Academy Development Plan



**September 2019**

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# 1.0 Academy 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](http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137284)

The Academy was subject to a section 5 inspection in December 2018 and achieved **'outstanding'** in all categories - [Ofsted Report 2018-2019](http://www.eastwoodacademy.co.uk/docs/Ofsted%20Report%202018-2019.pdf)

# 2.0 Ethos

The Academy’s ethos ‘***Believe, Succeed, Together’*** is reflected in an uncompromising belief that all pupils can and will succeed in a learning 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 thrive.
* To provide a broad and balanced curriculum that is appropriate to our pupils – refer to Curriculum Intent, Implementation and Impact Policy.
* To provide an environment where pupils develop a strength of character, and resilience, that will help them to overcome the challenges they are likely to encounter in adult life.
* To provide an appropriate range of opportunities and experiences to allow pupils to succeed in the next stage in their education, training or employment.
* To provide an environment in which all pupils are able to develop as individuals and to broaden their horizons through a range of spiritual, moral, social and cultural opportunities.
* 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 a high level of literacy and numeracy required for success in adult life.
* To provide a broad and balanced curriculum, including the opportunity for all pupils to achieve the ‘English Baccalaureate’ (EBacc).
* To provide opportunities for all pupils to achieve an attainment and progress score that exceeds expectations.
* To provide an environment in which every opportunity is taken to celebrate and share success.
* To provide an environment in which pupils feel proud of the Academy, shown by their excellent behaviour, attitude to learning, attendance and punctuality.

# 4.0 Governance Structure – EPAT

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| **Level of Governance** | **Number** | **Personnel** | **Meeting Frequency** |
| Members | 3 | Stella Mirza, Dan Hagan and David Allen | Annually |
| Trustees (Board) | 6 | Adeela Fethi (Chair), Neil Houchen (CEO), David Allen, Ian Harke, Karen Heath and Mark Wilson | Termly |
| Finance and Audit Committee | 6 | Adeela Fethi (Chair), Neil Houchen (CEO), David Allen, Ian Harke, Karen Heath and Mark Wilson | Termly |
| LGB Committee | 11-13 | Principal (ex officio), 2 staff, 3 parents, 3-5 community-based. | Termly |

# 5.0 Local Governing Body Structure

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| **Level of Governance** | **Number** | **Personnel** | **Meeting Frequency** |
| Local Governing Body | 11 | Ian Harke (Chair), Stephen Cummins (Vice Chair), Adeela Fethi, Neil Houchen, Frances Rodha, Lucas Abbott, Marina Gunn, Karen Heath, Darren Pike, Sharon Brooks and Kevin Buck | Termly |

# 6.0 Leadership Structure

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| **Level of Leadership** | **Number** | **Personnel** | **Meeting Frequency** |
| Senior | 9 | Neil Houchen, David Piercy, Chris Niner, Mark Cartlidge, Pat Barrett, Scott Sterling, Yanik Moyet, Jodie Schmid and Louise Hodgson-Clark | Daily |
| Middle | 16 | Nick Dunn, Isabella Rossi, Sarah Stanley, Alison Steed, Craig Clark, Diana Furnival, Simon Watkins, Stuart Brown, Frances Rodha, Jo Edwards, Victoria Lang, Julie Haslett, Nicola Lillywhite, Nicola Niner and Nicola Hewitt | Weekly |

# 7.0 Ofsted

The Academy was subject to a section 5 inspection in December 2018 and achieved **'outstanding'** in all categories - [Ofsted Report 2018-2019](http://www.eastwoodacademy.co.uk/docs/Ofsted%20Report%202018-2019.pdf)

The targets provided by the inspectorate were:

* Embed and develop leaders’ actions, so that pupils make progress in modern foreign languages that is similar to that made in other subjects.
* Ensure that parents receive information about their children’s progress that enables them to understand more clearly how they are developing.

# 8.0 Monitoring and Evaluation

The following are in place which aid monitoring and evaluation of key development priorities:

* Whole school internal tracking facilities e.g. PAT Pastoral and PAT Attainment.
* Data scrutiny meetings.
* Line management meetings.
* A robust Performance Management (PM) Policy.
* Local Governor and/or Trustee visits and reports.
* Learning walks and audits.
* Formal lesson observations.
* Principal’s Termly Report to the Local Governing Body of The Eastwood Academy and Trustees of EPAT.

# 9.0 Key Development Objectives

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| **Area** | **Key Development Objectives** |
| Quality of Education  (Intent and Implementation) | Q1. The curriculum intent and implementation is reviewed and revised.  Q2. 100% of formal lesson observations are ‘good or better’ with ~>50% ‘outstanding’.  Q3. The information reported to pupils and parents is reviewed and extended. |
| Quality of Education  (Impact) | Q4. ~>70% of pupils meet or exceed their (FFT20) Forecast Grade.  Q5. Basics is >NA and +sig for ‘strong’ (grade 9-5) and ‘standard’ (grade 9-4) passes.  Q6. EBacc APS is >NA and +sig.  Q7. Attainment 8 is >NA and +sig.  Q8. Progress 8 is >NA and +sig.  Q9. All pupil groups are >NA and +sig. |
| Behaviour and Attitudes | B1. Overall attendance is >NA and ~>96%.  B2. Persistent absence is <NA and ~<8.0%.  B3. Punctuality is ~<2% of the pupil roll.  B4. Fixed term exclusion rates are <NA and ~<6.0%. |
| Personal Development | P1. The Life Skills programme is consolidated.  P2. The ‘drop-down’ programme is consolidated.  P3. The role of student leadership is extended.  P4. The % of pupils in sustained education, employment or training is >NA and ~>96.0%.  P5. The Gatsby Benchmarks are fully met by 2020. |
| Leadership and Management | L1. A 3 year balanced budget is produced.  L2. The Science Block is remodelled and refurbished over a 2 year period.  L3. The Food Preparation and Nutrition room is remodelled and refurbished.  L4. The Learning Enhancement Suite is extended, remodelled and refurbished.  L5. The SEND and LAC Departments are reorganised and restructured.  L6. The support and CPD programmes for NQT/RQT are revised and extended.  L7. The workload of staff is effectively managed and their wellbeing is actively promoted. |

# 10.0 Quality of Education

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| **Key Development Priorities** | **Area** | **Development Strategies** |
| Q1-Q9 | KS3 and KS4 Curriculum | For each subject area, review the curriculum to address the following questions:  *1. Intent* – what are the pupils being taught and why?  *2. Curriculum sequencing* – how is the curriculum coherently sequenced to promote the acquisition of knowledge and skills.  *3. Progress of disadvantaged pupils and pupils with SEND* – how is the curriculum designed, developed and/or adapted to promote the acquisition of knowledge and skills which disadvantaged pupils and pupils with SEND can apply with increasing fluency and independence? |
| Mathematics | Incorporate Statistics (formally a discrete lesson) into the KS3 Mathematics Scheme of Work. |
| RSE | Review the RSE curriculum to ensure its meets the requirements of the [RSE statutory guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf) which becomes mandatory from September 2020. |
| MFL | Increase the KS3 curriculum time to 2 lessons a week.  Increase MFL staffing - appoint two NQTs and one ITT trainee.  Explore the possibility of youth exchange schemes so there are opportunities for pupils to practise their language learning skills outside the classroom - [Erasmus+](https://www.erasmusplus.org.uk/take-part-in-a-youth-exchange)  Develop relationships and encourage collaboration with primary schools to support effective transition.  Liaise with local universities, language institutes, subject associations, and local businesses which support MFL. |
| Q1-Q9 | Teaching | Review and amend the [Lesson Observation Sheet](http://www.eastwoodacademy.co.uk/docs/Lesson%20Observation%20Sheet19.pdf) to explicitly reference curriculum sequencing and the progress of disadvantaged pupils and pupils with SEND.  Change KS4 ‘Intervention’ to Revision, Intervention and Subject Enhancement (RISE).  Organise specific CPD for teaching Higher Tier content; transferable skills across subjects; and general guidance with regards to the structure and content of subject enhancement/revision sessions at KS4.  Provide opportunities for teachers not teaching Year 11 to undertake subject enhancement revision sessions at KS4.  Ensure NQT/RQT have the support and opportunities to advance their teaching practice. |
| **Key Development Priorities** | **Area** | **Development Strategies** |
| Q1-Q9 | Marking | Ensure the Marking Policy is clearly communicated to new staff and ITT trainees and monitored (with all staff) through termly audits.  Compile a booklet of best practice across all subjects and key stages. |
| Q1-Q9 | Homework | Continue to encourage an approach to homework which focuses on the consolidation of prior learning, followed by the development of a deeper understanding.  Compile a booklet of best practice across all subjects and key stages. |
| Q1-Q9 | Literacy | Encourage and promote the [Whole Class Reading Strategy](http://eastwoodacademy.co.uk/docs/Whole%20Class%20Reading%20Strategy.pdf)  Continue to use the Literacy Guide as tool in classroom teaching practice. |
| Q1-Q9 | Numeracy | Agree on a standard method of teaching numeracy and mathematical concepts/functions across the curriculum and deliver CPD training to all staff.  Produce a KS3 Numeracy Guide. |
| Q1-Q9, L3-L4 | SEND | Direct the Assistant Principal with responsibility for SEND to complete the National Award for SEN Coordination (NASENCO).  Organise HLTA training for identified LSAs.  Integrate the SEND and LAC Departments and, in attendance cases, ensure there is a clear strategy and intervention programme agreed with the Assistant Principal for Attendance.  Introduce a termly SEND audit to focus on access to and progress within the curriculum.  Review and reorganise the referral process for pupils with SEND and SEMH.  Review the support timetables of LSAs and issue clear guidance with associated monitoring in terms of cover supervision and learning support.  Extend the Learning Enhancement Suite into the physical space currently occupied by Sc1.  Expand the BACP counselling service. |
| Q1-Q9 | Transition | Designate the Hall extension (and grounds) as a discrete zone for Year 7 pupils and install a food service point to support the provision in the Canteen.  Assign a Prefect to each House with responsibility for facilitating the transition of Year 7. |
| Q1-Q9 | Pupil Premium (PP) | Implement the strategies detailed in the Pupil Premium Report. |
| Q1-Q9 | Catch-Up-Premium (CUP) | Implement the strategies detailed in the Catch-Up Premium Report. |
| Q1-Q9 | Most Able Pupils (MAP) | Implement the strategies detailed in the Most Able Pupils Report. |
| Q1-Q9 | Looked-after Children (LAC) | Appoint a LAC Coordinator to assist the Designated Teacher for LAC (DTLAC).  Organise Designated Teacher training for the DTLAC and LAC Coordinator in line with the [Statutory Guidance for the Designated Teacher for Looked-after Children (2018)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)  Implement the strategies detailed in the LAC Report. |
| **Key Development Priorities** | **Area** | **Development Strategies** |
| Q3 | Reporting to Parents | Rework the report to include:   1. Mock Grade (Year 11). 2. % attendance and punctuality for the current year. 3. % attendance and punctuality for the previous year (comparison). 4. % attendance and punctuality across each half term. 5. Current Grade across each half term. 6. Summary of achievements.   Review the frequency of report distribution.  Trial sending reports to parents as a PDF. |

# 11.0 Behaviour and Attitudes

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| **Key Development Priorities** | **Area** | **Development Strategies** |
| B1-B3 | Attendance and Punctuality | Appoint an Attendance Support Officer to facilitate and promote attendance of those pupils identified as persistently absent.  Introduce rewards for punctuality to run alongside attendance.  Ensure attendance and punctuality rewards are issued half-termly.  Ensure SLT Links and HoH organise and implement ‘catch-up’ effectively.  Provide parents with a separate attendance and punctuality report on a half-termly basis.  Undertake half-termly visits of alternative education providers to ensure that pupils are attending regularly, making good progress and safeguarding is effective.  Investigate the scope of [Functional Skills](https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html) courses in English, Mathematics and ICT for pupils persistently absent and unable to access GCSE courses. |
| B4 | Behaviour | Provide clarification to Heads of House and SLT Links in respect to the changes in section 6.5 and 6.6 of the [Behaviour and Discipline Policy](http://www.eastwoodacademy.co.uk/docs/Behaviour%20and%20Discipline%20Policy19.pdf)  Provide ongoing CPD training to new and recently appointed HoH.  Extend PAT Pastoral functionality to include the recording of House detentions.  Extend the use of restorative justice practice and provide additional training to HoH. |

# 12.0 Personal Development

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| P1, P2 | Personal Development | Continue to reinforce and consolidate the Resilience Strategy.  Equip staff to understand risk and protective factors in relation to mental health, how to intervene early and strengthen resilience, particularly those with emerging problems.  Consolidate the Life Skills programme by reworking the e-safety module based on the [Online Safety Guidance 2019](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf) and developing the modules on study skills; mindset (VSEPA Model); lifestyle and wellbeing; preparation for college/working life; and First Aid. |
| P3 | Student Leadership | Assign a Prefect to each House with responsibility for facilitating the transition of Year 7.  Assign a Prefect to each House with responsibility for assisting HoH with catch-up and organisational/operational issues.  Appoint Subject Ambassadors and assign them to each curriculum subject.  Create opportunities for groups pupils to complete [Student Leader Accreditation](https://www.ssatuk.co.uk/cpd/student-leadership/student-leadership-accreditation/)  Offer the two outside spaces next to the Canteen for exclusive use by Year 11 Prefects. |
| P2 | Wellbeing | Consolidate the drop down programme (across all year groups) to include:   1. Resilience. 2. Online and offline risks – e.g. from criminal and sexual exploitation, domestic abuse, FGM, forced marriage, substance misuse, gang activity (including County Lines), radicalisation/extremism – and making pupils aware of the support available to them. 3. Digital wellbeing – to enable pupils to recognise the dangers of overuse and inappropriate use of mobile technology and social media. 4. Physical health. 5. Healthy relationships. |
| P4, P5 | CEIAG | Ensure the 8 [Gatsby Benchmarks](https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks) are fully met:   1. Stable careers programme. 2. Learning from career and labour market information. 3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. 5. Encounters with employers and employees. 6. Experiences of workplaces. 7. Encounters with further and higher education. 8. Personal guidance. |

# 13.0 Leadership and Management

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| **Key Development Priorities** | **Area** | **Development Strategies** |
| Q1-Q9, B1-B4, P1-P5 | Safeguarding | Update the Trust’s [Safeguarding Policy](http://www.eastwoodacademy.co.uk/docs/EPAT%20Safeguarding%20Policyv18.pdf) to reflect the changes in Keeping Children Safe in Education - September 2019 Part 1 and 2.  Ensure all staff receive a copy of [Keeping Children Safe in Education - September 2019 (Part 1 and 2)](http://www.eastwoodacademy.co.uk/docs/KCSIE18Part1.pdf) as part of their annual Level 2 safeguarding training.  Undertake additional training in respect to Staff Code of Conduct, Whistleblowing and Data Protection.  Increase the capacity of the Deputy Designated Safeguarding Leads (DDSLA) in supporting and managing the workload of the DSL. |
| L1 | Finance | Develop a balanced 3 year balanced budget through:   1. Maintaining the PAN at 220 year-on-year. 2. Applying for expansion (basic needs) funding through the EFSA. 3. Developing a sustainable ITT strand. |
| L2 | Science Block | Complete the remodelling and refurbishment by August 2020. |
| L3 | Food Preparation and Nutrition Room | Redesign, remodel and refurbish by August 2019. |
| L4 | Learning Enhancement Suite | Extend into Sc2 and redesign, remodel and refurbish the Learning Enhancement Suite by August 2020. |
| L5 | ITT/NQT/RQT | Ensure all ITT/NQT/RQT are fully inducted and supported by mentors (and other appropriate staff) together with a coherent and progressive training programme. |
| L6 | Staff Workload and Wellbeing | Continue to minimise formal (diarised) meetings across the academic year.  Maintain formal lesson observations at one per term (maximum of 20 minutes each).  Continue with termly marking and homework audits.  Continue with termly ‘pathway meetings’ for all staff to discuss their role in the Academy, opportunities, training and career progression.  Provide advice and support with respect to workload, stress, coping mechanisms, avoiding burnout, and personal and professional wellbeing. |