or agree that Academy has a culture that encourages calm and orderly conduct and is aspirational for all pupils.            94% of staff strongly agree or agree that the Academy challenges all pupils to make at least good progress.            96% of pupils strongly agree or agree that they are expected to do their best.            95% of pupils strongly agree or agree that they are clear about what is expected of them in terms of their work and behaviour.</p>
Governance	<p><i>Refer to Strategic and Operational Overview, Academy Development Plan and Minutes from Local Governing Body Meetings</i>            Trustees set the strategic direction, vision and ethos of the Academy.            Local Governors have clear areas of responsibility and monitor these during scheduled visits.            The progress of the Academy in achieving its key developmental priorities are monitored and challenged at a Board of Trustees and LGB level.            Statutory responsibilities are met.            Trustees and Local Governors are uncompromising in their ambition. This is supported by sustained pupil outcomes significantly above NA.</p>
Leaders	<p><i>Refer to GCSE Results Report and Pupil Premium Report</i>            Leaders are uncompromising in their ambition. This is supported by sustained pupil outcomes significantly above NA.  <i>Refer to Stakeholder Views Report</i>            88% of staff strongly agree or agree that the school is well led and managed.            93% of parents strongly agree or agree that the school is well led and managed.            85% of pupils strongly agree or agree that the Principal and senior staff in the Academy do a good job.</p>
Finance	<p><i>Refer to Reports from the External Auditor and Responsible Officer</i>            The Academy has never recorded a budget deficit. Evidence from the external auditor and RO reports indicate that the Academy's finances are managed exceptionally well.</p>

Performance Management	<p><i>Refer to Performance Management Report and Anonymised Performance Management Appraisal Matrix</i></p> <p>Performance management is rigorous and is used to encourage, challenge and support continued improvements in the quality of teaching and pupil outcomes.</p> <p><i>Refer to Stakeholder Views Report</i></p> <p>88% of staff strongly agree or agree that the school is well led and managed.</p> <p>90% of staff strongly agree or agree that they feel well supported in the Academy.</p> <p>83% of staff strongly agree or agree that leaders use professional development to encourage, challenge and support teachers' improvement.</p> <p><i>Refer to GCSE Results Report and Pupil Premium Report</i></p> <p>Leaders are uncompromising in their ambition. This is supported by sustained pupil outcomes significantly above NA.</p>
SMSC	<p>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 - <a href="#">Celebrating Success 'In the News' Brochure 2017</a></p> <p>A comprehensive assembly programme covering topics relating to personal safety, including e-safety, operates throughout the year - <a href="#">SMSC Assemblies Programme 2017-2018</a> and extensive <a href="#">Extracurricular Programme</a></p> <p>81% of pupils strongly agree or agree that there are plenty of activities for them to get involved in at lunch or afterschool.</p> <p>92% of parents strongly agree or agree that their child is happy at school.</p> <p>84% of pupils strongly agree or agree that they enjoy being at school.</p>

## 10.0 Areas for Development

Area for Development	Measures Taken
<p>Embed the Indicative Competencies, Mastery Curriculum and core teaching methodology.</p> <p>All subjects to attain ~&gt; NA and a positive differential when compared to 2017.</p>	<p>Dance was removed as an option subject in 2015. The final cohort was 2017.</p> <p>Spanish was removed as an option subject in 2017. Two MFL trainees were appointed in 2017 with a view to reintroducing Spanish in 2018 or 2019.</p> <p>ICT GCSE was discontinued following a decision not to reform it. It was replaced with ICT Technical Award.</p> <p>Subject departments have reviewed and rewritten schemes of work and assessments to meet the requirements of the reformed GCSEs.</p> <p>Indicative Competencies and Mastery Curriculum were introduced in 2016 and training (and subsequent development work) has been undertaken at every INSET.</p> <p>The core teaching methodology was introduced in 2017 and training will be provided at every INSET.</p>
<p>Review the curriculum design, particularly with respect to potentially broadening the options for Technical Awards.</p>	<p>ICT Technical Award was introduced in 2016.</p> <p>Currently investigating the feasibility of offering one or more of the following Technical Awards: Construction, Engineering, Child Development and Wellbeing and Health and Social Care.</p>
<p>EBacc to be &gt;NA sig+.</p>	<p>Entries for EBacc were increased from 2016, when MFL was included in the Core Pathway.</p>
<p>Continue to reduce fixed term exclusions of SEND and disadvantaged pupils so it is ~&lt; NA for <b>all</b> pupils.</p>	<p>In 2016, PAT (Pastoral) was introduced to improve tracking and intervention with exclusions.</p> <p>From 2017, greater CIEAG provision will be provided, increasing incrementally from Year 7-11.</p>

<p>Continue to improve the attendance of SEND pupils so it is ~&gt;NA for <b>all</b> pupils.</p> <p>SEND and disadvantaged (low prior attainment) pupils to achieve a P8 score &gt;0.00</p>	<p>In 2016, PAT (Pastoral) was introduced to improve tracking and intervention with punctuality and attendance.</p> <p>In 2016, the 'Catch-up Form' was introduced.</p> <p>From 2016, attendance issues have been tackled collaboratively through a triumvirate of the Senior Leader responsible for attendance, Senior Leader responsible for SEND and Head of House.</p> <p>In 2016, compulsory attendance to Period 6 intervention sessions was introduced.</p>
<p>Improve the CIEAG provision across the Academy, particularly for disadvantaged and SEND pupils.</p>	<p>The Head of Careers was has been allocated additional non-teaching time (2 hours a week) to work specifically with disadvantaged and SEND pupils.</p> <p>The Careers Centre has been re-resourced and made more accessible to pupils.</p> <p>The Connexions Advisor has a permanent base in the Careers Centre and is providing additional careers advice through an enhanced package with the Academy.</p> <p>The Local Governing Body has recruited Jenny Barber, Director of Programmes for Career Ready - <a href="http://www.careerready.org.uk">www.careerready.org.uk</a> to provide expert strategic advice, access to CEIAG programmes and CIEAG contacts.</p>