

Eastwood Park Academy Trust (EPAT)

EPAT

Believe Succeed Together

Performance Review Summary 2021

September 2021

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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).	63% vs. NA 62% (+1%)	●
	Required Standard (WA) in Year 1 Phonics.	80% vs. NA 82% (-2%) <i>NA figures are derived from the 2020 FFT Results Service and therefore do not reflect true NA statistics.</i>	●
	Expected Standard (EXS) at KS1.	Reading EXP 70% vs. NA 71% (-1%) Writing EXP 61% vs. NA 66% (-5%) Mathematics 67% vs. NA 72% (-5%) Combined RWM 58% vs. NA 62% (-4%) <i>NA figures are derived from the 2020 FFT Results Service and therefore do not reflect true NA statistics.</i>	●
	Expected Standard (EXP+) at KS2.	Reading 76% vs. NA 79% (-3%) Writing 70% vs. NA 76% (-6%) Mathematics 71% vs. NA 78% (-7%) GPS 76% vs. NA 73% (-3%) Combined RWM 57% vs. NA 70% (-13%) <i>NA figures are derived from the 2020 FFT Results Service and therefore do not reflect true NA statistics.</i>	●
2	Expected Progress at KS3.	~>70% of pupils met or exceeded their (FFT20) Forecast Grade.	●
	9-4 in GCSE English and Mathematics.	English 95% vs. NA 71% (+24%) Mathematics 92% vs. NA 67% (+25%) English and Mathematics 91% vs. 67% (+24%)	●
	English Baccalaureate	APS 5.10 vs. NA 4.06 (+1.04)	●
	Expected Attainment 8 (A8).	55.36 vs NA 46.50 (+8.86)	●
	Expected Progress 8 (P8).	P8 score of +0.84 vs. NA 0.00 (+0.84)	●

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 94.8% vs. NA 94.5% (+0.3%) and 94.8% vs. NA (pandemic) 89.0% (+5.8%)	●	Attendance was ~NA 94.1% vs. NA 94.3% (-0.2) Persistent absence <NA 15.0% vs. NA 16.8% (-1.8%) <i>Both take into account mobility and attendance of schools with a similar level of deprivation.</i>	●
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.	Safeguarding audit were undertaken termly. Safeguarding was found to be effective. Permanent exclusions were <NA 0.0 vs. NA 0.20 (-0.20) Fixed term exclusions were <NA 2.7 % vs. NA 9.4% (-6.7%)	●	Safeguarding audit were undertaken termly. Safeguarding was found to be effective. Permanent exclusions were <NA 0.0 vs. NA 0.03 (-0.03) Fixed term exclusions >NA 2.3 vs. NA 1.4% (+0.9%)	●/●
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 69% 'outstanding'.	●	99% of lessons were 'good or better' and 56% 'outstanding'.	●
6	To provide opportunities for all pupils to develop high levels of literacy appropriate to their age.	English 9-4 95% vs. NA 71% (+24%) English 9-5 88% vs. NA 51% (+37%)	●	EYFS 63% vs. NA 62% (+1%) Year 1 Phonics 80% vs. NA 82% (-2%) KS1 Reading EXP 70% vs. NA 71% (-1%) KS1 Writing EXP 61% vs. NA 66% (-5%) KS2 Reading 76% vs. NA 79% (-3%) KS2 Writing 70% vs. NA 76% (-6%) KS2 GPS 76% vs. NA 73% (-3%)	●
7	To provide opportunities for all pupils to develop high levels of numeracy appropriate to their age.	Mathematics 9-4 92% vs. NA 67% (+25%) Mathematics 9-5 75% vs. NA 45% (+30%)	●	KS1 Mathematics 67% vs. NA 72% (-3%) KS2 Mathematics 71% vs. NA 78% (-7%)	●

8/9	To provide environments in which all pupils are able to broaden their education through a range of SMSC opportunities. To provide environments in which every opportunity is taken to celebrate and share success.	Academy Newsletter - Autumn Term 1 Academy Newsletter - Autumn Term 2 Academy Newsletter - Summer Term 1 Academy Newsletter - Summer Term 2	●	Newsletters Bournemouth Park Academy	●
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.	CIEAG provision is improving and in line to meet the Gatsby Benchmarks by 2021. Intended destination data from the 2021 cohort indicated that 100% of pupils would be in sustained education, employment or training from September. The 2021 cohort will be contacted in October to check and verify internal destination data.	●	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.	●