



# Whitburn Church of England Academy

# Prospectus



## 2019 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, supporting 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 North East state schools. Our first two years of A level results demonstrate that we can also produce fantastic results with our Sixth Form students.

In December 2017, we received the World Class Schools Quality Mark, one of only 60 schools in England to receive this accreditation. We were proud to receive this award, as it is unique because it is the students who are assessed, not the staff. This is based on the idea that if the school is truly World Class, then its students should be able to demonstrate this in whatever context they find themselves. Students are assessed against a skills and competency framework unique to World Class, because it measures young people's readiness for the world of work and life in 21st century society.

*“The calibre of the students this year was extra-ordinary. Their skills of collaboration, diplomacy, resilience and tenacity were second to none; these are incredible young people, to whom I would trust our future.”*

Miranda Perry, Director of World Class Schools Quality Mark.



In January 2018, we had our first full OFSTED inspection since 2009. This was triggered by the opening of the Sixth Form as any ‘outstanding’ school which adds a Sixth Form is inspected within 3 years of the opening date. The two key focus of the inspection were on the Sixth Form provision and whether the school was still providing an outstanding education for all students. The inspection on 10<sup>th</sup> January, confirmed that *“the overall effectiveness of the school remains outstanding”*.

OFSTED also recognised the Sixth Form as outstanding, with the inspectors concluding that *"teaching in the Sixth Form is equally effective as in the rest of the school"* and our Sixth Form students *"through effective leadership have high aspirations, know where they are headed and feel well supported on their journey to get there"*.

Under the new OFSTED regime, many 'outstanding' schools which had not been re-inspected for some time have subsequently lost their 'outstanding' judgement, which makes the judgment in the January inspection even more of an achievement. Whitburn is the only 'outstanding' school in the North East to retain its judgement and one of only two mainstream schools in the region to attain this rating during 2017-18 inspections. This provides reassurance to parents, carers and students that the school has maintained the highest standards and extended these within the Sixth Form, which has been a fantastic addition to our provision.

We are very proud of our results, accolades and inspection judgments but we achieve success by working tirelessly to ensure that we get the best out of all of our pupils. We are a forward thinking school and I'm delighted that we've been able to add Mandarin to our curriculum this year. 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. Perhaps the line we can be most proud of in the OFSTED report is *"the pupils are the focus of attention and you all want every pupil to fulfil their potential"*.

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.

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 strong parental representation on the Governing Body and a very committed and active Parent Teacher Association (PTA).

We take a very professional approach to all aspects of our work and there is no complacency; we don't always get it right first time but we learn from our mistakes. 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.



**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.

A handwritten signature in black ink that reads 'Jean Mulley'.

**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 SIAMS 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 2018 – 2019**

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 2018 – 2019, 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 at Key Stage 3. 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 Key Stage 3. The exception to this are pupils whose Key Stage 2 English results indicate that they would benefit from additional literacy lessons study French for 2 hours per fortnight instead of 4 in Years 7 and 8. Year 9 pupils in set 3 will also have two additional English lessons instead of French. Studying French only during Key Stage 3 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 introductory lessons in Spanish for sets 1 and 2, pupils can choose to study both French and Spanish at GCSE if they wish.

We also offer selected pupils in Year 7 the opportunity to commence our unique Accelerated Mandarin Programme, which runs from Year 7 to Year 11. This is delivered in conjunction with Swire Chinese Language Centre, Newcastle. Studying Mandarin without any prior experience requires a more intensive programme of learning than our usual language lessons, with the Mandarin group having 4 timetabled lessons per week, supplemented by an extracurricular session and homework using online resources. Any student who joins our Accelerated Mandarin Programme would not study another language during Key Stage 3 and would have a reduced number of lessons in some other non-core subjects. Any student enrolled on the programme would need to commit to the full 5 years of study and they will also have the opportunity for a subsidised visit to China as part of their course.

All pupils at Key Stage 3 have the following curriculum provision during our two-week timetable:

<b>Subject</b>	<b>Number of hours per fortnight in Y7</b>	<b>Number of hours per fortnight in Y8</b>	<b>Number of hours per fortnight in Y9</b>
Art	2	2	2
Business Studies	0	0	1
Computing	3	3	3
Drama	1	1	0
English	6 (8 for selected classes)	6 (8 for selected classes)	6 (10 for selected classes)
French	4 (2 for selected classes)	4 (2 for selected classes)	4 (0 for selected classes)
Geography	4	4	4
History	4	4	4
Literacy	1	1	0
<i>Mandarin *</i>	<i>8 (+2 after school)</i>	<i>8 (+2 after school)</i>	
Mathematics	6	6	6
Media Studies	0	0	1
Music	2	2	2
PE	3	3	3
PSHE	2	2	2
RE	2	2	2
Science	6	6	6 (Bi:2 Ch:2 Ph:2)
Technology	4	4	4
<b>Total</b>	<b>50</b>	<b>50</b>	<b>50</b>

*\*Accelerated Mandarin replaces all French lessons, 1 PSHE lesson, 1 Computing lesson, 1 Literacy and 1 Drama lesson*

Pupils in Year 7 are streamed using Key Stage 2 SATs data for all subjects except PE and PSHE, which are taught in mixed ability tutor groups. There are four groups in each of the two parallel teaching bands, and each band contains two parallel top sets. The same curriculum arrangements apply to Year 8, though with the exception of Technology, which is then taught in mixed ability tutor groups.

Pupils in Year 9 formally begin their GCSE courses in English, Maths, Science and RE. They will also be introduced to GCSE content in all other subjects. Pupils in Year 9 are placed in sets for the majority of subjects; though continue to be taught in mixed ability tutor groups for Technology, PE and PSHE. There are four groups in each of the two parallel teaching bands for those subjects and, for English, Science, Maths, Humanities, Arts and MFL, each band contains two parallel top sets.



Due to the government aspiration for 75% of pupils nationally to study the EBACC subject combination by 2022, we are keeping our Year 9 curriculum provision under close review. Our current position is about preserving freedom of choice: we offer all pupils the opportunity to take the EBACC subject combination at GCSE but do not compel pupils to take this combination.

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 KS4 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.

Pupils are advised to choose a balanced curriculum and we do not operate pathways, as we believe that this reduces aspiration. 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.

Alongside, GCSE courses, we now offer a number of vocational courses which are recognised as part of the Department for Education's Technical Award. This means that these courses are recognised as having full parity with GCSE in terms of rigour and value, but offer a more 'hands on' approach to learning. In addition, some 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

Core Subjects	Option Subjects
English Language English Literature Mathematics* Science – Separate Sciences or combined ‘trilogy’ Science  RE (GCSE Full Course) PE (non-GCSE) PSHE	Art Computing Science Creative Media Technical Award Business Studies Drama Food and Nutrition French Geography Graphic Design Technical Award History ICT Technical Award Media Studies Music PE GCSE PE Technical Award Spanish Vocational Learning: <i>as arranged on a bespoke basis</i>

*\*The ablest 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 X	6
Mathematics	7	Option Block Y	6
Science	12	Option Block Z	6
PE	2		
RE	2	<i>Vocational Learning</i>	<i>Bespoke</i>

Pupils’ progress is monitored through Key Assessments, GCSE mock examinations and, where applicable, controlled assessment results. 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 STE@M 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. Year 11 pupils are interviewed by the Senior Leadership Team during Spring Term to discuss the variety of post-16 progression routes available. Pupils who continue with us are able to choose from a range of high-quality A level and Level 3 vocational courses. The Sixth Form Open Evening for 2019 entry will be held on 1<sup>st</sup> November 2018.



### **Religious Education (RE)**

In Years 7 and 8 pupils follow the Diocesan syllabus, which is currently being updated for 2019. 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. The school places great value on our links with Whitburn Parish Church and each year group has an annual church service. Reverend Ian Davies, Vicar of Whitburn Parish Church, also fulfils the role of Chaplain at the academy.



### **PSHE Programme**

All Academy pupils' study Personal, Social and Health Education throughout Key Stage 3. The programme is taught over two sessions fortnightly and focuses mainly on the areas of: Citizenship, Healthcare, Healthy lifestyles and Mental Health, Relationships and Sex Education, Financial wellbeing and Personal Development and Careers. From Year 10 pupils focus on developing their knowledge further from Key Stage 3, with more in depth discussions and appropriate aged related information. Areas covered include personal development and financial wellbeing as well as other topics to prepare for adult life, such as developing their Curriculum Vitae and Personal Statements for their future choices and UCAS applications.

### **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 on-site 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 and Higher Education Fayres, held in the Summer Term for Year 9, 10 and 12 bring together over 50 employers and Further Education providers, including a number of Russell Group Universities.

Pupils 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 and resources 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 and SMSC development throughout areas of the curriculum
- Encourage pupils to take responsibility for their own learning to develop the independent learning skills, vital for progress and lifelong learning
- 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 Key Stage 2 results indicating a performance below the expected standard are given additional Literacy and Numeracy work to support them 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](http://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 Mr Crowe 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

## Pupil Premium Grant

The Pupil Premium Grant (PPG) is payable to schools and local authorities to provide funding for two policies:

- I. Raising the attainment of disadvantaged pupils of all abilities to reach their potential
- II. Supporting children and young people with parents in the regular armed forces

The PPG 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 adopted from care or who have left care. There is also 'ever 6 service child premium' for children with parents in the regular armed forces. Additionally, a Year 7 literacy and numeracy catch up premium is given to schools for those Year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2.

Schools are free to spend the Pupil Premium Grant 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.

For 2017-2018, we continued to drive forward with 'closing the gap's' within all of our teaching practices with the primary aim of ensuring that all pupils have the opportunities to reach their potential but also that disadvantaged pupils in particular, are given every chance to succeed in education and make 'rapid and sustained progress' from the onset of KS3.

The 4 outcomes that made up the 'Closing the Gaps' strategic plan for 2017-18 were:

- A. Improved reading age for all pupils eligible for PP over the course of the academic year. Pupils eligible for PP make measurable reading age gains by the end of the year. This will be evidenced using Accelerated Reading assessments and English written assessments
- B. Improved rates of pupils seeking to progress to A level/University. Pupils eligible for PP identified as high attaining from KS2 scores make as much progress as non - PP pupils identified as high attaining, across Key Stage 3 and 4; pupils also have a career action plan drawn up indicative of their aspiration and ambition
- C. Increased attendance rates for pupils eligible for PP. Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP improves and is at 95% and 'in line' with 'other' pupils
- D. Parents/carers/pupils are educated on resources available and encouraged to ensure that financial constraints are not a barrier to learning. Equality of access to learning strategies unaffected by economic background

## Impact

We are becoming more effective in ensuring that pupils who were not at the 'expected' reading age have very quickly got up to speed with the help of their teachers and attendance at morning 'focus group sessions'. We expected that pupils would make 'measurable gains' with their reading ages, and this has indeed been the case; an average of

12.2 months has been the reading age gain, across the year group.

It is an expectation that all pupils have aspirations which they write about in their pupil passport/career action plan. There has been an increase in the numbers of PP pupils who have stayed on in Sixth Form and/or who have graduated to university.

We have continued to ensure there are no financial barriers to learning; financial support has been given to 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 have been effective in supporting vulnerable pupils with transition to secondary school. We also actively encourage disadvantaged pupils to take part in school trips including trips to London, Flamingoland and Dukeshouse Wood. Accelerated reading and Mathematics programmes are also funded to assist pupil progression in numeracy and literacy.

Attendance rates, although improved, are below our 95% target and this will continue to be further addressed in 2018-2019.

Whilst we continue to be creative in our intervention to improve outcomes for disadvantaged pupils during their GCSE courses, we were aware of the need to invest more in ensuring that gaps are closed more rapidly during Key Stage 3. To this end we ensured that all staff were able to develop a much better awareness of strategies to employ within their classroom to target PP pupils; ensuring they made rapid and sustained progress. Training was given to staff, and staff were also issued with 'top tips' regards 'effective strategies' to use to raise attainment of the disadvantaged; these strategies are seen as routine in class and across all subjects and will continue to form an integral part of day-to-day teaching. In conjunction with this, all year groups (through Heads of Learning) and subjects (through Directors and Heads of Subject) ensure more stringent and timely interventions for pupils who appear as irregular attenders and/or who were identified as 'underachieving.' As a result of this we are happy to report that we have had some great successes with disadvantaged individuals who have surpassed expectations.

Pupils continue to show outstanding performance and progress from their starting points. The table below gives an indication of the average 8 attainment score of our Pupil Premium pupils at the Academy in 2017, compared to the national average attainment 8 score, along with the percentage of pupils attaining Grade 4 in English and maths.

### **Disadvantaged Pupils**

<b>2017</b>	<b>Whitburn</b>	<b>National</b>
Average total Attainment 8	45.35	37
Average total Progress 8	-0.17	-0.40
Pupils attaining grade 4 in English and maths	66.7%	44.3%

## Looking forward to 2018-2019

We continue to strive for excellence to further accelerate 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.

During 2018-19 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 £125,290 of Pupil Premium funding, the majority of which will be invested in teaching staff and learning support in English and Maths, and to allow smaller group and individual tuition sessions, dependent upon need.

In addition, there will continue to be even more stringent tracking and monitoring of Pupil Premium groups by the Senior Leadership Team and Heads of Learning. Closing the Gaps meetings will continue to be held for strategic planning purposes at the start of each term and followed up in fortnightly meetings. This will ensure that Pupil Premium intervention is planned for even more effectively, and bespoke to the needs of the pupils concerned; that aspirations are high, and attendance and progress is regularly reviewed, with appropriate action put into place where required. Furthermore, these meetings will continue to 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

Work with and within the primary schools continues to be a great success. Under the guidance of our Year 6 to Year 7 Transition Lead, Mrs Lowthian, we work together with our main feeder primary schools all through Year 6, in order to help pupils' transition to primary school be as seamless and smooth as possible. Key members of staff visit the primary schools to talk to the pupils and to ultimately ensure a familiar face to pupils when they arrive at our

Academy. We hold an annual Year 6 Open Evening early in the autumn term as part of the admissions process. A Year 6 Parents/Carers Open Evening is also held at the end of the summer term for those pupils joining us in September. For

pupils joining us from schools, other than the 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.



Tutor groups are carefully created ensuring there is a good mix of **ability, gender** and **feeder schools** within each class. We also take into account recommendations from Year 6

staff, ‘learning buddies’ that the Year 6 pupils have selected themselves and take on board the concerns of parents’/carers.

Primary school pupils have the opportunity to visit the Academy for the Year 6 Induction Days. We also run a Summer School during the first week of the summer holidays, which is open to all Year 6 pupils due to join us in September. The overwhelming majority of our new Year 7 pupils attend, and this year we had over 150 pupils in attendance! The summer school was greatly enjoyed by pupils who benefitted from time spent in their ‘new’ secondary school and mixing with new teachers and classmates.

Year 11 Prefects are attached to each Year 7 form class and support the pupils during their first weeks of secondary school. A number of Year 12 students have also undertaken training to become Peer Mentors and will work with the pupils and Tutors during PSHE lessons.

## 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:

- House Points
- Stickers
- Displays of work
- 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 community service 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.

# 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 Elizabeth's Embroidery), or of a matching style from another supplier. However, we do not recommend skirts for school wear as they tend to be short and impractical. However, if pupils wish to wear them, black skirts that sit on the knee with opaque black tights (not footless tights) are acceptable. Trousers and skirts must not be tight fitting.
- No short/tight skirts or stretchy, body hugging skirts or skirts worn on the hips plus no unsuitable materials such as Lycra
- 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
- Either black or white socks or plain black or natural tights
- Plain black school shoes, heels no greater than 2 cm with no coloured embellishments
- No jewellery, except a watch
- Plain black outdoor coat (only a small logo approximately the size of a 50 pence piece allowed) or Academy Royal Blue PE Fleece or Academy Royal Blue PE Rain Jacket
- Academy tie, including Prefect / Senior Prefect tie, Head Boy / Girl tie, or House Captain tie, as appropriate
- House badge
- Suitable bag to carry books and equipment
- Academy scarf or a plain black scarf (optional)

## Not Acceptable

- Leather or 'leather – look' coats, hooded tops, zipped tops, cardigans, jumpers or sweatshirts without the school logo or any high collars which obscure the tie
- Short or fitted fashion blouses (school shirts must be of traditional design and tucked in)
- Tank tops
- Baseball caps
- Jeans or any trousers with rivets
- Any skirt which is not at least knee length
- Tight or clingy or Lycra type skirts
- Boots worn with skirts
- Fashion trousers, slim fitting or short

- Trousers with fashion zips
- Coloured embellishments or adornments on shoes
- Any skirt which is not of the approved types shown on the Academy web site
- Hipster trousers worn immodestly so that underwear or midriff is on display
- Trainers or trainer-type shoes usually (exemplified with coloured soles, trims or logos), fabric pumps or sandals. Pupils wearing trainers will work in the Quiet Room, unless excused by a written medical note
- Any jewellery other than watches will be confiscated; including rings, earrings, bracelets or any other piercing. Pupils should have any new piercing timed to coincide with the start of the summer holiday to ensure any jewellery can be removed to attend school in September. Retainers/ear expanders will not be allowed.
- No make-up, fake tan, acrylic nails or nail varnish is allowed
- Excessive beading and unnatural hair colouring are not permitted; the interpretation of 'unnatural' is as follows: "colour that is not found within the natural hair colour spectrum, i.e. a bright, extreme or vivid colour and contrasts."
- Fully or partially shaved haircuts (below a 2 guard)

Please note that our uniform is very simple and places little financial burden on parents/carers. Please do not be nagged into spending a fortune on designer items as they are neither needed nor desirable. Pupils are expected to dress in full Academy uniform from the moment you leave home in the morning until you return home at night.

N.B. Parents who are in extreme hardship may need to contact the Academy Business Office and the Academy will endeavour to assist as appropriate on a case by case basis.

PE Uniform - Girls	PE Uniform - Boys
<b>Essential</b>	
Academy PE blue polo shirt <i>or</i> Academy blue long-sleeved multisport top	
Academy PE shorts	
Academy Socks	
Shin Pads & Football boots	
Trainers	
Towel and soap/shampoo for showering	
Mouth Guard for contact rugby and hockey	
Drawstring or carrier bag for PE kit	
<b>Optional</b>	
Black leotard and leggings (girls)	
Black tracksuit bottoms	
Academy PE fleece	
Academy PE Rain Jacket	
Mouth Guard for tag Rugby	

You are free to purchase standard uniform items (without an Academy badge) from any supplier, although skirts and trousers must be in the style of those available from the Academy's approved supplier. Items with the Academy badge on (black v-neck jumper and PE kit) must be purchased from our online supplier.

## Pupil Showers

Pupils are expected to shower after taking part in PE lessons, which involve vigorous physical activity, as it is unhygienic to remain unwashed afterwards. Pupils will be given the opportunity to shower after every PE lesson. However, we would like to assure you that pupils' modesty and safety have been taken into account when designing the changing rooms and the cubicles are for individuals. Pupils will therefore need to bring a towel and soap/shampoo on the days that they have PE.

## Mouth Guards

It is essential that mouth guards are worn by pupils in PE lessons involving contact sports, such as contact rugby and hockey, to offer a measure of protection against mouth or jaw injuries. Mouth guards are recommended for sports such as tag rugby. The most effective mouth guards are custom fitted from a dental impression of the teeth. However, the Academy has a supply of self-moulding mouth guards available for purchase from the Stationery Shop. The responsibility for the standard of mouth guards provided rests with the parent/carer.

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

<http://www.whitburncofeacademy.org/school-life/uniform.html>



## 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. 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. This is just a small selection of our extra-curricular offer, and 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. The Music department also offers extra-curricular tuition for Gifted and Talented musicians; this year 5 pupils were entered early for GCSE Music and all achieved grade 9. 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 recent years have included the 'Alice in Wonderland' production, a Christmas Swing-a-Long and Summer Showcase

Evenings. Recent music tours have included visits to Lake Garda in 2016 and the Netherlands earlier this year; these allow pupils to perform in different countries and learn from different cultures. The department is fully involved in the spiritual development of our pupils; examples include 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 <https://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 <https://www.whitburncofeacademy.org/about-us/statutory-information/pupil-premium.html>

Over the last few years, we have also gained a number of sporting successes winning regional trophies in a range of individual and team sports, as well as reaching national finals in Rugby League and Football. 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.

This year we have launched 'Active Whitburn' with the target of all of our students taking part in one hour of physical activity a day.

Pupils now have the opportunity to take part in physical activity before, during and after school. These include; climbing, trampolining, fitness classes, Whitburn Daily Mile and many more. Pupils can



represent the academy in a wide range of sporting activities through inter-house and after

school competitions. These include: Football, Badminton, Netball, Cricket, Rugby, Dodgeball, Table Tennis, Cross Country, Indoor Rowing, Tennis and Athletics. The Art department runs clubs on a Wednesday lunchtime which is open to all year groups, many pupils come to socialise and be creative. Wednesday after school Art Club is still friendly and relaxed but more workshop based and aimed at developing pupil skills; examples include 'how to make a lino print' and 'what's batik all about?' The Academy also has a successful record in entering Art work into competitions such as the South Tyneside Council Christmas Card Competition.

Senior pupils also have the opportunity to take part in the Duke of Edinburgh Awards Scheme (charge is applicable to cover registration and other expenses such as overnight expeditions). This continues to grow with Year 10 pupils completing the 'Bronze Award', Year 11 pupils continuing to achieve the 'Silver Award' and a number of our Sixth Form students have achieved 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. House Captains lead and organised one charity day for their house per year as well as playing a key role in the planning of our Sports Day.



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 to support areas such as our peer mentoring and paired reading programme, creating more opportunities for pupils from different years to work together. This year our House Captains will be encouraging greater participation in physical activity as part of our 'Active Whitburn' project.

# 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

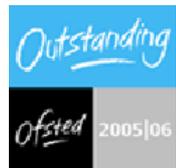


# Sixth Form Centre

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 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 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	
January 2018	OFSTED Inspection <i>“Excellent pupil attitudes and strong teaching are leading to very good progress across all year groups”.</i> <i>“You reward good behaviour and work hard to improve the behaviour of those who do not reach the high standards you set. Pupils respond well to this and are excellent ambassadors for their school. There is a calm, purposeful atmosphere in both classrooms and around the school”.</i>	Outstanding	

# 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 2017 are available from <http://www.education.gov.uk/performance-tables/> and summarise the performance of pupils in the 2017 GCSE examinations. The tables for GCSE 2018 will be published in January 2019.

## Whitburn Church of England Academy Provisional GCSE Results Summary 2018

### Headline Figures – 2018 Department for Education Key Measures

<b>Basics: 9-1 grades at GCSE in both English and Maths 4+</b>	
<b>Whitburn Church of England Academy</b>	<b>83%</b>
South Tyneside Average	71.3%
National	59.7%

<b>Basics: 9-1 grades at GCSE in both English and Maths 5+</b>	
<b>Whitburn Church of England Academy</b>	<b>56.7%</b>
South Tyneside Average	48.5%
National	40.3%

<b>English - Comparability Measure Number of students with Level 4+ GCSE English</b>	
<b>Whitburn Church of England Academy</b>	<b>86.6%</b>
South Tyneside Average	79.1%
National	62%

<b>Mathematics - Comparability Measure Number of students with Level 4+ GCSE maths</b>	
<b>Whitburn Church of England Academy</b>	<b>83%</b>
South Tyneside Average	71.3%
National	59.7%

### Progress 8 and Attainment 8

From 2016, Progress 8 and Attainment 8 are the two 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.

At this point in the academic year it is not possible to accurately calculate Progress 8. Attainment 8 is the pupils' achievement across these eight subjects in total grade points. Figures presented below are provisional.

<b>Attainment 8</b>	
<b>Whitburn Church of England Academy</b>	<b>51.24</b>
South Tyneside average	n/a
National	n/a

This means that the average grade achieved by pupils at Whitburn in the Progress 8 subjects was slightly higher than a grade 5

## Headline Figures – Other Key Measures

<b>% of pupils passing the English Baccalaureate 4+ *</b>	
<i>* We have no EBACC 'pathway' and pupils choose whether or not they wish to take the EBACC subject combination</i>	
<b>Whitburn Church of England Academy 4+</b>	<b>21.1%</b>
<b>Whitburn Church of England Academy 5+</b>	<b>14.9%</b>
South Tyneside Average 4+	19.3%
South Tyneside Average 5+	12.9%
National Average 4+	n/a

## A level Results

### Headline Figures

Best 3 average grade: C+

Percentage A\* or A: 23.5%

Percentage AAB in 2+ facilitating subjects: 14.2%

# How to apply – Admissions 2019

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 School.
- 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.

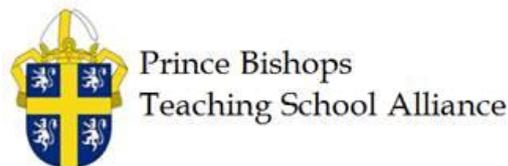
# Sixth Form

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 1<sup>st</sup> November 2018**. A separate Sixth Form prospectus for admissions in 2019 will be published on our website in November 2018.

# 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. We have a hugely successful record in the training of student teachers with 90% of our 2017/18 cohort finding employment by the conclusion of their course. If you are interested in training to teach, or know someone who is then please contact us on 0191 529 3712 or visit our website at <https://www.pbtsa.co.uk/>

**National Teaching School**  
designated by  
  
National College for  
Teaching & Leadership



# 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. Along with 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 (Key Stage 4)
- Prefects
- Sixth Form Enrichment
- STE@M 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](mailto:office@whitburncofeacademy.org)  
Web site: [www.whitburncofeacademy.org](http://www.whitburncofeacademy.org)

*Excellence for All*