

Academy Development Plan



Believe, Succeed, Together

September 2020

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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](#)

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

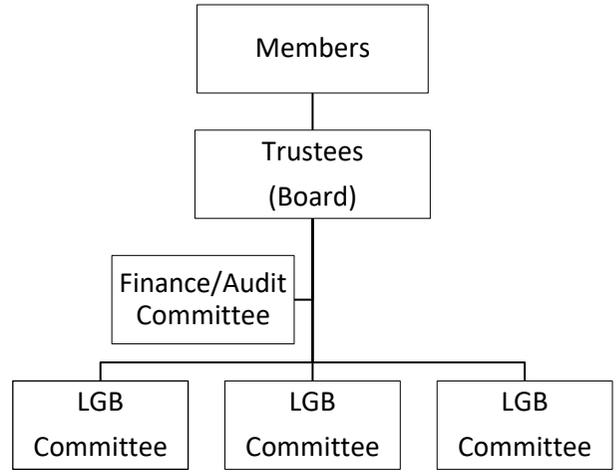
2.0 Ethos

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

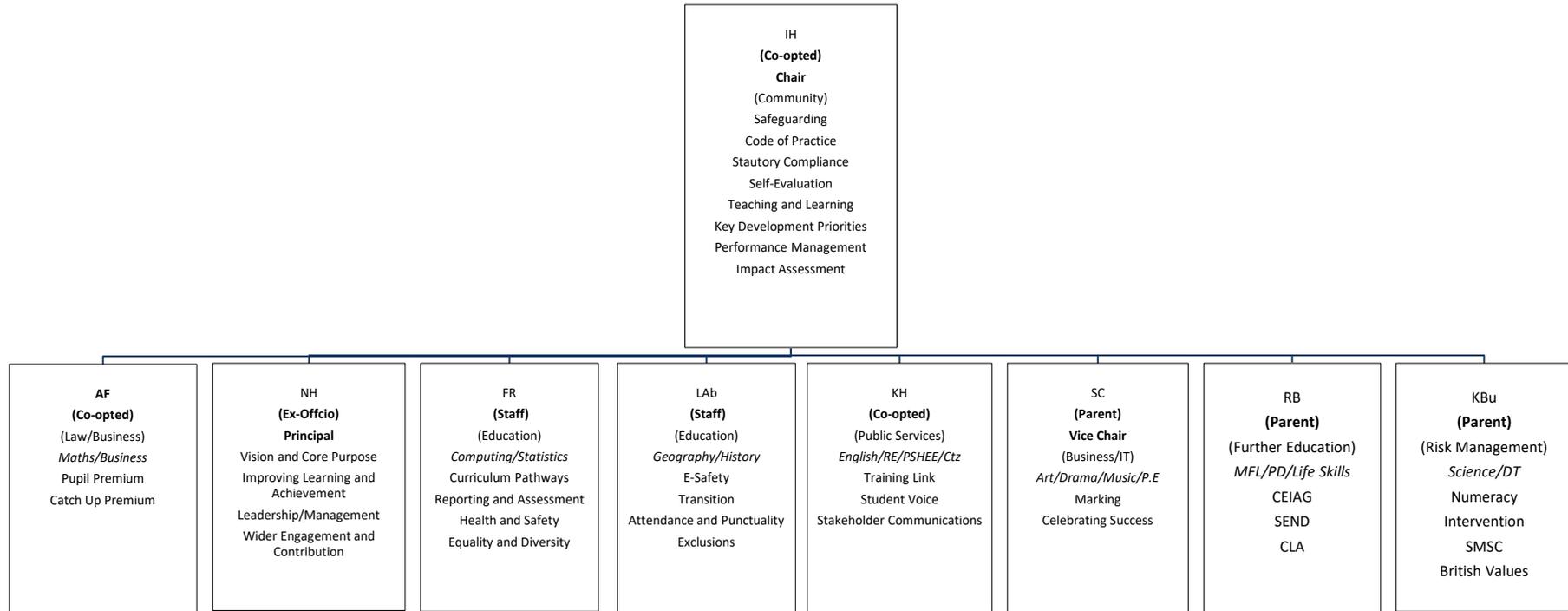
- To provide a safe and secure environment in which all pupils are able to thrive.
- To provide a broad and balanced curriculum that is appropriate to our pupils – refer to Curriculum Intent, Implementation and Impact Policy.
- To provide an environment where pupils develop a strength of character, and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



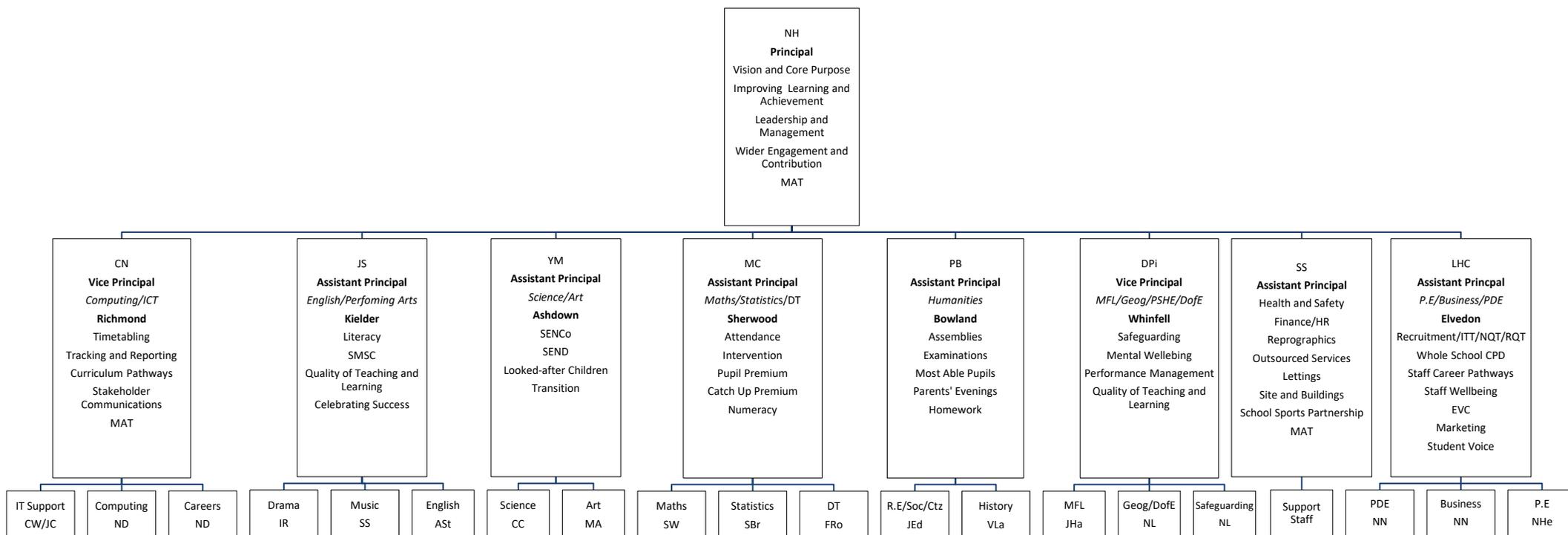
Level of Governance	Number	Personnel	Meeting Frequency
Members	4	Tracy Summerhill, Dan Hagan, Jessica Meredith and David Allen	Annually
Trustees (Board)	6	Adeela Fethi (Chair), Neil Houchen (CEO), David Allen, Ian Harke, Karen Heath and Mark Wilson	Termly
Finance and Audit Committee	6	Adeela Fethi (Chair), 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



Level of Governance	Number	Personnel	Meeting Frequency
Local Governing Body	9	Ian Harke (Chair), Stephen Cummins (Vice Chair), Adeela Fethi, Neil Houchen, Frances Rodha, Lucas Abbott, 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. The curriculum intent and implementation are reviewed and updated. Q2. 100% of formal lesson observations are 'good or better' with ~>50% 'outstanding'. Q3. The remote education provision is reviewed and enhanced. Q4. The catch-up provision is implemented.
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. Fixed term exclusion rates are <NA and ~<6.0%.
Personal Development	P1. The revised PSHE and RSHE Policy is implemented across all year groups. P2. The Personal Development and Enrichment (PDE) Policy is implemented across all year groups. P3. The mental wellbeing strategy and provision for staff and pupils is reviewed and enhanced. P4. The % of pupils in sustained education, employment or training is >NA and ~>96.0%. P5. The Gatsby Benchmarks are fully met by the summer of 2021.
Leadership and Management	L1. A 3-year balanced budget is produced. L2. The second phase of the Science Block refurbishment is completed in the summer of 2021. L3. The Learning Enhancement Suite is extended, remodelled and refurbished in the summer of 2021. L4. The SEND and LAC Departments are structurally and operationally reorganised. L5. The Early Careers Framework is implemented.

10.0 Quality of Education

Key Development Priorities	Area	Development Strategies
Q1-Q9	KS3 and KS4 Curriculum	<p>For each subject area, review the curriculum to address the following questions:</p> <ol style="list-style-type: none"> <i>Intent</i> – what are the pupils being taught and why? <i>Curriculum sequencing</i> – how is the curriculum coherently sequenced to promote the acquisition of knowledge and skills. <i>Progress of disadvantaged pupils and pupils with SEND</i> – 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?
	Remote Education (Partial or Complete Closure)	<p>In the event of whole school closure, revert to the current online timetable and Zoom webinar lesson provision.</p> <p>In the event of partial school closure for individual year groups, adapt the online timetable and Zoom webinar lesson provision.</p> <p>Provide all pupils with hard copies of half-termly subject course booklets which can be used during partial or whole school closures and link directly to the online timetable and Zoom webinar lesson provision.</p> <p>Arrange for pupils to submit subject course booklets for marking and written feedback when pupils return to school following a period of closure.</p>
	Remote Education (Blended Learning)	<p>Where appropriate, teaching staff should integrate half-termly subject course booklets as part of their normal classroom teaching provision.</p> <p>Subject departments should build up a 'library' of recorded Zoom webinar lessons, stored on the Google Drive, which can be used for homework and revision.</p> <p>Set up and deliver training for a suitable integrated remote learning platform e.g. Firefly, Google Classroom etc which can be used to enhance teaching and learning.</p>
	Catch-up	<p>Increase staffing/tutor capacity.</p> <p>Introduce a period 6 for Year 11 (Monday-Thursday).</p> <p>Implement the Year 11 RISE programme for Year 11 from September.</p> <p>Organise a catch-up programme for identified pupils across all year groups using a combination of smaller class sizes, targeted small group tuition, remote tuition and the National Tutoring Service.</p>

Q1-Q9	Teaching	<p>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.</p> <p>Provide opportunities for teachers not teaching Year 11 to undertake subject enhancement revision sessions at KS4.</p> <p>Ensure NQT/RQT have the support and opportunities to advance their teaching practice.</p>
Q1-Q9	MFL (French)	<p>Create smaller class sizes at KS4 through the allocation of 'small group teaching'.</p> <p>Explore the possibility of youth exchange schemes so there are opportunities for pupils to practise their language learning skills outside the classroom - Erasmus+</p> <p>Develop relationships and encourage collaboration with primary schools to support effective transition.</p> <p>Liaise with local universities, language institutes, subject associations, and local businesses which support MFL.</p>
Q1-Q9	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>Compile a booklet of best practice across all subjects and key stages.</p> <p>In the event of partial school closures, ensure subject course booklets are marked thoroughly and provide pupil with high quality feedback to expedite progress.</p>
Q1-Q9	Homework	<p>Continue to encourage an approach to homework which focuses on catch-up, the consolidation of prior learning and the development of a deeper understanding.</p> <p>Compile a booklet of best practice across all subjects and key stages.</p>
Q1-Q9, L3-L4	SEND	<p>Appoint a new SENCO – Assistant Principal, Mr. Y. Moyet.</p> <p>Fully integrate the SEND and LAC Departments.</p> <p>For those pupils on the SEND Register, ensure ISP target setting follows SMART guidance.</p> <p>Ensure that parent views and pupil views are collected and recorded during the review process and this is reflected within target setting.</p> <p>Introduce a termly SEND audit to focus on access to and progress within the curriculum.</p> <p>Review the SEND Register on a termly basis.</p> <p>Ensure HoH complete a Pastoral Log in respect to contact, interventions and support for pupils with SEND.</p> <p>Review and reorganise the referral process for pupils with SEND and SEMH.</p> <p>Increase staff accountability for pupils with SEND.</p> <p>Expand the BACP counselling service.</p>

11.0 Behaviour and Attitudes

Key Development Priorities	Area	Development Strategies
B1-B2	Attendance and Punctuality	<p>Review the progress of the Attendance Support Officer in facilitating and promote attendance of those pupils identified as persistently absent.</p> <p>Explore the scope of remote education provision for pupils that are persistently absent.</p> <p>Introduce rewards for punctuality to run alongside attendance.</p> <p>Ensure attendance and punctuality rewards are issued half-termly.</p> <p>Ensure SLT Links and HoH organise and implement 'catch-up' effectively.</p> <p>Provide parents with an Attendance Report on a half-termly basis.</p> <p>Undertake half-termly visits of alternative education providers to ensure that pupils are attending regularly, making good progress and safeguarding is effective.</p>
B3	Behaviour	<p>Provide clarification to HoH and SLT Links in respect to the changes in section 1.4, 6.5 and 6.6 of the Behaviour and Discipline Policy</p> <p>Provide ongoing CPD training to new and recently appointed HoH.</p> <p>Extend PAT Pastoral functionality to include the recording of House detentions.</p> <p>Extend the use of restorative justice practice and provide additional training to HoH.</p> <p>Implement temporary changes associated with exclusions - https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak</p>

12.0 Personal Development

Key Development Priorities	Area	Development Strategies
P1-P2	PDE	Implement the Personal Development and Enrichment (PDE) Policy
P3	Wellbeing	<p>Appoint a Mental Wellbeing Lead for the Academy – Vice Principal, Mr. D. Piercy. Appoint a Mental Wellbeing Lead for Staff – Assistant Principal, Mrs. L. Hodgson-Clark. Appoint a Mental Wellbeing Lead for Pupils – Ms. H. Walden. Launch a graduated strategy/provision of awareness and support for staff and pupils. Fully integrate the Personal Development and Enrichment (PDE) Policy and PSHE and RSHE Policy into the strategy/provision. Support pupils with in-house provision and wellbeing guidance. 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. Continue to provide advice and support with respect to workload, stress, coping mechanisms, avoiding burnout, and personal and professional wellbeing.</p>
P4-P5	CEIAG	<p>Ensure the 8 Gatsby Benchmarks are fully met:</p> <ol style="list-style-type: none"> 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

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 2020</p> <p>Ensure all staff receive safeguarding training from the DSL and online training provided by National Online Safety.</p> <p>Ensure all staff receive training regarding Teachers' Standards, Staff Code of Conduct, Whistleblowing and Data Protection.</p> <p>Ensure all staff sign Safeguarding and Professional Conduct Training Confirmation Form</p> <p>Increase the capacity of the Safeguarding Team by appointing three additional Deputy Designated Safeguarding Leads (DDSLA).</p> <p>Access additional support services to support pupils e.g. See Hear Respond</p> <p>Update the SSPC Section 175 audit.</p>
L1	Finance	<p>Develop a balanced 3-year balanced budget through:</p> <ul style="list-style-type: none"> • Maintaining the PAN at 220 year-on-year. • Applying for expansion (basic needs) funding through the EFSA. • Developing a sustainable ITT strand. <p>Explore eligibility for School Rebuilding Programme</p>
L2	Science Block	Complete the remodelling and refurbishment by August 2021.
L3	Learning Enhancement Suite	Extend into Sc1 and redesign, remodel and refurbish the Learning Enhancement Suite by August 2021.
L5	ITT/NQT/RQT	Implement the Early Career Framework , prior to national roll out in September 2021.