

# Eastwood Park Academy Trust (EPAT)

EPAT

Believe Succeed Together

Performance Review Summary 2022

September 2022

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## 1.0 Ethos and Vision

The Trust's ethos - *'Believe, Succeed, Together'* – is an unwavering belief that all pupils can and will succeed and this will be achieved together.

The Trust's vision is to provide sustainable, high quality educational provision, standards and outcomes in local schools.

This vision is articulated into 10 commitments:

1. To provide opportunities for all **primary** pupils to achieve:

- Good Level of Development (GLD) at Early Years Foundation Stage (EYFS).
- Required Standard (WA) in Year 1 Phonics.
- Expected Standard (EXS) at KS1.
- Expected Standard (EXS) at KS2.

2. To provide opportunities for all **secondary** pupils to achieve:

- Expected Progress at KS3.
- 9-4 in GCSE English and Mathematics.
- English Baccalaureate (EBacc).
- Expected Attainment 8 (A8).
- Expected Progress 8 (P8).

3. To provide environments in which all pupils feel proud of their academy, shown by their excellent behaviour, attitude to learning, attendance and punctuality.

4. To provide safe and secure environments in which all pupils are able to thrive and any concerns they have are dealt with promptly and effectively.

5. To provide learning environments in which the majority of teaching is outstanding and never less than consistently good.

6. To provide opportunities for all pupils to develop high levels of literacy appropriate to their age.

7. To provide opportunities for all pupils to develop high levels of numeracy appropriate to their age.

8. To provide environments in which all pupils are able to broaden their education through a range of SMSC opportunities.

9. To provide environments in which every opportunity is taken to celebrate and share success.

10. To provide opportunities and experiences for all pupils so that they are well equipped for the next stage in their education, training or employment.

## 2.0 Performance Review Summary

Vision		Evidence	RAG
1	Good Level of Development (GLD) at Early Years Foundation Stage (EYFS).	60% vs. NA 58% (+2%)	●
	Required Standard (WA) in Year 1 Phonics.	66% vs. NA 70% (-4%)	●
	Expected Standard (EXS) at KS1.	Reading EXP 76% vs. NA 67% (+9%) Writing EXP 52% vs. NA 58% (-6%) Mathematics 66% vs. NA 69% (-3%) Combined RWM 46% vs. NA 54% (-8%)	●
	Expected Standard (EXP+) at KS2.	Reading 84% vs. NA 74% (+10%) Writing 66% vs. NA 69% (-3%) Mathematics 80% vs. NA 71% (+9%) GPS 81% vs. NA 72% (+11%) Combined RWM 62% vs. NA 59% (+3%)	●
2	Expected Progress at KS3.	~>70% of pupils met or exceeded their (FFT20) Forecast Grade.	●
	9-4 in GCSE English and Mathematics.	English 87% vs. NA 71% (+16%) Mathematics 95% vs. NA 67% (+28%) English and Mathematics 86% vs. 67% (+19%)	●
	English Baccalaureate	APS 5.14 vs. NA 4.06 (+1.08)	●
	Expected Attainment 8 (A8).	56.13 vs. NA 46.50 (+9.63)	●
	Expected Progress 8 (P8).	P8 score of +0.69 vs. NA 0.00 (+0.69)	●

KS1 NA figures are derived from the 2022 FFT Results Service. National Statistics are scheduled to be published on 6<sup>th</sup> October 2022. KS2 NA figures are sourced from [KS2 National Statistics 2022](#)

Vision		TEA	RAG	BPA	RAG
3	To provide environments in which all pupils feel proud of their academy, shown by their excellent behaviour, attitude to learning, attendance and punctuality.	Attendance was >NA 92.5% vs. NA 91.8% (+0.7%) Persistent absence <NA 23.1% vs. 23.5% (-0.4%)	●	Attendance was <NA 91.0% vs. NA 92.3% (-1.3) Persistent absence >NA 33.8% vs. NA 27.6% (+6.2%)	●
4	To provide safe and secure environments in which all pupils are able to thrive and any concerns they have are dealt with promptly and effectively.	Internal safeguarding audits were undertaken termly, and a summative section 175 audit undertaken in the Summer Term. Safeguarding was found to be effective. Permanent exclusions were <NA 0.0 vs. NA 0.20 (-0.20) Fixed term exclusions were <NA 5.1 % vs. NA 9.4% (-4.3%)	●	Internal safeguarding audits were undertaken termly, and a summative section 175 audit undertaken in the Summer Term. Safeguarding was found to be effective. Permanent exclusions were <NA 0.0 vs. NA 0.03 (-0.03) Fixed term exclusions >NA 2.1 vs. NA 1.3% (+0.8%)	●/●
5	To provide learning environments in which the majority of teaching is outstanding and never less than consistently good.	100% of lessons were 'good or better' and 76% 'outstanding'.	●	92% of lessons were 'good or better' and 54% 'outstanding'.	●
6	To provide opportunities for all pupils to develop high levels of literacy appropriate to their age.	English 9-4 87% vs. NA 71% (+16%) English 9-5 75% vs. NA 55% (+20%)	●	EYFS 63% vs. NA 62% (+1%) Year 1 Phonics 66% vs. NA 70% (-4%) KS1 Reading EXP 76% vs. NA 67% (+9%) KS1 Writing EXP 52% vs. NA 58% (-6%) KS2 Reading 84% vs. NA 74% (+10%) KS2 Writing 66% vs. NA 69% (-3%) KS2 GPS 81% vs. NA 72% (+11%)	●
7	To provide opportunities for all pupils to develop high levels of numeracy appropriate to their age.	Mathematics 9-4 95% vs. NA 67% (+28%) Mathematics 9-5 80% vs. NA 49% (+31%)	●	KS1 Mathematics 66% vs. NA 69% (-3%) KS2 Mathematics 80% vs. NA 71% (+8%)	●

8/9	<p>To provide environments in which all pupils are able to broaden their education through a range of SMSC opportunities.</p> <p>To provide environments in which every opportunity is taken to celebrate and share success.</p>	<p><a href="#">Academy Newsletter - Autumn Term 1 (2021)</a>  <a href="#">Academy Newsletter - Autumn Term 2 (2021)</a>  <a href="#">Academy Newsletter - Spring Term 1 (2022)</a>  <a href="#">Academy Newsletter - Spring Term 2 (2022)</a>  <a href="#">Academy Newsletter - Summer Term 1 (2022)</a>  <a href="#">Academy Newsletter - Summer Term 2 (2022)</a></p>	●	<p><a href="#">Newsletters   Bournemouth Park Academy</a></p>	●
10	<p>To provide opportunities and experiences for all pupils so that they are well equipped for the next stage in their education, training or employment.</p>	<p>The % of pupils in sustained education, training or employment was 96% vs. NA 94% (+2%) - <a href="#">Destination Data Report</a>.  CIEAG provision meets the Gatsby Benchmarks.  Intended destination data from the 2022 cohort indicated that 100% of pupils would be in sustained education, employment or training from September.  The 2022 cohort will be contacted in October to check and verify internal destination data.</p>	●	<p>Intended destination data shows that all pupils left at the end of KS2 to a named secondary school.  Any pupil leaving mid-year is tracked or reported missing within 2 weeks of leaving.</p>	●