

SEF (Executive Summary)



Believe, Succeed, Together

September 2020

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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 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](#)

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

2.0 Executive Summary

2.1 Key Strengths

- From 2018-2020, the proportion of 'good or better' lessons increased year-on-year with over 50% graded as 'outstanding'.
- From 2018-2020, key performance measures were consistently >NA +sig.
- From 2018-2020, P8 was consistently >NA +sig.
- From 2016-2020, in terms of P8, the Academy was in the top quintile of schools nationally.
- From 2016-2020, in terms of KPI, the performance of disadvantaged pupils was ~>NA for **all** pupils.
- From 2018-2020, over 70% of subjects exceeded the national average.
- From 2018-2020, in terms of the top grades across all subjects, approximately 60% of subjects recorded a zero or positive performance variance from the previous year.
- From 2018-2020, overall attendance was significantly >NA.
- From 2018-2020, persistent absence was significantly <NA.
- From 2018-2020, the attendance of disadvantaged pupils was >NA for this group and broadly in line with the NA for **all** pupils.
- From 2018-2020, the persistent absence of disadvantaged pupils decreased year-on-year and was <NA for this group.
- From 2018-2020, the attendance of SEND Support pupils was >NA for this group and broadly in line with the NA for **all** pupils.
- From 2018-2020, the persistent absence of SEND Support pupils was <NA for this group and broadly in line with the NA for **all** pupils.
- In 2020, the attendance of pupils with an EHCP was >NA for this group and broadly in line with the NA for **all** pupils.

- From 2018-2020, the persistent absence of pupils with an EHCP decreased year-on-year and, in 2020, was <NA for this group and <NA for **all** pupils.
- From 2018-2020, fixed term exclusions decreased year-on-year and were <NA.
- From 2018-2020, fixed term exclusions among disadvantaged pupils were <NA for this group.
- From 2018-2020, fixed term exclusions among SEND Support pupils were <NA for this group.
- From 2018-2020, fixed term exclusions among pupils with an EHCP were <NA for this group and <NA for **all** pupils.
- CIEAG provision is in line to meet the Gatsby Benchmarks by the summer of 2020.
- Opportunities to celebrate success are taken regularly and pupils are proud of their achievements and the Academy. SMSC is well embedded within all areas of Academy life:

| 2018-2019 | 2019-2020 |
|--|--|
| <u>Academy Newsletter - Autumn Term 1 (2018)</u> | <u>Academy Newsletter - Autumn Term 1 (2019)</u> |
| <u>Academy Newsletter - Autumn Term 2 (2018)</u> | <u>Academy Newsletter - Autumn Term 2 (2019)</u> |
| <u>Academy Newsletter - Spring Term 1 (2019)</u> | <u>Academy Newsletter - Spring Term 1 (2020)</u> |
| <u>Academy Newsletter - Spring Term 2 (2019)</u> | <u>Academy Newsletter - Spring Term 2 (2020)</u> |
| <u>Academy Newsletter - Summer Term 1 (2019)</u> | |
| <u>Academy Newsletter - Summer Term 2 (2019)</u> | |

2.2 Key Areas for Development

- Review the curriculum intent and implementation at KS3 and KS4.
- Develop the remote education provision delivered during schools closures to form a 'blended learning' that complements conventional curriculum delivery – refer to [Academy Development Plan](#)
- Launch the [Personal Development and Enrichment \(PDE\) Policy](#)
- Post Covid-19, ensure all pupils catch-up during the academic year 2020-21– refer to [Catch-Up Strategy](#)
- Work towards 80%+ subjects achieving ~> NA at KS4.
- Continue to improve attainment and progress in KS4 MFL.
- Reorganise and restructure the SEND and LAC departments - refer to [Academy Development Plan](#)
- Continue to improve the attendance of SEND Support and SEND (EHCP) pupils so it is ~>NA for **all** pupils.
- Continue to review and modify the information reported to parents in regard to attendance, academic and non-academic achievements.

3.0 Overall Grades

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