

# Inspection of a school judged outstanding for overall effectiveness before September 2024: The Eastwood Academy

Rayleigh Road, Leigh-on-Sea, Essex SS9 5UU

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Inspection dates:

10 and 11 December 2024

## Outcome

The Eastwood Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is David Piercy. This school is a member of the Eastwood Park Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Scott Sterling, and is overseen by a board of trustees, chaired by Adeela Fethi.

## What is it like to attend this school?

Pupils thrive at The Eastwood Academy. It is a very happy school. The school does an exemplary job of preparing pupils for life in modern Britain. The school ensures that pupils are active citizens. They know about democracy and the protected characteristics in detail. Pupils gain useful experience of the world of work.

Pupils enjoy a myriad of opportunities to develop their confidence and resilience. For instance, all Year 9 pupils take part in The Duke of Edinburgh's Award scheme. Pupils develop their leadership skills as ambassadors and prefects.

Pupils relish participating in an extensive range of clubs from basketball to ukelele, some of which they lead. There are many musical and drama productions. During the annual 'cultural day', pupils learn about the different backgrounds of their peers. Pupils value diversity highly and understand the importance of equality. Pupils recognise and respect how everyone in the Eastwood 'family' is unique.

Pupils behave very positively here. They treat others with courtesy and kindness. If pupils need support to improve their behaviour, or with their well-being, caring staff provide it. The school has high expectations of all pupils. Pupils strive to be the best they can be and, consequently, they achieve very well.

## **What does the school do well and what does it need to do better?**

The curriculum is broad and academically rigorous. Staff have identified the key knowledge that pupils need and have carefully considered how they should learn it. Pupils gain new knowledge securely before moving on to new content. Teachers use their subject knowledge to present new knowledge clearly. Pupils then apply this to different problems and tasks. They confidently and articulately discuss topics. This helps them produce high-quality work across the curriculum. Teachers check on how well pupils have learned this knowledge. If pupils have any gaps or misconceptions in their knowledge, teachers skilfully adjust the curriculum to address them. This enables pupils to gain the breadth and depth of knowledge that they need.

Staff identify and know the needs of pupils well. They use this knowledge to adapt the curriculum with considerable skill. This ensures that pupils, including those with special educational needs and/or disabilities, can access the ambitious curriculum successfully. Pupils can attend 'The Bridge' for support with their well-being and their studies, and to learn important life skills.

The school understands the vital importance of reading for pupils' futures. In key stage 3, weekly literacy sessions broaden pupils' vocabulary and introduce them to a diverse range of texts. If pupils need additional help, well-trained staff provide them with support. This improves their fluency and accuracy.

Staff have very high expectations of how pupils conduct themselves. These are well understood and followed consistently. Pupils are highly engaged and focused in lessons. They have positive relationships with each other and staff. Staff work tenaciously as a team with parents, carers and pupils. This enables all pupils to 'believe, succeed, together'. Pupils enjoy school and attendance is high.

The school's personal development programme is very well planned and delivered. The school ensures pupils learn about the importance of their 'digital footprint' to help them navigate the online world. The programme covers important topics such as the features of different relationships, which allows pupils to develop a detailed understanding of life in modern Britain. Pupils learn about and research different careers and higher education. This means they are equipped to make informed choices about their next steps. Pupils learn the value of contributing to the school and to the local community. They learn about social issues and raise money for charity.

Staff are rightly proud of their school. However, they do not rest on their laurels. Staff reflect on their practice constantly and seek to improve it further. Trustees check how well the school is doing and that pupils are safe. Staff receive high-quality professional development that develops their knowledge and skills. They are very well supported with their workload and well-being. Consequently, staff turnover is low. The school uses open days and information evenings to engage with parents very successfully.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding for overall effectiveness in December 2018.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	137284
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10345319
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,147
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Adeela Fethi
<b>CEO of the trust</b>	Scott Sterling
<b>Principal</b>	David Piercy
<b>Website</b>	<a href="http://www.eastwoodacademy.co.uk">www.eastwoodacademy.co.uk</a>
<b>Date of previous inspection</b>	22 October 2020, under section 8 of the Education Act 2005

## Information about this school

- The school currently uses two registered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continuing impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal and other senior staff, including the special educational needs coordinator.

- The lead inspector spoke with the chairs of the trust and local governing body, and the CEO of the trust.
- Inspectors visited a sample of lessons, spoke to leaders about the curriculum and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with several groups of pupils and observed their behaviour at breaktime and lunchtime.
- The lead inspector considered the responses and free-text comments received to Ofsted Parent View during the inspection. Inspectors took account of responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Steve Woodley, lead inspector

His Majesty's Inspector

Tom Sparks

Ofsted Inspector

Rob James

Ofsted Inspector

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