

# Academy Development Plan



*Believe, Succeed, Together*

September 2021

## Contents

1.0 Academy Context.....	3
2.0 Ethos .....	4
3.0 Aims.....	4
4.0 Governance Structure – EPAT .....	5
5.0 Local Governing Body Structure .....	6
6.0 Leadership Structure.....	7
7.0 Ofsted.....	8
8.0 Monitoring and Evaluation .....	8
9.0 Key Development Objectives .....	9
10.0 Quality of Education.....	10
11.0 Behaviour and Attitudes .....	12
12.0 Personal Development.....	13
13.0 Leadership and Management .....	14

## 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 above 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](#)

The Academy was subject to a section 5 inspection in December 2018 and achieved '**outstanding**' in all categories - [Ofsted Report 2018-2019](#)

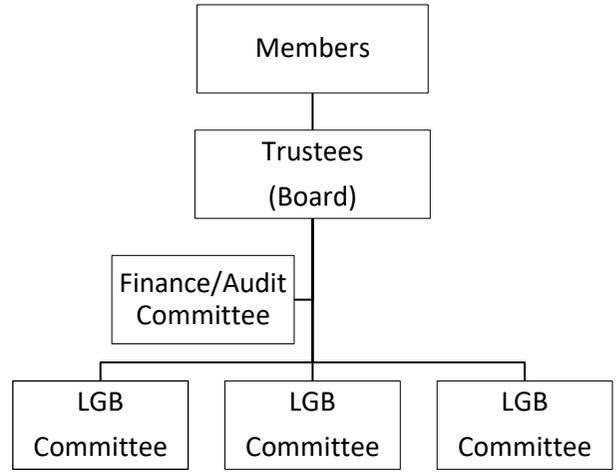
## 2.0 Ethos

The Academy's ethos '*Believe, Succeed, Together*' is 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

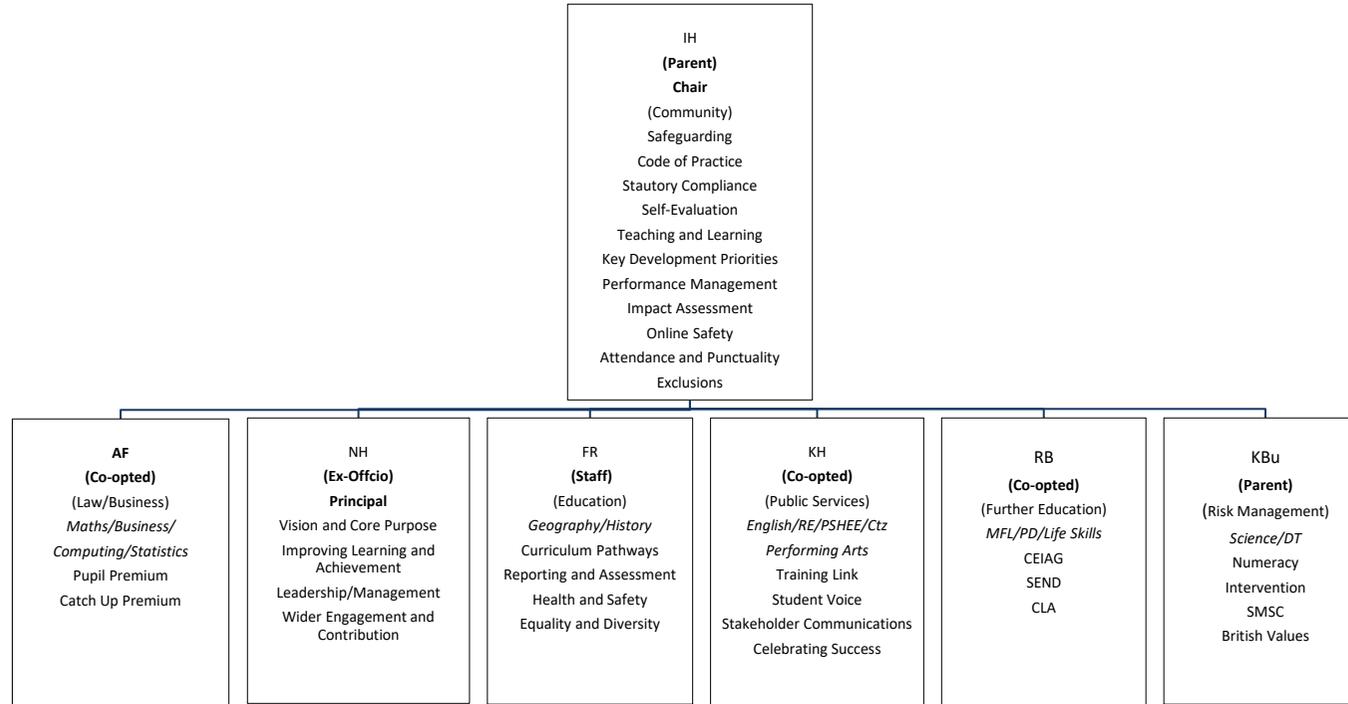
- To provide a safe and secure environment in which all pupils are able to thrive.
- To provide a broad and balanced curriculum that is appropriate to our pupils – refer to Curriculum Intent, Implementation and Impact Policy.
- To provide an environment where pupils develop a strength of character, and 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



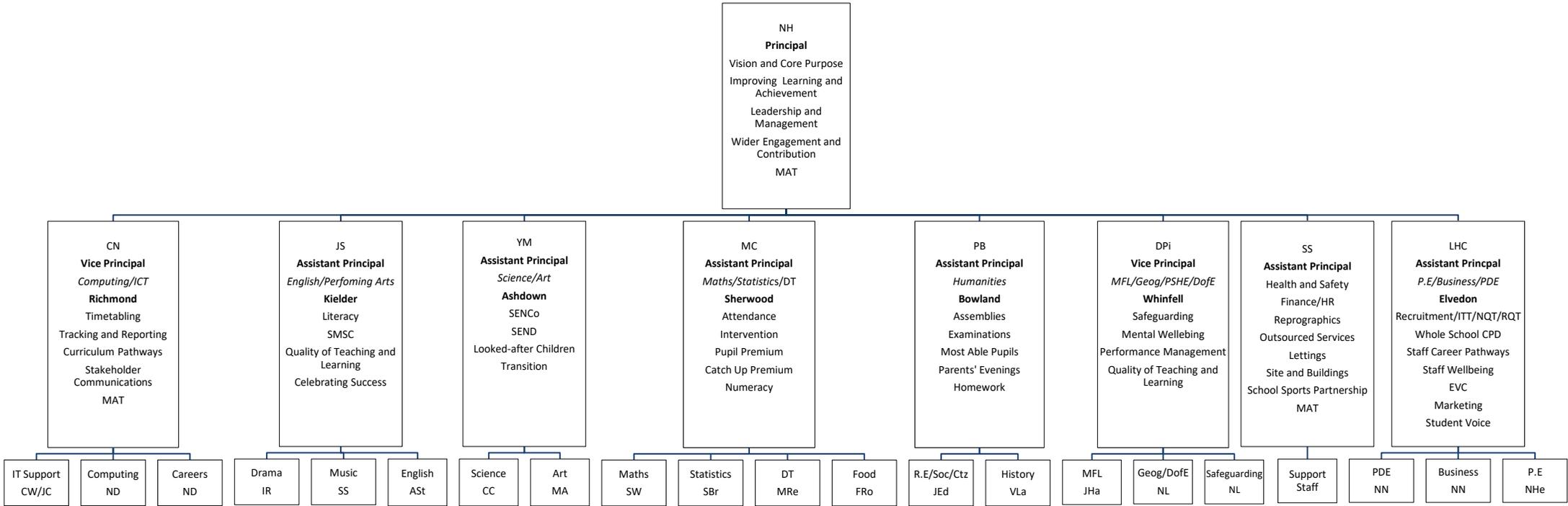
Level of Governance	Number	Personnel	Meeting Frequency
Members	3	Tracy Summerhill, Dan Hagan and Jessica March	Annually
Trustees (Board)	5	Adeela Fethi (Chair), Karen Heath (Vice Chair), Neil Houchen (CEO), Ian Harkes and Mark Wilson	Termly
Finance and Audit Committee	5	Mark Wilson (Chair), Adeela Fethi, Neil Houchen (CEO), Ian Harkes and Karen Heath	Termly
LGB Committee	7-11	Principal (ex officio), 2 staff, 3 parents, 3-5 community based.	Termly

## 5.0 Local Governing Body Structure



Level of Governance	Number	Personnel	Meeting Frequency
Local Governing Body	7	Iain Harkes (Chair), Adeela Fethi, Neil Houchen, Frances Rodha, Karen Heath, Sharon Brooks and Kevin Buck	Termly

## 6.0 Leadership Structure



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](#)

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

Area	Key Development Objectives
Quality of Education (Intent and Implementation)	Q1. Curriculum intent and implementation are reviewed and updated. Q2. 100% of formal lesson observations are 'good or better' with ~>50% 'outstanding'. Q3. Remote education and classroom-based provision are integrated. Q4. Recovery Programme is reviewed and implemented.
Quality of Education (Impact)	Q4. ~>70% of pupils meet or exceed their 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. Fixed term exclusion rates are <NA and ~<6.0%. B4. Review the (pandemic) systems of control and retain/adapt those which benefit pupils' personal development.
Personal Development	P1. <a href="#">PSHE and RSHE Policy</a> is fully implemented across all year groups. P2. <a href="#">Personal Development and Enrichment (PDE) Policy</a> is fully implemented across all year groups. P3. Mental wellbeing strategy and provision for staff and pupils is reviewed and enhanced. P4. % of pupils in sustained education, employment or training is >NA and ~>96.0%. P5. Gatsby Benchmarks are fully met.
Leadership and Management	L1. 3-year balanced budget is produced. L2. Second phase of the Science Block refurbishment is completed. L3. ICT infrastructure upgrades are completed and ICT Support capacity is developed. L4. SEND Department is structurally and operationally reorganised. L5. CPD is reviewed using information in the <a href="#">EFI Continuous Professional Development Report</a> to ensure high-quality CPD during the Early Career Teacher (ECT) phase and beyond. L6. <a href="#">Early Career Framework</a> and <a href="#">ECT Policy</a> are implemented.

## 10.0 Quality of Education

Key Development Priorities	Area	Development Strategies
Q1-Q9	Forecast Grades	Use an appropriate assessment compatible with FFT (e.g. CAT4) to generate a representative Forecast Grade for the 2020 and 2021 cohort.
	KS3 and KS4 Curriculum	For each subject area, review the curriculum to address the following questions: Q1. How is the curriculum designed, structured and sequenced? Q2. How does this promote/facilitate the acquisition of knowledge and skills? Q3. What changes have been made to support 'recovery'? Q4. How is the remote education platform integrated into the curriculum and how does it enhance the learning/quality of education?
	Pupil Achievement Tracker	Launch an upgrade of PAT (Achievement) with enhanced functionality.
	Remote Education (School Closure)	In the event of school closure, revert to remote learning via MS Teams - refer to <a href="#">Remote Learning Policy</a> and <a href="#">Remote Learning FAQ</a>
	Remote Education (Integrated Learning)	Integrate MS Teams in the following ways: <ul style="list-style-type: none"> <li>• On an individual teacher level, transfer all work from 'My Documents' to the One Drive, organise/categorise and share with pupils.</li> <li>• On a subject level, transfer all work from the R: Drive and P: Drive to customised subject pages, effectively acting as a VLE.</li> <li>• On an individual teacher and/or subject level, use the 'Assessment' feature for relevant homework tasks and in-class tests.</li> <li>• Provide feedback and support to pupils via school e-mail accounts.</li> <li>• Deliver off site RISE sessions (where appropriate) e.g. weekends, school closure periods.</li> <li>• Create and maintain teams for a range of other activities e.g. staff CPD, clubs, Houses.</li> </ul>
	Recovery (Catch-up)	Increase staffing/tutor capacity to support small group teaching. Increase the number of classes in certain KS3 subjects to offset an increase in year group sizes. Continue with period 6 for Year 11 (Monday-Thursday) and implement the Year 11 RISE programme from September. Organise a recovery programme for identified pupils across all year groups using strategies in the <a href="#">EFF Toolkit</a> e.g. smaller class sizes; small group tuition; within-class attainment grouping; peer tutoring; and targeted feedback.

Q1-Q9	Teaching	<p>Review the lesson observation proforma to include references to teachers' leadership of other adults, SEND pupils and curriculum implementation.</p> <p>Organise specific CPD for developing <a href="#">Self-Regulation</a>, <a href="#">Individualised Instruction</a> and <a href="#">Feedback</a>.</p> <p>Provide opportunities for teachers not teaching Year 11 and/or ECT teachers to attend/observe/partake in KS4 RISE sessions.</p>
Q1-Q9	Marking	<p>Change 'Marking Audit' to 'Work Scrutiny'.</p> <p>Ensure the Marking Policy is clearly communicated to new staff and ITT trainees and monitored (with all staff) through termly audits.</p> <p>Compile a booklet of best practice across all subjects and key stages.</p> <p>Where appropriate, provide feedback and support to pupils via school e-mail accounts.</p>
Q1-Q9	Homework	<p>Review and update the <a href="#">Homework Policy</a>.</p> <p>Review the format and content of the termly audits.</p> <p>On an individual teacher and/or subject level, use the 'Assessment' feature in MS Teams for relevant homework tasks.</p> <p>Compile a booklet of best practice, including the use of MS Teams, organised into subjects and key stages.</p>

## 11.0 Behaviour and Attitudes

Key Development Priorities	Area	Development Strategies
B1-B2	Attendance and Punctuality	<p>Review and update the <a href="#">Attendance Policy</a>.</p> <p>Reword the categorisation of attendance.</p> <p>Provide parents with an Attendance Report on a half-termly basis.</p> <p>Review and reorganise the 'catch-up' strategy and prioritise Key Stage 4.</p> <p>Where appropriate, use remote education for pupils that are persistently absent.</p> <p>Review the attendance rewards system and ensure rewards are issued half-termly.</p>
B3	Behaviour	Extend PAT Pastoral functionality to include recording and monitoring of House detentions.
B4	Behaviour and Social Development	<p>Implement the following:</p> <ul style="list-style-type: none"> <li>• Maintain additional entrance and exit points at the front of the school – KS3 Main Footpath; KS4 Side Footpath.</li> <li>• Require pupils to go straight to their Form Room from 8.25 a.m.</li> <li>• Rework break/lunch time - 25 and 35 minutes respectively.</li> <li>• Maintain a higher level of staff supervision at break and lunch.</li> <li>• Reorganise the canteen space – centre (communal for all year groups) and the two extensions assigned to specific year groups.</li> <li>• Remodel the outdoor spaces adjacent to the two extensions to the canteen.</li> <li>• Assign specific indoor space for each year group.</li> <li>• Retain the outdoor food outlets and two toilet blocks.</li> </ul>

## 12.0 Personal Development

Key Development Priorities	Area	Development Strategies
P1-P2	PDE	<p>Fully implement the <a href="#">PSHE and RSHE Policy</a> and <a href="#">Personal Development and Enrichment (PDE) Policy</a>.</p> <p>Undertake termly pupil surveys to evaluate the effectiveness of the provision.</p>
P3	Wellbeing	<p>Fully implement and embed <a href="#">Mental Wellbeing Policy</a> and <a href="#">Staff Wellbeing Policy</a>.</p> <p>Endorse <a href="#">The Education Staff Wellbeing Charter</a>.</p> <p>Undertake wellbeing surveys on a termly basis.</p> <p>Organise training for Mental Health Leads through the <a href="#">Wellbeing for Education Recovery Programme</a></p> <p>Fully implement the <a href="#">Personal Development and Enrichment (PDE) Policy</a> and <a href="#">PSHE and RSHE Policy</a>.</p> <p>Continue to promote the <a href="#">Employee Assistance Programme (EAP)</a> to support staff.</p> <p>Organise staff CPD through the <a href="#">National College</a> on 'Understanding Mental Health'.</p> <p>Maintain formal lesson observations at one per term (maximum of 20 minutes each).</p> <p>Continue to minimise formal (diarised) meetings across the academic year.</p> <p>Continue with termly 'pathway meetings' for all staff to discuss their role in the Academy, opportunities, training and career progression.</p> <p>Incorporate <a href="#">National College</a> and <a href="#">National Online Safety</a> courses into an extensive CPD portfolio with flexibility to complete outside of the normal working day.</p>
P4-P5	CEIAG	<p>Ensure the 8 <a href="#">Gatsby Benchmarks</a> are fully met:</p> <ul style="list-style-type: none"> <li>• Stable careers programme.</li> <li>• Learning from career and labour market information.</li> <li>• Addressing the needs of each pupil.</li> <li>• Linking curriculum learning to careers.</li> <li>• Encounters with employers and employees.</li> <li>• Experiences of workplaces.</li> <li>• Encounters with further and higher education.</li> <li>• Personal guidance.</li> </ul>

### 13.0 Leadership and Management

Key Development Priorities	Area	Development Strategies
Q1-Q9, B1-B3, P1-P5	Safeguarding	<p>Update the Trust’s Safeguarding Policy to reflect the changes in KCSIE 2021.</p> <p>Ensure all staff receive safeguarding training from the DSL, supported by appropriate online courses through <a href="#">National College</a> and <a href="#">National Online Safety</a>.</p> <p>Ensure all staff receive training regarding Teachers’ Standards, Staff Code of Conduct, Whistleblowing and Data Protection.</p> <p>Continue to complete termly audits to assess the effectiveness of safeguarding.</p> <p>Review and update the SSPC Section 175 audit.</p>
L1	Finance	Produce a balanced 3-year budget using Orovia to allow for reflexive and responsive scenario planning.
L2	Capital Builds	Complete the second phase of the refurbishment of the Science Block by August 2022.
L3	ICT	<p>Complete remaining ICT infrastructural (hardware and software) upgrades e.g. desktops, laptops, servers, projectors. WiFi, etc.</p> <p>Develop ICT Support capacity by organising a comprehensive tasks/skills audit, RAG-rated, with identified training needs/opportunities built into closure periods.</p>
L3	SEND	<p>Continue to engage with the Local Authority regarding the strategic planning of the distribution of EHCP children across non-selective secondary schools in the borough.</p> <p>Increase the staffing capacity by appointing a Deputy SENDCO to support the SENDCO.</p> <p>For those pupils on the SEND Register, ensure ISP target setting follows SMART guidance and parent and pupil views are collected and recorded during the review process.</p> <p>Introduce a termly SEND audit to focus on access to and progress within the curriculum.</p> <p>Review LSA deployment to maximise the effectiveness of support and intervention.</p> <p>Expand the inhouse BACP counselling service and continue to offer external counselling services where appropriate.</p> <p>Evidence actions to encourage and monitor SEND pupils’ involvement in school life.</p> <p>Develop and monitor the cultural and social capital of SEND pupils.</p>
Q1-Q9, B1-B3, P1-P5	LAC	<p>Continue to implement the <a href="#">Looked-after Children Policy</a></p> <p>Use the ‘Childhood Covid-19 Recovery Support’ – additional funding (£9, 960) from Southend Virtual School - to support LAC and PLAC pupils and produce a termly report for the Virtual School.</p>

L4	CPD	Review CPD using information in the <a href="#">EFI Continuous Professional Development Report</a> to ensure high-quality CPD during the ECT phase and beyond. Incorporate <a href="#">National College</a> and <a href="#">National Online Safety</a> courses into an extensive CPD portfolio. Ongoing CPD is provided for teachers teaching outside of their principal subject.
L5	Early Career Teachers (ECT)	Implement the <a href="#">Early Career Framework</a> and <a href="#">ECT Policy</a> .