



Whitburn Church of
England Academy

Prospectus



2017 Admissions

Excellence for All

Welcome from the Principal



I am delighted to welcome you to Whitburn Church of England Academy, where it is my very great privilege and honour to be Principal. Our ethos statement confirms our determination to provide an inclusive education for the local community in which the rights of all are respected, irrespective of personal beliefs. We are proud to be a school at the heart of the Whitburn community and its surrounding villages.

Our pupils enjoy fantastic facilities, which support our high aspirations for them. The academy has a strong academic tradition and pupils achieve very well in their GCSEs, where our results are consistently amongst the highest performing state schools in the North East region.

In January 2015, the Department for Education recognised the consistent success of our results by naming Whitburn Church of England Academy as one of the top 100 non-selective state schools in England. The letter from David Laws, Minister of State for Schools states that *“The percentage of your pupils achieving five or more A*-C grade GCSEs (or equivalent), including English and mathematics GCSEs, shows that your school is one of the top 100 performing non-selective state funded schools in England. Your school has also proven to be one of the top 90 in England showing the greatest sustained improvement in the percentage of pupils achieving this measure”*. The GCSE results for 2016 were the best in the history of the school, with 86% of pupils gaining C grades or better in both English and Maths, and 85% passing at least 5 GCSEs at A*-C including English and Maths. We also continued our record of 30% or more grades achieved being A* or A despite a significant fall in top grades nationally.

We are a school which brings out the best in our pupils, regardless of background. In January 2015, we receive one of the 2015 Pupil Premium Awards as we were *“one of the most improved schools in the country in terms of the attainment and value-added progress of your disadvantaged pupils since 2011. It is clear that you and your staff have provided your disadvantaged pupils with a good start in life and prepared them well for their futures. Finally, your school is also one of the top 100 non-selective state funded schools in England based on the key stage 2 to key stage 4 value added measure”*. Results for disadvantaged pupils in 2016 were by some distance the best ever achieved. Although the gap which is evident on entry has not been entirely closed, we are working tirelessly to close this as you can see in the “Pupil Premium” section of this document.

We are very proud of our results but we achieve success with our pupils not through focusing on league tables and inspection reports but by working tirelessly to ensure that we get the best out of all of our pupils. We strive to make our motto of “Excellence for All” a reality. Exam results are only ever part of the picture in regard to the outstanding education we wish for all our pupils. We take great pride in the rich and diverse extra-curricular life on offer, with a wide range of sporting, musical and other activities.

We celebrate the success of our pupils in all aspects of school life and it matters just as much to us that our ‘graduates’ are confident, articulate and thoughtful, as well as achieving academic success. As a Church of England School we support the development of moral values and of a rich and fulfilling spiritual life for the entire academy community. We look to develop key Christian values such as kindness and forgiveness amongst our pupils. However we are a fully inclusive school and we do not have faith criteria within our admission policy, welcoming pupils of other faiths and no faith.

Our long awaited Sixth Form opened in September 2015. This finally allowed us to meet the overwhelming demand from pupils and parents/carers to provide high quality post-16 education and continuity for the pupils who have enjoyed a successful first five years at Whitburn. The Sixth Form adds to the life of the school and we will work tirelessly to ensure that results are as successful as our outstanding track record at GCSE. A new purpose built Sixth Form Centre is a fantastic new addition to our facilities and provides a high-quality learning and social environment for our Sixth Form students. Our first AS results in 2016 indicated that we are well on track for the excellent A level results we expect our Sixth Form students to achieve.

Partnership work with parents and carers is a strength of the academy and something we value highly. Links with the local community are well developed and there is a very committed, active and growing Parent Teacher Association (PTA) and Parent and Carer Focus Group events are open to all.

We take a very professional approach to all aspects of our work and there is no complacency. Our focus is always on teaching and learning; lessons provide all pupils with challenge, support, rigour and pace in proper measure. We recognise that there are no shortcuts to quality in education; the way to success lies in high expectations, thorough planning, regular monitoring and review and sheer hard work. Our continued success is a well-deserved testimony to the dedication and efforts of our pupils, staff, parents, carers and governors.

A. Hardie

Alan Hardie
Principal



A Message from the Governing Body

Thank you for considering Whitburn Church of England Academy as the provider of your child's secondary education.

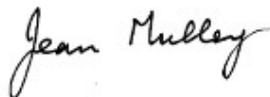
The Governing Body and Staff of the Academy are committed to providing an outstanding education, which will support your child's particular needs and encourage development of their academic, social and intellectual understanding.

We strive to make our motto "Excellence for All" a reality in order that the young people of this Academy are given the best possible opportunity to succeed in life.

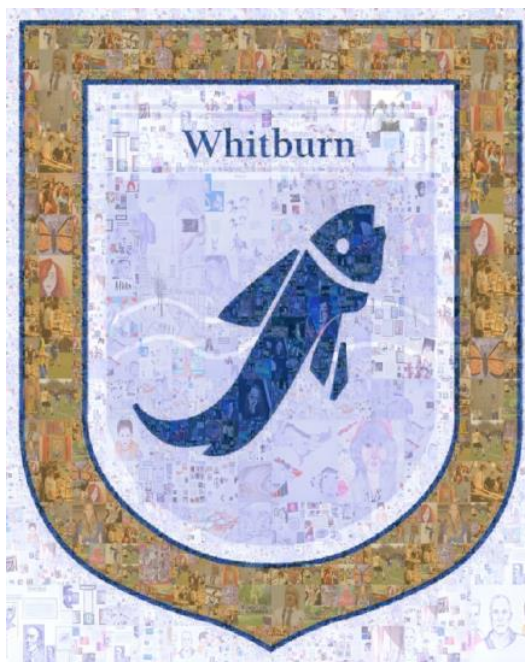
We pride ourselves in nurturing confident, responsible, kind young people who are well equipped to take on the challenges of further education and employment and to achieve a fulfilling life.

The Academy has a unique ethos, which I believe encapsulates that which we seek to provide for our pupils. This is ingrained in our Ethos Statement and Whitburn Principles which are included in this prospectus.

I hope you find the information included useful and that you find within it the necessary detail to make an informed decision about your child's future education.



J Mulley
Chair of the Governing Body



A Message of Welcome from the Bishop of Durham, Bishop Paul Butler

It has been my privilege over many years to visit schools in many different places. This has been across England but also in some of the very poorest countries in the world, like Rwanda, Burundi and Uganda. It does not matter where I see schools at work, I am always impressed by the dedication of teachers and the longing of parents to want the very best for their children. As a parent I know you want the very best for your child. The Church of England is engaged in schools because it too wants the very best for every child.

Every child matters because every child is special. Naturally they are special to you, their parent or carer, and to grandparents. They are also very special to the school. This is particularly true for us in church schools because of what we believe about the value God places on every child.

Jesus' friends were arguing one day about who was the greatest in God's kingdom. Jesus took a small child, stood him or her amongst the group and told all the adults that unless they became like this child they could never enter God's kingdom. I often wonder just how very special that child felt that day. We want that sense of being loved, accepted and valued to be at the very heart of our schools, and of your child's education.

Education matters because it provides building blocks for life now and into the future. We seek to offer the very best education we can in every school. This is not simply about the important matters of reading, writing, numbers and the like. It is also about the values by which we behave, and the kind of people we want to be. We believe our church schools offer great all round education for every child.

I love being able to visit schools and meet children. They are always enthusiastic, welcoming and brilliant at asking tough questions. Their zeal for learning is inspiring.

So welcome to one of our wonderful church schools. I trust your child will find they grow and develop well throughout their time here.

+Paul



Academy Principles

Our academy motto is 'Excellence for All'. Achievement will be considered excellent when current expectations are exceeded.

The academy commits to the following principles:

- Everyone is a *learner*
- Learning is both a *right* and a *responsibility*
- Effective learning will be managed by appropriate *planning*
- Challenging and appropriate *expectations* are an *entitlement* for all
- Agreed *targets* provide a *focus* for improvement
- Explicit *quality standards* secure the best of *provision*
- Quality standards should be *consistently implemented*
- Structured *school review* informs *future planning* and thereby supports continued *school improvement*
- Opportunities for *quiet reflection* encourage self-review and self-knowledge
- *Supported self-review* allows monitoring and evaluation to be *developmental activities*
- Resources should be *targeted* to enhance the *learning environment*



These principles allow us to manage the continual improvement of provision in Whitburn Church of England Academy and the promotion of high standards of educational achievement.

Academy Ethos Statement

The academy aims to develop its spiritual ethos in accordance with Christian principles and values. The academy will work in partnership with the Church at Parish, Deanery and Diocesan level and under the guidance of the Church of England.

The academy aims to serve its community by providing an education of the highest quality. It encourages an understanding of the meaning and significance of a spiritual dimension in our lives.

It will support the development of moral values and of a rich and fulfilling spiritual life for all. It will support those of Christian faith within the context of Christian belief and practice and will respect and encourage those of other faiths and no faith.



Assemblies and Collective Worship


There is an act of Collective Worship every day provided either within the tutor groups or in year group, key stage or whole school assemblies. Our formal assemblies seek to provide a spiritual dimension to the day and are characterised by opportunities for contemplation, celebration and consideration of the importance of community.




Assemblies are mainly Christian in their teaching and lead pupils to reflect upon their daily lives, relationships and responsibilities. During our most recent inspection, in March 2014, collective worship was described as *“inclusive, engaging and inspirational”*. Parents/carers may request that their child be withdrawn from assemblies and RE lessons; please contact the academy for further details.

The values that we wish all of our community to aspire to are displayed around the school, many in the form of the Whitburn ‘Be values’ which were developed through consultation with pupils via the School Council. The values are accompanied by a photo taken within the school community and a relevant quotation from either a Christian or other major world faith perspective, or from an inspirational individual. These values form the theme for the week for collective worship and were described in our inspection report as being *“modelled in quality of relationships, attitudes, behaviour and approaches to learning”*.

Be a light of the world



“I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life”
John 8:12



Excellence for All

Caring for others



“Our human compassion binds us the one to the other”
Nelson Mandela



Excellence for All

Be kind



“Love and compassion are necessities, not luxuries. Without them, humanity cannot survive”
Dalai Lama



Excellence for All

Curriculum

The curriculum will provide opportunities for all pupils to learn and to achieve.

These opportunities include a commitment to:

- Learning as the means to achieve the highest standards possible
- Equipping pupils with the necessary skills of literacy, numeracy and ICT and the ability to think
- Developing pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural dimensions of the world and their lives
- Providing a wide range of contexts to enable pupils to develop and apply their knowledge, skills and understanding
- Equipping them to become useful and productive citizens
- Encouraging them to pursue a healthy and safe lifestyle

The academy curriculum will promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experience of life.

The academy commits to the principles of:

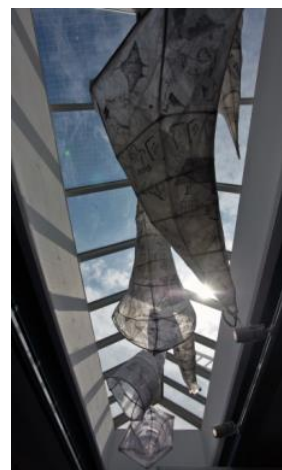
- Developing an understanding of right and wrong
- Developing knowledge, understanding and appreciation of pupils' own beliefs and those of others
- Passing on values that develop integrity, autonomy and the ability to be a caring citizen
- Promoting equal opportunities
- Caring for the environment
- Promoting pupils' self-esteem and emotional well being
- Developing pupils' ability to relate to others for the common good

The academy curriculum will promote the three principles of Social Inclusion

- Setting suitable learning challenges
- Responding to pupils' diverse needs which may include reviewing curricular provision for individual pupils resulting in the delivery of a personalised curriculum, which in some instances could include college or work placements
- Overcoming potential barriers to learning for individual and groups of pupils. This includes an on-going review of progress and intervention strategies for the most vulnerable pupils with a potential to adjust the pupils' curriculum to accommodate additional support

Academy Curriculum 2016 – 2017

The academy curriculum is under constant review in order to ensure that we have the best provision for all of our pupils. This section describes what the pupils are studying in 2016 – 2017, but the pattern will change in future years in light of curriculum developments and changes in legislation.



Key Stage 3 (Years 7, 8 and 9)

All subjects pay regard to National Curriculum requirements, although as an academy we are free to develop our own curriculum and will do so when we determine this to be more effective in meeting the learning needs of our pupils. All pupils follow a Guidance programme with their form tutors as well as other teaching staff; this includes all aspects of tutorial work, PSHE (*Personal Health & Social Education*), Citizenship, Careers Guidance, target setting and review.

The academy regards computer literacy as an essential skill for all pupils and Computing is taught to all pupils. There are eight networked suites of PCs plus the Library with screened Internet access; the academy website is under constant development. There are also 200 networked laptops available in other locations within the academy, supplemented by an increasing number of iPads and iPad Minis.



As the overwhelming majority of our pupils study French in their primary school, all pupils study French for 4 hours per fortnight during Year 7. The only exception to this is that we allocate additional literacy time to those pupils whose Key Stage 2 English results indicate that they would benefit from this: therefore some classes will study French for 2 hours per fortnight instead of 4 in order to create the time for the additional literacy lessons. Studying French only during Year 7 allows pupils to deepen their competency and linguistic skills, giving them better foundations for success at GCSE. However, we are committed to offering pupils the opportunity to take a second language and, following some lessons in Spanish during Year 8, pupils can choose to study both French and Spanish at GCSE if they wish.



All pupils at KS3 have the following curriculum provision during our two-week timetable:

Subject	Number of hours per fortnight in Y7	Number of hours per fortnight in Y8	Number of hours per fortnight in Y9
Literacy	1	1	N/A
English	6 (8 for selected classes)	6 (8 for selected classes)	6 (8 for selected classes)
Mathematics	6	6	6
Science	6	6	6
Computing	4	4	3
Technology	4	4	4
Geography	4	4	4
History	4	4	4
RE	2	2	2
MFL (2 per language)	4 (2 for selected classes – one MFL)	4 (2 for selected classes – one MFL)	4 (2 for selected classes – one MFL)
PE	3	3	3
Art	2	2	3
Music	2	2	3
PSHE	2	2	2
Total	50	50	50

Pupils in Year 7 are placed in sets for English, Maths, MFL, Literacy and 1 PSHE lesson using the KS2 SAT raw scores and MidYIS data. There are four groups in each of two parallel teaching bands for those subjects and each band contains two parallel top sets. All remaining subjects continue to be taught in mixed ability tutor groups. The same curriculum arrangements apply to Year 8, though with the exception of MFL this year, where classes are determined by choice of MFL as opposed to ability.

Pupils in Year 9 formally begin their GCSE courses in English, Maths, Science and RE. Pupils in Year 9 are placed in sets for English, Maths, Science and Humanities subjects and continue to be taught in mixed ability tutor groups for Technology, Art, Computing, PE and Music. MFL continues to be structured according to option choice. There are four groups in each of two parallel teaching bands for those subjects and, for English and Maths, each band contains three parallel top sets.



Due to the government proposals to introduce compulsory EBACC for 90% of pupils currently in Year 8, we are keeping our Year 9 curriculum provision for 2017-2018 under close review.

Opportunities for movement in teaching groups are provided twice a year during Key Stage 3 using Key Assessment data gathered from subject teachers.

Key Stage 4 (Years 10 and 11)

Option Choices

Our Key Stage 4 provision is subject to constant review, though the academy remains committed to GCSE as the main form of accreditation. Pupils select their GCSE options during the Spring Term of Year 9. This follows advice about subject choices and possible career paths through PSHE lessons, interviews with the Careers Coordinator and via a Careers Fayre. Some selection of pupils is made using prior attainment data particularly where success in the chosen course would depend on specific levels of attainment being achieved e.g. pupils applying for Computing Science must meet criteria for attainment in Maths.

Core Subjects	Option Subjects
English Language	Art
English Literature	Computing Science
Mathematics	Design Technology Options
Science – Separate	Business Studies
Sciences or Core / Additional	French
	Geography
	History
RE (GCSE Full Course)	ICT
PE (non-GCSE)	Media Studies
PSHE	Music
	PE GCSE
	Spanish
	Vocational Learning



Pupils are advised to choose a balanced curriculum. It is possible for all pupils to make the appropriate option choices in order to gain the English Baccalaureate qualification by selecting a Humanities subject and a Modern Foreign Language. There is no compulsion on pupils to do so, although we have amended the options system to meet the increased demand for the Baccalaureate subjects, for example increasing the provision for French and Spanish. We were one of the first schools in the North East to offer Computing Science as a GCSE course.

A small group of pupils is selected to take vocational courses on the basis that they would benefit from a more applied form of learning. In addition other pupils may follow personalised work-related learning courses to focus on improving attendance and commitment to study. This identification is on-going and every possible curricular intervention is made to secure pupils' continued success. The Head of Learning, SENCO and Senior Management Team are involved in the identification process and parental support and consent are sought before any modifications to the curriculum are applied.

The mentoring system is extended in Years 10 and 11 so that in addition to mentoring by form tutors, additional support is provided by senior staff to help pupils maximise their potential in their GCSE exams.

Year 10 and 11 Curriculum Provision

The most able mathematicians may be offered the opportunity to take an additional exam in Further Mathematics.

Core Subjects	Number of Hours per fortnight	Option Subjects	Number of Hours per fortnight
English Language & Literature	8	Option Block W	4
Mathematics	7	Option Block X	4
Science	12	Option Block Y	5
PE	2	Option Block Z	5
RE	2	<i>Vocational Learning (as part of Blocks W and Y)</i>	8

Pupils' progress is monitored through Key Assessments, GCSE mock examinations and controlled assessment results. Appropriate support is provided for completion of controlled assessments in all subjects. All subjects provide opportunities to practise the skills required in advance of the formal assessment process.

At both Key Stage 3 and GCSE, the curriculum provision is enhanced through occasional collapsed timetable days, such as Alternative Curriculum Day and STEM Day, where pupils are based in their form classes or year groups and experience a range of alternative learning activities such as team challenges or interactive theatre performances of key exam texts.



Sixth Form Curriculum Provision

Details of the Sixth Form curriculum are available in the separate Sixth Form Prospectus.



Religious Education (RE)

In Years 7 and 8 pupils follow the Diocesan syllabus. This provides a mainly Christian education but also educates children in the other major world religions. From Year 9 onwards pupils follow the specification for GCSE RE. The assembly programme and PSHE lessons also cover topics which are related to the RE curriculum and help to enhance some of the work covered in formal RE lessons.

Year 7 pupils experience a visit to Whitburn Parish Church to learn about Christian festivals and sacraments and also visit Bede's World to learn about the early Christian heritage of the region. The school places great value on our links with Whitburn Parish Church and each year group has an annual church service.



PSHE Programme

All pupils study a PSHE programme, including Sex and Relationship Education and Drug Awareness Education, Citizenship and Environmental Education, either through academic subjects, PSHE lessons or special events. Children raise money for a wide variety of charities as part of our Citizenship Curriculum.



Careers Education Guidance

Pupils are helped to develop self-awareness of their abilities and aptitudes so that they can set themselves realistic career targets. Pupils are able to develop a broad knowledge of career opportunities through the use of databases, visitors and classroom work. There is opportunity throughout Key Stage 3 and 4 for pupils to receive impartial careers guidance from our Careers Coordinator. There are also a number of events and visits to promote interest in particular careers such as those in the STEM subjects (Science, Technology, Engineering and Mathematics), for example the Year 8 visit to the Nissan car plant as shown below.



Every pupil has a week of **Work Experience** during Year 10 and in Year 12; thorough preparation and debriefing sessions make this a valuable learning experience. The Careers Fayre, held in the Summer Term for Year 10 and 12 pupils, continues to be an important day for pupils. They are able to gather information on post-16 education choices and training providers as well as discovering trades available within the Uniformed Services and local apprenticeships.

Homework

Whitburn Church of England Academy believes that homework is an essential part of all pupils' learning. Homework will be set regularly and all pupils will be encouraged to establish, and further develop, good homework habits. The academy believes this approach will support and enhance the academy motto of 'Excellence for All'.

The academy believes the key purposes of setting homework are to:

- Allow practice and consolidation of work done in class
- Develop good habits, self-discipline and personal organisation skills
- Develop skills in using library and other learning resources
- Encourage ownership and responsibility for learning
- Strengthen the home-school partnership
- Motivate and develop independent learning
- Extend the Programme of Study

During Year 7, homework is set as part of a co-ordinated plan to encourage the development of literacy, numeracy and good study skills across the curriculum. Pupils have reading and numeracy homework each week and work on extended faculty themed projects which they have some choice in the method of completion. Reading and numeracy themed homework continues in Year 8.



Teaching

We are committed to using a range of teaching strategies to enhance learning for pupils of all abilities and to:

- Show where concepts and skills can be learned and then revisited in order to consolidate learning
- Manage the progression of learning and so make explicit how a particular concept is taught in Year 7 and then developed in Years 8, 9 and beyond
- Ensure that pupils experience a full range of structured and open-ended tasks in order to provide all pupils with access to a challenging curriculum
- Allow for equal learning opportunities in respect of the type of activities provided for differing abilities and gender
- Highlight literacy, numeracy, computing and SMSC development throughout subject areas
- Make use of interactive whiteboards which are found in every teaching area
- Use a variety of group structures to make learning engaging and occasionally use the Lecture Theatre where larger group lectures can be given

Our key focus is on numeracy and literacy and our aspiration is that all of our pupils leave with qualifications in Maths and English which allow them to have a genuine choice in their future options. Our achievement and progress results for GCSE English and Maths are consistently amongst the very best of schools in the North East.



Inclusion

We value the abilities and achievements of all our pupils, and we are committed to providing the best possible learning environment for each pupil.

Whitburn Church of England Academy aims to:

- Ensure that all pupils have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Ensure the rapid identification of all pupils requiring SEND (*Special Educational Needs and Disability*) provision as early as possible
- Ensure that SEND pupils take a full part in all academy activities
- Ensure that parents of SEND pupils are kept as fully informed of their child's progress and attainment via regular reports, in line with the academy's reporting policy
- Ensure that SEND pupils are involved in decisions affecting their future SEND provision

We recognise that many pupils will require additional support at some time during their school life. Whilst many factors create such difficulties, we believe that they can be overcome by parents/carers, teachers and pupils working together.

Additional help is sought for individual pupils who may need specialist equipment to enable them to make full use of the curriculum opportunities available to them e.g. the provision of laptop computers, sloping writing tables etc. Pupils with special educational needs and disabilities are entered for public examinations in the same way as all other pupils in the school and special arrangements are made in accordance with examination board guidelines.



The building has ramped access for wheelchairs, and has been designed to allow for full disabled access. There are two lifts and the specialist classroom in Food Technology has a height adjustable hob. All other rooms have appropriate facilities to enable them to be used by disabled pupils or adults.

Pupils who arrive with KS2 results indicating a performance at or below level 3 are given additional Literacy and Numeracy work to support their progress during Year 7. Our Learning Support Assistants (LSAs) provide assistance to pupils in lessons. The number of pupils in teaching groups is adjusted such that one group has the fewest pupils and support is usually targeted at that group.

Full details are provided in our SEND Policy and SEND Information Report, which are available to download from the Academy web site www.whitburncofeacademy.org

We aim to prepare each pupil to play a full and satisfying role as an adult in our rapidly changing society. Guidance is given to pupils without any restriction with regards to gender, culture, disability or religion. The academy has considered its curriculum materials, resources, staffing structure and administrative practices so that none of these reinforce unhelpful stereotypes, which could adversely affect the educational or career aspirations of pupils or staff.

Safeguarding and Child Protection

At Whitburn Church of England Academy we are absolutely committed to providing a caring, safe and supportive environment for every pupil. We will take any reasonable action to ensure the safety of our pupils. In cases where the academy has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, we always follow the South Tyneside Safeguarding Children Board's procedures and inform Children's Services Social Care of any concerns. The Designated Teacher is Miss Smith and the deputy is Miss Kassapian. The Designated Governor is Mrs J Mulley. In addition, all members of the Senior Management Team and the Head of Sixth Form are trained as Designated Teachers.



Pupil Premium Information

The impact of Pupil Premium Grant

The Pupil Premium is allocated to schools for disadvantaged children who are known to be eligible for Free School Meals (FSM) at any time during the previous six years and to children who have been looked after continuously for more than six months. There is also separate Pupil Premium support for children whose parents are currently serving in the armed forces and a Catch-Up Premium for those Year 7 pupils who were below level 4 in their Key Stage 2 English or Maths SATs.



Schools are free to spend the Pupil Premium as they see fit, but are held accountable for how they have used the additional funding to support eligible pupils. Schools are required to publish this information online to ensure that parents and carers are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Review

For 2016-17, we have introduced a more frequent and robust review of the spending of Pupil Premium funding and its impact. This will be reviewed each term by the Governing Body at the Pupil Intervention Committee Meetings. In 2016-17, these meetings will be held 11/10/16, 24/01/17 and 25/04/17. Regular updates are also presented within other calendared meetings as appropriate throughout the year.

GCSE results for Disadvantaged Pupils

Basics: C+ in both English & Maths (National figures in brackets)				
	Disadvantaged Pupils	Other Pupils	School Gap	National Gap
2013	48 (40)	83 (67)	-35	-27
2014	58 (39)	89 (64)	-31	-25
2015	52 (39)	80 (65)	-28	-26
2016	63	89	-26	

%5+ A*-C GCSEs including English & Maths (National figures in brackets)				
	Disadvantaged Pupils	Other Pupils	School Gap	National Gap
2013	48 (40)	82 (67)	-34	-27
2014	52 (36)	88 (64)	-36	-28
2015	54 (37)	79 (65)	-25	-28
2016	63	88	-25	

% 3+ levels of progress in English (National figures in brackets)				
	Disadvantaged Pupils	Other Pupils	School Gap	National Gap
2013	69 (56)	88 (74)	-19	-18
2014	83 (56)	92 (74)	-9	-17
2015	64 (57)	79 (74)	-15	-17
2016	79	95	-16	

% 3+ levels of progress in Maths (National figures in brackets)				
	Disadvantaged Pupils	Other Pupils	School Gap	National Gap
2013	66 (54)	86 (76)	-20	-22
2014	78 (54)	89 (71)	-11	-23
2015	68 (49)	79 (72)	-11	-23
2016	75	92	-17	

Use of Pupil Premium 2015- 2016

During 2015-16 we used the £119,000 funding received to continue funding strategies from previous years which demonstrated positive impacts on pupil outcomes by overcoming attainment gaps on entry. The majority of the funding was used to help continue more favourable teacher to pupil ratios in English, Maths and Science and Key Stage 4. The school has regard to the strategies in the Sutton Trust and Educational Endowment Fund Pupil Premium Toolkit (now called Teacher Toolkit). Therefore we devoted a portion of the Pupil Premium funding to deliver additional staff professional development training on improving the effectiveness of teacher feedback to pupils. This was a key priority in the School Development Plan, and is also the strategy determined by the research evidence in the Teacher Toolkit, as having the greatest impact on pupil progress. We also funded individual pupils in a number of ways including support with uniform purchase, lesson specific materials, ICT devices and music provision. Our Nurture/Cookery group and Discussion group were effective in supporting vulnerable pupils with transition to secondary school. The fund was also used to enable disadvantaged pupils to take part in school trips including London, Flamingoland, Lake Garda and Dukeshouse Wood. We have also continued to fund accelerated reading and mathematics programmes. Year 7 Catch Up sessions for those pupils arriving at school at below level 4 in Maths and or English was funded through Year 7 Literacy and Numeracy Catch-Up Premium. In addition, £4000 was used to ensure that disadvantaged new Year 7 pupils were able to have access to a high quality summer school to help create a smooth transition to secondary school.

Impact

The attainment and progress of disadvantaged pupils at Whitburn Church of England Academy is significantly above that of the national figures for disadvantaged pupils. It has also improved significantly since 2012. Nevertheless, gaps continue to exist in performance between our disadvantaged pupils and our other pupils and we will continue to work to get the best from all our pupils until the gaps are closed. However, we are able to demonstrate a very positive impact on Value Added for disadvantaged pupils. Although changes in the method of calculation make year to year changes difficult to interpret, it demonstrates sustained high value added against the national norm of 1000, especially in light of a low starting point in 2012-13.

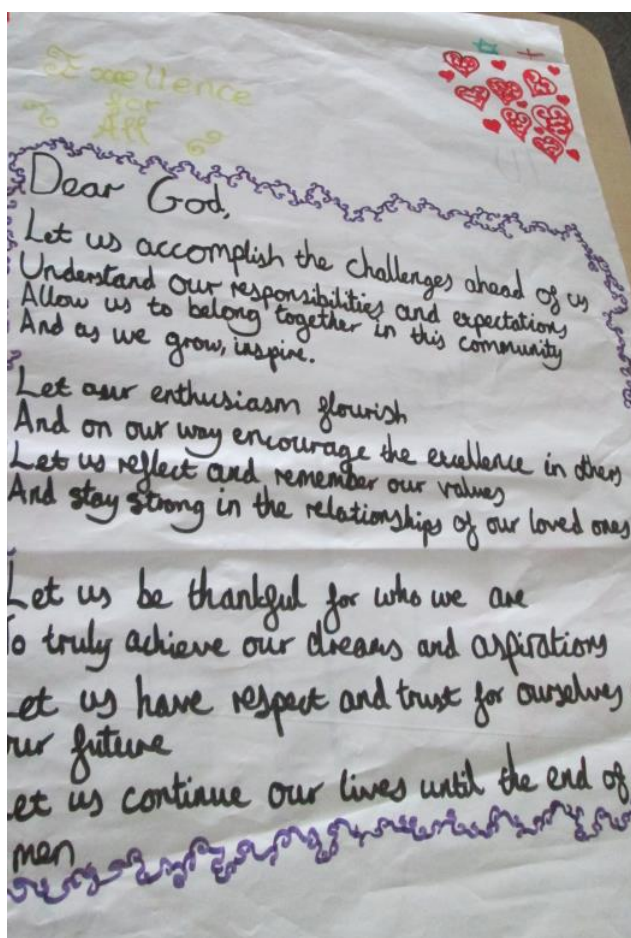
Value Added Measure		12/13	13/14	14/15	15/16
Capped8 +English and Maths Value Added Score – national average is 1000	All Whitburn Pupils	1001.6	1018.3	1031.8	1029.3
	Other Whitburn Pupils	1008.3	1047.7	1034.1	1030.7
	Disadvantaged Whitburn Pupils	997.6	1039.3	1018.7	1019.9

In 2015 we received a DfE Pupil Premium Award for closing the gap in the value added measure for best 8 GCSE results with Maths and English.

Pupil Premium Strategy 2016- 2017

We appointed Mrs D A Tennet to the post of Assistant Headteacher 'Closing the Gaps' as from September 2016. We created this post to further accelerate the closing of gaps for disadvantaged pupils, recognising that despite our successes in recent years there is still much work to do until the gaps are fully closed. Mrs Tennet has responsibility for reviewing data, evaluating the impact of strategies and further developing our strategic planning to ensure that disadvantaged pupils have their curriculum needs met and are therefore enabled to make rapid and sustained progress. We have become very effective in improving outcomes for disadvantaged pupils during their GCSE courses but we need to invest more in ensuring that gaps are closed more rapidly during Key Stage 3.

During 2016-17 we will continue to fund the strategies identified as being successful in previous years, which have demonstrated a positive impact on pupil outcomes in overcoming the attainment gaps on entry. We expect to receive £129,965 of Pupil Premium funding, the majority of which will be invested in teaching staff and learning support in English, Maths and Science and to allow smaller group and individual tuition sessions, dependent upon need. Maths and English 'focus groups' will continue to be in place from September with targeted intervention for pupils who were deemed as 'below secondary ready' or whose progress and attainment warrant additional support.



In addition there will be an even more stringent tracking and monitoring of Pupil Premium groups by the restructured Senior Leadership Team and Heads of Learning. Closing the Gaps meetings are held for strategic planning purposes at the start of each term and followed up in fortnightly meetings. This will ensure even more effectively that Pupil Premium intervention is planned for and bespoke to the needs of the pupils concerned, that aspirations are high and progress is regularly reviewed, with appropriate action put into place where required. Furthermore these meetings will be used to discuss and share areas of good practice and successes regarding intervention strategies used. We will also continue to fund bespoke requests for individual pupils to meet their curriculum needs, such as subject specific materials and also help to widen their opportunities to participate in an extensive range of extra-curricular activities.

Transition

We work together with our main feeder primary schools to help pupils make a smooth transition to secondary school. Members of our staff visit our feeder primary schools to make their faces familiar to pupils, as well as to discuss pupils' academic work and any additional needs. We hold an annual Year 6 Open Evening as part of the admissions process. We also host a Year 6 Parents/Carers Open Evening at the end of summer for those pupils joining us in September. For pupils joining us from schools other than the four main feeder primary schools, we arrange an additional evening for parents and carers so that we can provide the best possible support for all pupils joining us in Year 7



Our staff carry out subject specific liaison work with feeder primary schools in subjects including Science, Maths, and Music. Primary school pupils have the opportunity to visit the academy to take part in our annual Maths Fayre as well as the Year 6 Induction Day. We also run a Summer School during the first week of the summer holiday, open to all Year 6 pupils due to join us in September. The overwhelming majority of our new Year 7 pupils attend.

All new Year 7 pupils bring a portfolio of their best work in each subject from their primary school, and we are also piloting the use of an exercise book in Maths and English which is used in the latter part of Year 6 and then in Year 7. The work produced in primary school is be used by our teachers to indicate the pupils' standard of work and help track progress during their first year with us. Year 11 Prefects are attached to each Year 7 form class and support the pupils during their first week of secondary school.



Expectations

At Whitburn Church of England Academy, our expectations of our pupils are high. We ask all of our community to remember “Caritas” – be caring, kind and considerate to others.

Whitburn pupils should always be:

- Aiming for Excellence
- Prepared to learn
- Pleasant, co-operative and respectful
- Able to work calmly and effectively

Examples of rewards:

- Merits
- Stickers
- Commendations
- Displays of work
- Acknowledgement Weeks
- Certificates at Awards Assembly
- Prefect status
- House Captains
- The Paula Williams Award
- The Alexandra Simpson Award
- Top Form
- House Cup



Choosing not to behave in an appropriate way will lead to sanctions based on Positive Behaviour Management. This ranges from a formal warning to being sent to the Quiet Room. Detention, lunchtime groundings and removal from lessons are further sanctions. A placement in the Reflection Room, placement in a behaviour support unit or Exclusion (fixed term or permanent) will be used in response to serious breaches of the academy’s Behaviour Policy.

Uniform



Our uniform is very simple and intended to place little financial burden on parents/carers. It is the academy policy that pupils wear the following uniform;

Acceptable

- A knee length formal black school skirt or pair of formal trousers either from the Academy's recommended supplier (currently SWI), or of a matching style from another supplier. Trousers and skirts must not be tight fitting.
- A black V neck jumper or black cardigan with the school logo
- A long or short sleeved formal white shirt with a formal collar. Please note this must be a formal shirt that can be tucked comfortably into the waistband
- Academy tie
- Either black or white socks or plain black or natural tights
- Plain black school shoes, heels no greater than 2cm
- No jewellery, except a watch
- Plain black outdoor coat, no logo larger than a 50p piece *or* academy PE fleece *or* academy rain jacket
- Suitable bag to carry books and equipment
- Academy scarf or a plain black scarf (optional)

PE Uniform - Girls	PE Uniform - Boys
Essential	
Academy PE blue polo shirt <i>or</i> Academy blue long-sleeved multisport top	Academy PE blue polo shirt <i>or</i> Academy blue long-sleeved multisport top
Academy PE shorts	Academy PE shorts
Academy Socks	Academy Socks
Shin Pads	Shin pads and Football boots
Trainers	Trainers
Towel and soap for showering	Towel and soap for showering
Optional	
Black leotard and leggings	Black tracksuit bottoms
Black tracksuit bottoms	Academy PE fleece
Academy PE fleece	Academy PE Rain Jacket
Academy PE Rain Jacket	Drawstring bag for PE kit
Drawstring bag for PE kit	
Football boots	



Gum shields / mouth guards are highly recommended for contact sports and compulsory for competitive matches.

Details of how to purchase uniform can be found on the academy website.

Extra-Curricular Activities

We encourage all of our pupils to take part in our extensive academy and community based activities through which they develop friendships and social skills, as well as contribute to the life of the local community. We presently hold a Gold Artsmark with activities including excellent instrumental and choral ensembles, highly successful PE teams as well as lunchtime clubs for different subjects. Other examples of just some of the activities we offer include Art Club, Dance, Breakfast Club, F1 Club, Train Club, Science and Nature Club, History Club, Cookery Club, various discussion groups, Board Games Club and subject revision sessions for examinations. The list continues but through the extra – curricular programme we strive to support the whole pupil’s needs, recognising the importance of offering not only academic but also emotional support where required in preparation for life outside the academy.



Our music extra-curricular provision is a real strength of the school, with a very significant proportion of our pupils learning an instrument or performing in a wide range of ensembles. The department offers a Choir, a Chamber Choir, Concert Orchestra, String Orchestra, Big Band, Jazz Ensemble and a rock band club. We run our own music service, employing a team of 12 tutors covering all the traditional orchestral families, guitar, drums, music theatre and piano. Co-ordination of the instrumental tuition programme with our feeder primary schools leads to continuity of high quality teaching and we are well on our way to meeting our aspiration of having a full symphonic school orchestra.

Musical events over the last two years have included the Wizard of Oz production and Summer Spectacular evenings. Recent music tours to Austria in 2014 and Lake Garda in July 2016 allow pupils to perform in different countries and learn from different cultures. The department also plays a full role in the spiritual development of the pupils performing in main Christian assemblies and the renowned annual Christmas Service held in the parish church.



We believe that all pupils should have an equal opportunity to benefit from school activities and visits, independent of their parent/carers’ financial means. There are no charges for extra-curricular clubs. Where there would be an external cost, for example music tuition, art equipment and school trips, we offer subsidised financial support through Pupil Premium money and PTA fund raising to ensure all students develop to their full potential. Further information can be found in our academy Charging Policy which is available on the academy website <http://www.whitburncofeacademy.org/about-us/policies.html> . The Free School Meals information can be accessed through the website parent drop down menu and selecting Free School Meal eligibility; further information on how the money is used to support pupils can be found at <http://www.whitburncofeacademy.org/about-us/pupil-premium.html> .

Over the last few years, we have also gained a number of sporting successes winning regional trophies in a range of sports and have reached national finals in rugby league. Participation in extra-curricular sports clubs is encouraged amongst all of our pupils and we provide a wide range of activities to cater for all interests and abilities. Pupils have the opportunity to represent the academy in a wide range of sporting activities during inter-house and after school competitions. These include: Football, Badminton, Netball, Cricket, Rugby, Dodgeball, Table Tennis, Cross Country, Pentathlon, Indoor Rowing, Tennis and Athletics.



Several world renowned artists have inspired pupils in the past two years providing workshops and creating exciting artworks around the school site. Art competitions are regularly entered and we have gained great success especially with the South Tyneside Council Christmas Card Competition. There are also three lunchtime Art Clubs per week and additionally a weekly Art Workshop aimed at developing pupil skills; examples include ‘how to make a lino print’ and ‘what’s batik all about?’



Senior pupils also have the opportunity to take part in the Duke of Edinburgh Awards Scheme (charge is applicable to cover registration, overnight expeditions, etc.). This has now grown to well over one-third of Year 10 pupils working towards the Bronze Award. Our Sixth Form offers the opportunity for Whitburn students to achieve the prestigious Gold Duke of Edinburgh Award.





The House System



Our house system runs alongside the existing year group based pastoral system. The main purpose of the house system is to provide a forum for pupils of all year groups to work together towards common goals. Two form classes in each year group from 7 to 11 belong to each house. Each pupil votes in the annual election for the house captains.



Through the house system, we actively promote pupil responsibility, teamwork skills, leadership skills and co-operation through a range of enrichment activities which are offered through the year, culminating in the awarding of the annual House Cup after Sports Day. The four houses are Bamburgh, Durham, Lindisfarne and Tynemouth, with the names and house colours decided by the School Council. The house names help reinforce our Anglican and North East identities as they are important early Christian sites from the days of the Northumbrian Saints.



We continue to develop the house system each year and are to support areas such as our peer mentoring and paired reading programme, creating more opportunities for pupils from different years to work together. For example, Charity Days are organised by each House.

Facilities

Opened in April 2009, we are very fortunate to have a magnificent school building which provides the very best possible learning environment for our pupils. We also have the added benefit of a beautiful coastal location!

Our facilities include:

- Sports Hall
- Climbing Wall
- Gym and Dance Studio
- The Septimus Hall (with stage and professional lighting)
- Lecture Theatre
- Purpose-built Dining Hall and our own catering service
- Art Rooms with access to a balcony overlooking the sea
- All weather sports pitches in addition to the playing fields
- Library
- Specialist Music rooms (2), recording studio and practice rooms
- Green screen room
- Science Laboratories
- Specialist Design Technology rooms (4)
- ICT suites and more than 320 networked computers
- Laptops and iPads for classroom use
- All classrooms are equipped with an interactive whiteboard and short-throw projectors







Sixth Form Centre

The newest addition to our facilities is the purpose-built Sixth Form Centre, which opened to students in September 2015.



A sustained track record of excellence

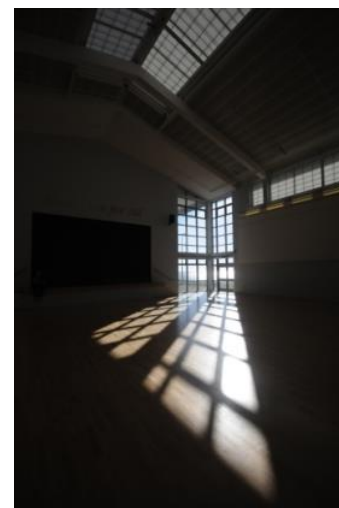
Date	Inspection	Judgement	
November 2005	OFSTED Full Inspection	Outstanding	
March 2006	SIAS Inspection (Anglican Schools – RE & Collective Worship)	Outstanding	
October 2007	OFSTED Themed Inspection – Learning Outside the Classroom	Outstanding	
February 2009	OFSTED Full Inspection	Outstanding	
March 2009	SIAS Inspection (Anglican Schools – RE & Collective Worship)	Outstanding	
May 2010	OFSTED Subject Inspection – ICT	Outstanding	
March 2014	SIAMS Inspection (Anglican Schools – RE & Collective Worship)	Outstanding	

Quotes from OFSTED

“The school lives up to its vision and motto of ‘Excellence for All’. The vision is shared by leaders, staff, governors and pupils and is firmly based on the highest expectation of every pupil’s achievement, personal development and well-being”.

“Each and every learner is considered as an individual and this principle is at the heart of all that is done. There are no limits for any pupil and the school strives hard to remove any potential barriers to success”.

“Pupils develop the confidence to explore all their personal, social and academic skills and make full use of them”.



Department for Education Performance Tables

Performance tables give a ‘snap shot’ of pupil performance in public examinations. The Department for Education (DfE) publishes these in January each year to summarise the examination performance from the previous summer. The most recent tables, published in January 2016 are available from <http://www.education.gov.uk/performance/tables/> and summarise the performance of pupils in the 2015 GCSE examinations. The tables for GCSE 2016 will be published in January 2016.

The DfE’s main performance indicator at Key Stage 4 is the percentage of pupils gaining at least 5A* to C grades at GCSE, including English and Maths.

Whitburn Church of England Academy Provisional GCSE Results Summary 2016

Headline Figures – 2016 Department for Education Key Measures

Basics: A* to C grades at GCSE in both English and Maths	
Whitburn Church of England Academy	86%
South Tyneside Average (2016)	61%
National Average (2015)	56%

Progress 8 and Attainment 8

From 2016, Progress 8 and Attainment 8 will be two of the new key measures which the Department for Education will use to judge school performance.

Progress 8 is based on pupils’ progress measured across eight subjects: English Language or Literature, Mathematics, three other English Baccalaureate subjects (sciences, computer science, geography, history and languages) and three further approved qualifications.

Attainment 8 is the pupils’ achievement across these eight subjects in total grade points (8=A*, 7=A, 6=B, etc.). Figures presented below are provisional.

Progress 8	
Whitburn Church of England Academy	0.48
National Average (2015)	0.12

This means that on average our pupils achieved half a grade higher across all of their subjects than expected from their Key Stage 2 results

Attainment 8	
Whitburn Church of England Academy	58.65
National Average (2015)	48.06

This means that the average grade achieved by pupils in the Progress 8 subjects was B-

% of pupils passing the English Baccalaureate *	
<i>* We have no EBACC 'pathway' and pupils currently choose whether or not they wish to take the EBACC subject combination</i>	
Whitburn Church of England Academy	27%
South Tyneside Average (2016)	21%
National Average (2015)	23%

Headline Figures – Other Key Measures

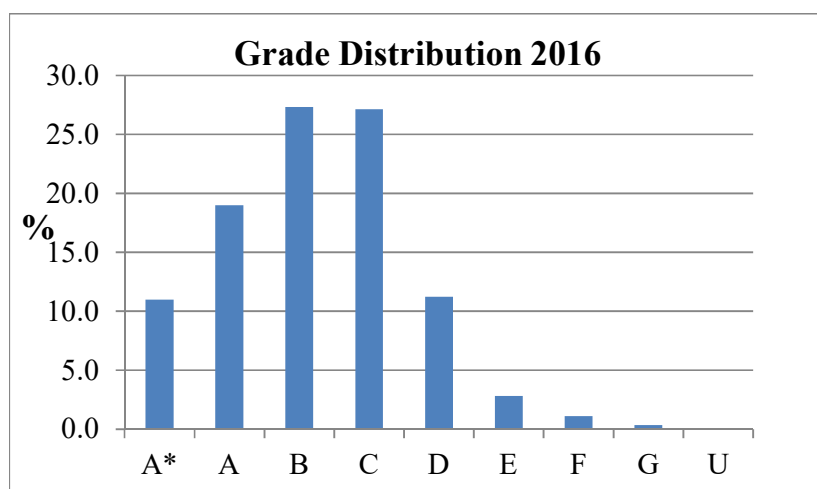
5+ A* to C grades at GCSE, including English and Maths	
Whitburn Church of England Academy	85%
South Tyneside Average (2016)	58%
National Average (2015)	58%

5+ A* to C grades at GCSE (any)	
Whitburn Church of England Academy	89%
South Tyneside Average (2016)	66%
National Average (2015)	65%

3+ Levels of Progress in English from KS2 to GCSE	
Whitburn Church of England Academy	93%
National Average (2015)	69%

3+ Levels of Progress in Maths from KS2 to GCSE	
Whitburn Church of England Academy	90%
National Average (2015)	66%

30% all grades achieved were A* or A grades (national 2016 = 10%), with 85% at C or above (national 2016 = 67%).



97% of pupils gained at least 1 C grade and 61% gained at least 1A* or A grade.

2/3 of pupils achieved 3 A*-C in Separate Sciences – we are one of a very small number of state schools where the majority of pupils are entered for all three GCSE science disciplines.

Provisional GCSE Results by Subject 2016											
Qualification Name	A* %	A %	B %	C %	D %	E %	F %	G %	Entries	Avg Pts	Avg Grade
Additional Science	0	0	0	24.4	53.7	14.6	7.3	0	41	33.71	D
Art	10.2	28.8	39	18.6	1.7	1.7	0	0	59	47.32	B+
Biology	12.6	25.2	27.2	27.8	6.6	0.7	0	0	151	46.44	B
Business Studies	6.7	25	23.3	30	11.7	1.7	1.7	0	60	44.4	B-
Chemistry	11.3	16.6	25.8	31.1	15.2	0	0	0	151	44.65	B-
Computing Science	6.7	25	40	20	6.7	1.7	0	0	60	46	B
Core Science	0	0	2.4	42.9	38.1	9.5	4.8	2.4	42	35.29	D+
English Language	5.6	18.5	31.8	31.3	8.7	2.6	1	0.5	195	44	B-
English Literature	9.2	22.1	34.4	24.1	6.2	3.6	0.5	0	195	45.48	B
Food Products	0	0	15	40	40	0	5	0	20	37.6	C-
French	3.6	14.5	19.3	28.9	20.5	10.8	1.2	1.2	83	40.51	C
Further Maths	36.1	30.6	25	8.3	0	0	0	0	36	51.67	A
GCSE PE	13	15.2	34.8	21.7	10.9	4.3	0	0	46	45.09	B
Geography	20.7	25.9	24.1	19.8	8.6	0	0.9	0	116	47.6	B+
History	9.1	25.8	28.8	22.7	10.6	3	0	0	66	45.45	B
ICT	0	15.3	34.7	35.5	12.1	1.6	0.8	0	124	42.85	C+
Maths	12.3	17.9	21.5	36.4	5.6	2.6	2.1	1.5	195	44.28	B-
Media Studies	1.4	11.6	33.3	37.7	8.7	4.3	2.9	0	69	42.09	C+
Music	14.3	42.9	28.6	7.1	7.1	0	0	0	14	49	A-
Physics	13.2	15.9	31.8	29.8	9.3	0	0	0	151	45.64	B
Religious Education	25.3	20.5	25.8	14.2	10	3.2	0.5	0	190	47.27	B+
Spanish	0	10.5	0	15.8	36.8	15.8	15.8	5.3	19	33.05	D
Systems and Control	0	0	25	33.3	33.3	8.3	0	0	12	38.5	C-
Summary	11	19	27.3	27.1	11.2	2.8	1.1	0.3	2100	44.59	B-

How to apply – Admissions 2017

The full Admissions Policy is available via the Academy website, but you may find the information below helpful.

All decisions concerning the admissions of pupils to Academies and administrative procedures are the responsibility of the Governing Body. However Whitburn Church of England Academy admits pupils in accordance with the Local Authority's co-ordinated admissions scheme and Governors consult the Local Authority (LA) on an annual basis, concerning the arrangements for the admissions.

The Academy operates an equal preference system which means that all first, second and third preference applications are considered equally against the criteria below and in the following order of priority:

- a. A **“Looked after Child”** or a child previously accommodated by a Local Authority following which they immediately became subject to an adoption, child arrangement orders, or special guardianship order.
- b. **Children who have a sibling link** and are residing at the same address (brother or sister including adoptive siblings, half siblings, step siblings, and long term fostered children) attending the Academy (including the Sixth Form) at the time of application.
- c. **Pupils from main feeder primary schools.** These are Cleadon Church of England Academy, Marsden Primary, Whitburn Village Primary and East Boldon Junior Schools.
- d. **Shortest Distance from the Parental Home Address.** This is measured as a straight line, from the Ordnance Survey coordinates for the parental home residence (including flats) to the main academy entrance, using South Tyneside Council's Geographic Information System (GIS), with those living closer to the Academy receiving higher priority. The Academy will seek proof of residency when applying this criterion.

The Academy must give priority to pupils with a **Statement of Special Educational Needs or Education and Health Care Plan which names the Academy.**

‘Tiebreaker’ - Distance Measurement

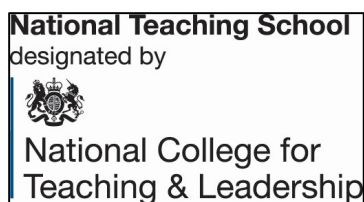
Where there are places available for some, but not all applicants within a particular criterion, distance from the shortest distance measured as a straight line, from the Ordnance Survey coordinates for the parental home residence (including flats) to the main academy entrance, using South Tyneside Council's Geographic Information System (GIS), with those living closer to the Academy receiving higher priority will be used. The Academy will seek proof of residency when applying the tiebreaker criteria.

Sixth Form

Further details on the Sixth Form can be found on the Academy website. We will be holding our annual **Sixth Form Opening Evening** for prospective students and parents/carers on **Thursday 10th November 2016**. A separate Sixth Form prospectus for admissions in 2017 will be published on our website in November 2016.

Teaching School

In May 2014, Whitburn Church of England Academy was given another national accolade when it was designated as a Teaching School. Modelled on the idea of Teaching Hospitals, Teaching Schools give outstanding schools a leading role in the training and professional development of teachers, support staff and headteachers, as well as contributing to the raising of standards through school-to-school support. Along with Benedict Biscop C of E Academy in Sunderland, Whitburn leads an alliance of schools and university partners working together across Durham Diocese as the Prince Bishops Teaching School Alliance.



Prince Bishops
Teaching School Alliance

An Excellence for All Curriculum

As an outstanding school, we passionately believe that an outstanding education is about so much more than just exam results. Pupils need to develop the skills which will not only help them meet the demands of examinations but will also equip them to be successful in the world beyond school. Although our curriculum is traditional in terms of subjects offered, the methods of teaching used make it accessible and engaging for all learners. In addition the learning experience of our pupils is enriched through the range of activities on offer. In addition to the wide range of extra-curricular clubs, examples of ways in which pupils have opportunities to enhance their learning outside of timetabled lessons are:

- Alternative Curriculum Days
- Careers Fayre
- Democracy Day (Years 9 & 10)
- Duke of Edinburgh Award Scheme (from Year 10)
- French and Spanish trips
- History trips (Battlefields or Normandy)
- House Charity Days
- House Sports Day (Whole School, July each year)
- London theatre trip (Year 11)
- Music tuition – around 20% of our pupils are actively learning an instrument
- Music performance trips (alternate years, next one in 2018)
- Opportunities to participate in House Council and Junior Leadership Teams
- Outdoor Education Trips (Thurston and Duke's House Wood)

- Peer mentoring and other opportunities for pupils to support their peers
- Personalised learning programmes and placements (KS4)
- Prefects
- Sixth Form Enrichment
- STEM Day
- Super Revision Day (Year 11)
- Theatre group interactive performances
- Visits to local businesses (recent examples include Nissan and Port of Tyne)
- Visits to universities (recent examples include Cambridge University, Durham University, Edinburgh University, Newcastle University and Sunderland University)
- Whitburn Challenge (Year 7)
- Whitburn 'Friends'
- Work experience weeks (Years 10 and 12)





Whitburn Church of England Academy

An Academy with Specialist Status in Maths and Computing

Contact us at:

Whitburn Church of England Academy
Whitburn,
Sunderland,
SR6 7EF

Telephone: 0191 529 3712

E-mail: office@whitburncofeacademy.org
Web site: www.whitburncofeacademy.org

