

# Academy Development Plan



*Believe, Succeed, Together*

September 2018

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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 and regularly outperforms the selective schools - [Progress 8 Score](#). Nationally, the Academy has been in the top 6% of schools over the last 3 years - [DfE Performance Tables](#).

The Academy was subject to a section 8 Ofsted inspection in March 2018. There were four possible outcomes from this particular type of inspection and the Academy achieved the highest possible outcome i.e. *'The school remains good and there is sufficient evidence of improved performance to suggest that the school may be judged outstanding if it received a section 5 inspection now'* - [2018 Ofsted Report](#).

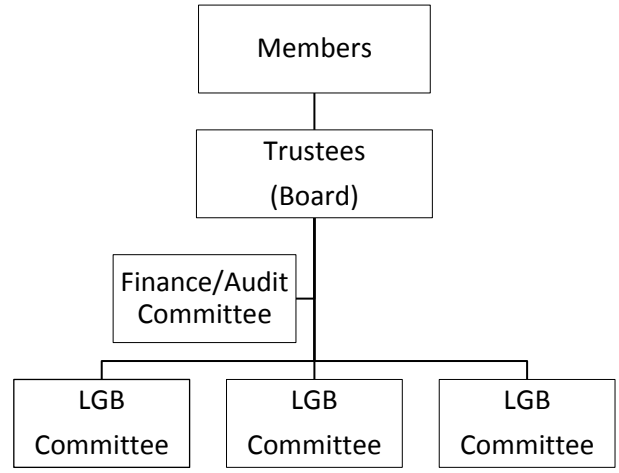
## 2.0 Ethos

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

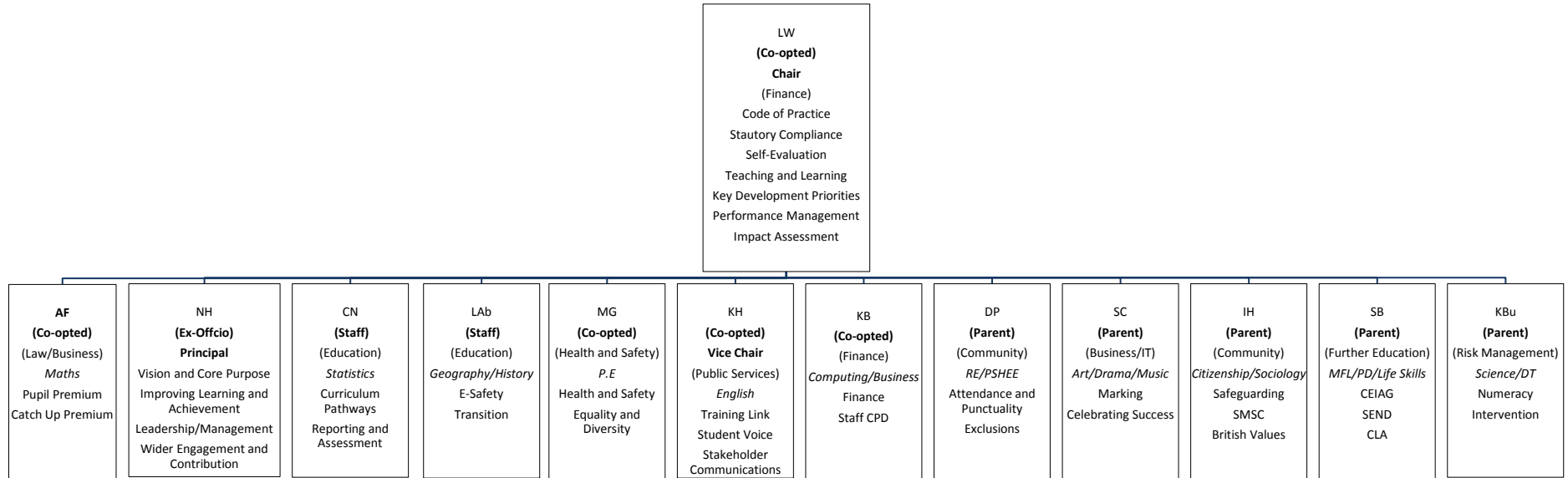
- To provide a safe and secure environment in which all pupils are able to thrive.
- To provide an environment where pupils develop a strength of character, and resilience, that will help them to overcome the challenges they are likely to encounter in adult life.
- To provide an appropriate range of 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



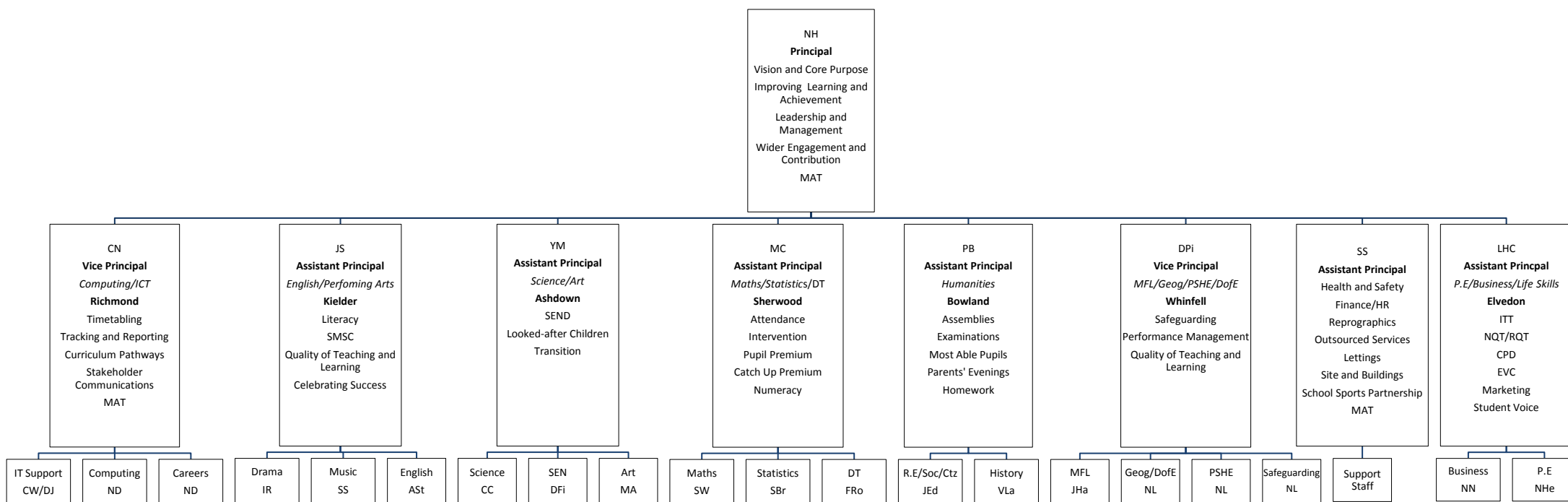
Level of Governance	Number	Personnel	Meeting Frequency
Members	4	Lee Whittick, Stella Mirza, Dan Hagan and David Allen	Annually
Trustees (Board)	5	Lee Whittick (Chair), Karen Heath, Adeela Fethi, Neil Houchen (CEO), and Anetta Chrabaszc	Termly
Finance and Audit Committee	5	Lee Whittick, Karen Heath (Chair), Adeela Fethi, Neil Houchen (CEO), and Anetta Chrabaszc	Termly
LGB Committee	11-13	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	13	Lee Whittick (Chair), Adeela Fethi, Neil Houchen, Chris Niner, Lucas Abbott, Marina Gunn, Karen Heath, Karen Bayley, Darren Pyke, Stephen Cummins, Ian Harke, 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 8 Ofsted inspection in March 2018. There were four possible outcomes from this particular type of inspection and the Academy achieved the highest possible outcome i.e. *'The school remains good and there is sufficient evidence of improved performance to suggest that the school may be judged outstanding if it received a section 5 inspection now'* - [2018 Ofsted Report](#).

The targets provided by the inspectorate were:

- The progress made in every subject at key stage 4 is consistently above the national average for that subject.
- The curriculum is enhanced further to ensure that it supports very rapid pupil progress across all subjects.

## 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 internal and external 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
Outcomes for Pupils	O1. ~>70% of pupils meet or exceed their (FFT20) Forecast Grade. O2. Basics is >NA and +sig for 'strong' (grade 9-5) and 'standard' (grade 9-4) passes. O3. EBacc APS is >NA and +sig. O4. Attainment 8 is >NA and +sig. O5. Progress 8 is >NA and +sig. O6. All pupil groups are >NA and +sig.
Teaching, Learning and Assessment	T1. 100% of formal lesson observations are 'good or better' with ~>50% 'outstanding'. T2. The core teaching methodology is fully embedded. T3. KS3 indicative competencies are accurately applied in all subjects. T4. KS4 curricular and assessment are responsively modified following a review of 2018 examinations. T5. Literacy and numeracy are embedded across the curriculum.
Personal Development, Behaviour and Welfare	P1. Overall attendance is >NA and ~>96%. P2. Persistent absence is <NA and ~<8.0%. P3. Fixed term exclusion rates are <NA and ~<6.0%. P4. Lateness is ~<1% of the pupil roll. P5. The % of pupils in sustained education, employment or training is >NA and ~>96.0%. P6. KS4 Life Skills Programme is revised and fully embedded.
Effectiveness of Leadership and Management	L1. A 3 year balanced budget is produced that does not impact on pupil outcomes. L2. The extension to the Hall, Humanities Block and Canteen are completed. L3. Internal signage and marketing material is updated. L4. The refurbishment of the existing Science Block is planned and costed over a 3 year period. L5. The Academy accommodates up to 10 ITT trainees per year in identified subjects. L6. The IGS GDPR audit is reviewed and updated.

## 10.0 Outcomes for Pupils and Teaching, Learning and Assessment

Key Development Priorities	Area	Development Strategies
O1-O6, T1-T5	KS3 Curriculum and Assessment	<p>Review the indicative competencies grade descriptors and align with 9-1 grading system. Undertake half-termly moderation of the application of the 9-1 grading system and make adjustments/amendments to improve accuracy of application.</p> <p>Provide pupils with a bespoke KS3 Study, Revision and Examinations Skills Handbook which is delivered during drop-down sessions.</p> <p>Investigate increasing the MFL provision to 2 periods a week in 2019/20.</p> <p>Provide ongoing CPD to promote the explicit and consistent use of target language and extended vocabulary in MFL lessons at KS3 and KS4.</p>
O1-O6, T1-T5	KS4 Curriculum and Assessment	<p>Increase the curriculum time in English and Maths to 5 lessons per week in Year 11.</p> <p>Review schemes of work, subject resources and internal assessments following a review of the 2018 examinations and feedback from examination boards.</p> <p>Investigate including Triple Science in the KS4 options.</p> <p>Investigate broadening the range of <a href="#">Technical Awards</a> offered at KS4.</p>
O1-O6, T1-T5	Teaching	<p>Adapt the <a href="#">Lesson Observation Sheet</a> to the <a href="#">Core Teaching Methodology</a>.</p> <p>Provide CPD relating to the application of the Core Teaching Methodology.</p> <p>Provide CPD relating to the teaching of agreed literacy and numeracy concepts and functions across the curriculum.</p> <p>Provide refresher PAT (Attainment) training for all teaching staff.</p>
O1-O6, T1-T5	Marking	<p>Ensure the Marking Policy is clearly communicated to new staff and ITT trainees and monitored (with all staff) through termly audits.</p> <p>Provide opportunities for best practice to be shared across subject departments, including targeted coaching where required.</p>
O1-O6, T1-T5	Homework	<p>Continue to encourage an approach to homework which focuses on the consolidation of prior learning, followed by the development of a deeper understanding.</p>
O1-O6, T1-T5	Literacy	<p>Encourage and promote the <a href="#">Whole Class Reading Strategy</a></p> <p>Enhance pupils' vocabulary and extended writing skills through the introduction of a standalone 'literacy' lesson in English in KS3.</p> <p>Adapt schemes of work across all subjects to reinforce and develop the literacy-based skills acquired from English.</p>

Key Development Priorities	Area	Development Strategies
O1-O6, T1-T5	Numeracy	Review the cross-curricular numeracy requirements at KS3 and KS4. Agree on a standard method of teaching numeracy concepts and functions across the curriculum. Produce a KS3 and KS4 Numeracy Guide.
O1-O6, T1-T5	SEND	Provide additional CEIAG for SEND pupils, starting from Year 7. Monitor the social skills and friendship groups of SEND pupils and intervene to facilitate positive interactions. Train LSA to provide emotional support for SEND pupils.
O1-O6, T1-T5	Pupil Premium (PP)	Implement the strategies detailed in the Pupil Premium Report.
O1-O6, T1-T5	Catch-Up-Premium (CUP)	Implement the strategies detailed in the <a href="#">Catch-Up Premium Report</a>
O1-O6, T1-T5	Most Able Pupils (MAP)	Implement the strategies detailed in the <a href="#">Most Able Pupils Policy</a>
O1-O6, T1-T5	Looked-after Children (LAC)	Review and update <a href="#">Looked-after Children Policy</a> Include LAC as a discrete group in the main PAT dashboards. Organise training for the DTLAC in line with the <a href="#">Statutory Guidance for the Designated Teacher for Looked-after Children (2018)</a> Implement the strategies detailed in the <a href="#">LAC Report</a>

## 10.0 Personal Development, Behaviour and Welfare

Key Development Priorities	Area	Development Strategies
P1, P2, P4	Attendance and Punctuality	<p>Provide refresher PAT (Pastoral) training for Heads of House and SLT Links.</p> <p>Review and update the <a href="#">Attendance Policy</a>, specifically the attendance target for pupils (100%) and section 1.3 in respect to the implementation of 'catch-up' for pupils with attendance below 96% and/or who take unauthorised holidays.</p> <p>Review the attendance awards in respect to the revised target of 100% for pupils.</p> <p>Scrutinise punctuality data to identify trends and apply early intervention.</p>
P3	Behaviour	<p>Provide training to Heads of House with regards to recording behaviour incidents in SIMs which are populated in the Incident Log in PAT (Pastoral).</p> <p>Extend PAT Pastoral functionality to include recording House detentions.</p> <p>Provide refresher training to all staff in regard to the <a href="#">Behaviour and Discipline Policy</a></p> <p>Provide <a href="#">de-escalation</a> training for Heads of House.</p> <p>Review the deployment of key duty staff and the locations used by pupils during break and lunch.</p>
P1, P2, P3, P4,	Safeguarding	<p>Update the Trust's <a href="#">Safeguarding Policy</a> to reflect the changes in <a href="#">Keeping Children Safe in Education - September 2018</a></p> <p>Ensure all staff receive a copy of <a href="#">Keeping Children Safe in Education - September 2018 (Part 1)</a> as part of their annual Level 2 safeguarding training.</p> <p>Produce a <a href="#">Safeguarding Training Confirmation Sheet</a> and <a href="#">Safeguarding Quiz Sheet</a> which are signed by staff and retained in their personnel files.</p> <p>Organise appropriate online safety training for the DSL and DDSL.</p>
P5, P6	Welfare and Development	<p>Implement the <a href="#">Resilience Strategy</a></p> <p>Rework Life Skills to include: PSHEE; CIEAG; Resilience and Wellbeing; Digital Literacy; Study Skills; Healthy Living; Team-Building; and Finance Skills.</p> <p>Review the referral process to the internal BACP councillor.</p>
P5	CEIAG	<p>Undertake a review of CEIAG provision using the <a href="#">Careers and Enterprise Benchmark Tool</a></p> <p>Review and amend CEIAG provision to meet the <a href="#">Gatsby Benchmarks</a></p> <p>Analyse and scrutinise internal and published destination data to evaluate where CAEIG provision could be improved.</p> <p>Compile evidence for the Quality in Careers Standard.</p>

## 11.0 Effectiveness of Leadership and Management

Key Development Priorities	Area	Development Strategies
L1	Finance	Develop a 3 year balanced budget through: <ul style="list-style-type: none"> <li>Increasing the PAN to 220 from September 2019.</li> <li>Streamlining staffing but not at the expense of fewer teaching sets.</li> <li>Developing a sustainable ITT strand.</li> </ul>
L2	Ancillary Areas and Classroom Space	Extend the Main Hall. Extend the Canteen. Create additional classroom and office space in the Humanities block.
L3	Marketing	Commission Aspire to update internal canvases and signage. Design a new brochure using marketing material from Aspire. Update the website template and functionality. Switch the e-communication provider to <a href="#">Parent Mail</a>
L4	Science Block	Plan a 3 year upgrade programme of the existing Science classrooms and preparation rooms.
L5	ITT/NQT/RQT	Ensure all ITT/NQT/RQT are fully inducted and supported. Ensure that a particular year group and/or teaching group is not disproportionately taught by ITT trainees. Ensure staff loads are maintained as and when ITT trainees take ownership of timetabled classes.
L6	GDPR	Complete the best practice recommendations in the IAG GDPR audit.