

SEF (Executive Summary)



Believe, Succeed, Together

September 2023

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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 above the national average.

Locally, the Academy is the highest performing non-selective school. Nationally, the Academy has been in the top quartile 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 Ethos

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.

3.0 Aims

- 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 personal development and enrichment programme.
- 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.

4.0 Executive Summary

4.1 Key Strengths

Category	Strength
Quality of Education (Intent and Implementation)	<ul style="list-style-type: none"> The curriculum was completely redesigned and organised into a three-year KS3 and two-year KS4 model. The CREATE curriculum was implemented and comprehensive subject curriculum schemes were written and published. The seven EEF recommended literacy strands and Reading Strategy continue to be implemented and embedded.
Quality of Education (Impact)	<ul style="list-style-type: none"> From 2019-2023, the proportion of 'good or better' lessons was 100% with over 70% graded as 'outstanding'. From 2019-2023, key performance measures were consistently significantly >NA. From 2019-2023, P8 was consistently significantly >NA. From 2019-2022, in terms of P8, the Academy has been in the top quartile of schools nationally. From 2019-2023, in terms of KPIs, the performance of disadvantaged pupils was ~>NA. From 2019-2023, the % of subjects that exceeded the Standard Pass (4+) NA was approximately 70%. From 2019-2023, the % of subjects that exceeded the Standard Pass (5+) NA was between 60-70%. From 2019-2023, in terms of the top grades, the % of subjects that recorded a the % of subjects that recorded a zero or positive performance variance from the previous year was approximately 70%.
Behaviour and Attitudes	<ul style="list-style-type: none"> From 2019-2023, attendance was >NA and in the highest 20% of schools nationally. In 2023, attendance was 2.4% higher than the NA. From 2019-2023, persistent absence was <NA and in the lowest 20% of schools nationally. In 2023, persistent absence was 10.5% lower than the NA. In 2023, in respect to disadvantaged pupils, attendance was >NA and persistent absence <NA for this group. From 2019-2023, there were 0 permanent exclusions. From 2019-2023, the % of suspensions was significantly <NA. From 2019-2023, the % of suspensions for disadvantaged pupils was <NA for this group and <NA for all pupils. From 2019-2023, the % of suspensions for SEND Support pupils was <NA for this group and <NA for all pupils.
Personal Development	<ul style="list-style-type: none"> Personal Development and Enrichment (PDE) was incorporated into the new curriculum model. CIEAG provision meets the requirements of the Gatsby Benchmarks. Opportunities to celebrate success are taken regularly and pupils are proud of their achievements and the Academy - Celebrating Success.
Safeguarding	<ul style="list-style-type: none"> Termly audits indicate safeguarding continues to be effective and reflect best practice.

4.2 Key Areas for Development

Category	Areas for Development
Quality of Education (Intent and Implementation)	<ul style="list-style-type: none"> • Embed effective delivery of adaptive teaching, modelling and use of key vocabulary. • Provide regular information to parents regarding the content of the curriculum (including Personal Development and Enrichment) that their child is being taught across the academic year. • Launch School Gateway and provide live attendance data and half-termly achievement data.
Quality of Education (Impact)	<ul style="list-style-type: none"> • Improve attainment in KS4 DT, French and Art. • Investigate the reasons for a dip in attainment with KS4 Geography, Music and P.E. to ensure this is a 'blip' rather than the beginning of a trend.
Behaviour and Attitudes	<ul style="list-style-type: none"> • Continue to improve attendance and persistent absence towards a target of 96.0% and 10.0% respectively. • Reduce the % of suspensions for boys and for persistent and defiant misbehaviour. • Provide pupils with more information regarding bullying, in particular what constitutes bullying and how it can be resolved.
Personal Development	<ul style="list-style-type: none"> • Review the effectiveness of the incorporation of PDE into the new curriculum model. • Increase the uptake and participation in enrichment activities and monitor through PAT Enrichment. • Implement an extensive Peer Mentor Programme.
Safeguarding	<ul style="list-style-type: none"> • Install and embed CPOMS (Safeguarding) and CPOMS (StaffSafe).

5.0 Overall Grades

Area	Grade
Overall Effectiveness	1/2
Quality of Education	1/2
Behaviour and Attitudes	1/2
Personal Development	1/2
Leadership and Management	1/2
Safeguarding	Effective