

SEF (Executive Summary)



Believe, Succeed, Together

September 2021

Contents

1.0 School Context	3
2.0 Executive Summary	4
2.1 Key Strengths	4
2.2 Key Areas for Development	5
3.0 Overall Grades	6

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 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 Executive Summary

2.1 Key Strengths

- From 2018-2021, the proportion of 'good or better' lessons increased year-on-year with over 50% graded as 'outstanding'.
- From 2018-2021, key performance measures were consistently >NA +sig.
- From 2018-2021, P8 was consistently >NA +sig.
- From 2016-2021, in terms of P8, the Academy has been in the top quintile of schools nationally.
- From 2016-2021, in terms of KPI, the performance of disadvantaged pupils was ~>NA for **all** pupils.
- From 2018-2021, over 70% of subjects exceeded the national average.
- From 2018-2021, in terms of the top grades across all subjects, over 60% of subjects recorded a zero or positive performance variance from the previous year.
- From 2018-2021, 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 2018-2021, the attendance of SEND Support pupils was >NA for this group and broadly in line with the NA for **all** pupils. Further, persistent absence was <NA for this group.
- In 2021, the attendance of pupils with an EHCP was >NA for this group and >NA for **all** pupils. Further, persistent absence was <NA for this group and <NA for **all** pupils.
- From 2018-2021, permanent exclusions were <NA. Further, there were no permanent exclusions in the academic years 2019-20 and 2020-21.
- From 2018-2021, fixed term exclusions decreased year-on-year and were <NA.
- From 2018-2021, fixed term exclusions among disadvantaged pupils were <NA for this group and in 2019-20 and 2020-21 were <NA for **all** pupils.
- From 2018-2021, fixed term exclusions among SEND Support pupils were <NA for this group and in 2020-21 were <NA for **all** pupils.
- From 2018-2021, 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.
- 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 - [SMSC \(eastwoodacademy.co.uk\)](https://www.eastwoodacademy.co.uk)

2.2 Key Areas for Development

- Restore attendance and persistent absence to pre-pandemic levels.
- Review the curriculum intent and implementation at KS3 and KS4.
- Fully implement the Education Recovery Programme.
- Fully integrate remote learning with face-face provision.
- Ensure the Gatsby Benchmarks are fully met.
- Review the formal lesson observation criteria against which teaching staff are assessed.
- Fully embed the [PSHE and RSHE Policy](#) and [Personal Development and Enrichment \(PDE\) Policy](#).
- Fully embed the structural and operational reorganisation of the SEND Department.
- Fully embed [Mental Wellbeing Policy](#) and [Staff Wellbeing Policy](#) and endorse [The Education Staff Wellbeing Charter](#)
- Review CPD using information in the [EFI Continuous Professional Development Report](#) to ensure high-quality CPD during the ECT phase and beyond.

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