



EASTERN HILLS ACADEMY

SIX-MONTH EXECUTIVE SUMMARY

Academic, Curriculum and Operational Performance | February 2026 – July 2026

EXECUTIVE JUDGEMENT

Eastern Hills Academy is demonstrating clear, measurable and school-wide improvement. Systems are becoming embedded, professional consistency is strengthening, and the school is progressing from establishing sound foundations towards sustained educational excellence.

1. Overall Position

The six-month review is based on sustained academic quality assurance rather than a once-off inspection. Evidence was gathered through weekly planning moderation, ATP and curriculum pacing reviews, subject and assessment file moderation, learner workbook moderation, classroom observations, assessment moderation, professional feedback and regular engagement with the School Management Team and teaching staff.

The central finding is strongly positive: improvement is visible across the school rather than being confined to individual teachers or departments. Planning, curriculum implementation, assessment practice, classroom organisation, workbook standards and professional accountability have all strengthened. The school's caring Christian, values-based ethos remains a significant organisational strength and provides a stable foundation for continued academic growth.

2. Most Significant Gains

- Teacher planning has shown some of the strongest improvement: clearer sequencing, more realistic pacing, better ATP alignment, stronger links between learning activities and assessment, and increased attention to learner outcomes.
- Curriculum implementation is more coherent and consistent across phases, with reduced variation between teachers and stronger awareness of curriculum coverage and progression.
- Assessment quality assurance has become more systematic through structured pre- and post-assessment moderation, improved memoranda, better curriculum alignment and greater willingness to revise tasks after feedback.
- Learner workbooks show improved curriculum coverage, more regular and meaningful marking, increased use of constructive feedback and corrections, and stronger presentation routines.
- Teaching and learning are increasingly purposeful and learner-centred, supported by improved questioning, active participation, better lesson preparation and positive teacher–learner relationships.
- Leadership has successfully combined accountability with practical support, contributing to positive morale, clearer expectations and a culture in which continuous improvement is increasingly normal practice.

3. Organisational and Professional Culture

A notable development is the growing ownership shown by teachers. Staff are increasingly identifying and addressing areas for improvement before moderation, suggesting that reflective practice is becoming internally driven rather than dependent on external accountability. Teachers are also more open to constructive feedback, resource sharing and professional collaboration. Communication between management and staff is described as respectful, professional and solution-focused.

EXECUTIVE PRIORITIES FOR THE NEXT SIX MONTHS

4. Development Priorities and Strategic Risks

The areas requiring attention are best understood as the **next stage of development** rather than structural weaknesses. The strongest priority is to move from increasingly consistent compliance and organisation towards deeper instructional sophistication and even greater consistency in learner support.

Differentiation	Strengthen explicit intervention and enrichment strategies in planning and classroom practice so that differing learner needs are addressed consistently.
Higher-order learning	Increase critical thinking, problem-solving, enquiry, practical application and analytical reasoning in teaching and assessment.
Consistency of evidence	Maintain daily evidence of learning, regular marking, high-quality feedback, learner corrections, neat presentation and differentiated support in all workbooks.
Professional standards	Sustain high expectations for punctuality, preparation, communication, professional appearance, administration and refreshed classroom displays.
Data-informed teaching	Use learner performance data more deliberately to identify gaps, adapt instruction and target intervention without allowing administrative compliance to overshadow teaching quality.

5. Recommended Strategic Actions

- Continue weekly planning moderation and curriculum pacing monitoring; retain these as core quality-assurance mechanisms.
- Expand professional development in differentiated instruction, higher-order questioning, enquiry-based learning, collaborative learning and independent problem-solving.
- Maintain rigorous pre- and post-assessment moderation while progressively increasing the cognitive demand of assessment tasks.
- Continue classroom observations with a sharper focus on instructional quality, learner engagement and the practical impact of planning.
- Strengthen distributed leadership by empowering phase and departmental leaders to assume greater responsibility for curriculum quality assurance and instructional leadership.
- Continue recognising staff excellence, sharing best practice and reinforcing reflective professional growth.
- Preserve the school's values and character-development focus while maintaining high expectations for learner behaviour, uniform and presentation.
- Strengthen parent partnership through accurate homework communication, learner diaries and regular communication regarding learner progress and assessment preparation.

6. Board-Level Conclusion

The school is moving in the right direction. The review concludes that the progress achieved during the first six months of 2026 is neither superficial nor temporary. Systems, routines and professional expectations are increasingly embedded in daily practice. The willingness of teachers to act on feedback, together with consistent SMT leadership and Directors' support for curriculum quality, teacher development and accountability, is producing measurable returns.

Eastern Hills Academy is therefore well positioned to continue strengthening academic quality and organisational effectiveness while preserving its distinctive values-based identity. The next six months should focus on consolidating consistency, deepening instructional practice, strengthening differentiation and cognitive demand, and expanding leadership capacity across phases and departments.

PROFESSIONAL OPINION

Eastern Hills Academy has a solid platform for sustained future growth and is progressing from sound foundational systems towards educational excellence.

Respectfully submitted
Gerda Bessinger
Education Consultant – Quality Assurance