



Whitburn Church of England Academy

Prospectus



2021 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. I feel very proud to be given the opportunity to lead such an outstanding school. Our ethos statement of providing “Excellence for all” is rooted in St Paul’s instruction to the Corinthians to “excel in everything.” This 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 believe that each pupil should be recognised as being unique, gifted, created and loved by God. We are proud to be a school at the heart of the Whitburn community and its surrounding villages.

Our students enjoy fantastic facilities, supporting our high aspirations for them. The academy has a strong academic tradition and students achieve very well in their GCSEs, where our results are consistently amongst the highest performing North East state schools. Our A level results demonstrate that we can also produce fantastic results with our Sixth Form students, with an increasing number of students gaining places at Oxford and Cambridge.

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 November 2019, we had our first full OFSTED inspection under the new OFSTED framework. The inspection on 12th and 13th November, confirmed that ***“the overall effectiveness of the school is Good”***, with *Personal development being rated as Outstanding.*

OFSTED commented on how our students, *“behave impeccably and conduct themselves with great maturity across the day”* with the inspectors concluding, *“Pupils are very proud to attend Whitburn Church of England Academy, they feel safe and secure.”*

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 students. We are a forward thinking school and I am delighted that we continue to offer Mandarin to study as a foreign language as we now enter our third year of delivering this course. 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 students. 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 comments we can be most proud of in the OFSTED report are, **“Pupils enjoy learning. They feel that the school supports them well academically. Most pupils are ambitious and keen to be successful. Teachers know their subjects well. Many bring real expertise to the classroom. They teach with enthusiasm and bring topics to life.”**

We celebrate the success of our students 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, fairness, respect, helpfulness and being a learner. However, we are a fully inclusive school and we do not have faith criteria within our admission policy, welcoming students 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 Friends of Whitburn Academy Fundraising group.

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 students 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 students, staff, parents, carers and governors.



John Crowe
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. We are pleased that so many parents choose to send their children to our school and that so many of our students choose to remain with us into sixth form.

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

Governors and staff are committed to providing an outstanding education, in a safe and secure environment, where each and every student is an equally valued member of our community. Our motto, "Excellence for All", becomes a reality through supporting your child's particular needs and encouraging development of their academic, social and intellectual understanding.

The Academy's ethos encapsulates that which we seek to provide for our students. This is ingrained in our Ethos Statement and Whitburn Principles which are included in this prospectus.

I hope you find the information you need here to enable you to make this very important decision and know that, if you choose Whitburn Church of England Academy, your child will be given every opportunity to flourish.

A handwritten signature in black ink, appearing to read "Andrea Tobin", with a long horizontal flourish extending to the right.

Andrea Tobin
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



Welcome to
Whitburn Church of England Academy



Collective Worship plays a central role in the life of our school community and is an expression of our Christian Vision as a Church of England Academy.

There is an opportunity for pupils to take part in an act of Collective Worship each day. This takes place either in tutor time, in year groups, key stages or as a whole school 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 May 2019, our Collective Worship was described as *“invitational and inclusive”*. Our worship is characterised by opportunities for quiet prayer, stillness and reflection, as well as helping students to consider how they might pursue their God-given potential and use their gifts to serve others in the communities they find themselves.

Parents/carers may request that their child be withdrawn from assemblies and RE lessons; please contact the academy for further details.

Our Whitburn ‘Be’ Values have been chosen through consultation with pupils and they underpin the life of our community. These values inform our ‘Theme of the Week’ for Collective Worship and were described in our inspection report as providing *“a focus for the spiritual growth of all.”*

Our Collective Worship is recognised and valued as having a central role to play in developing young people who are equipped and inspired to become courageous advocates for change in the world.



Curriculum

Curriculum

The curriculum principles set out how we will deliver our vision that we will enable all of our students to achieve “Excellence for all” through hard work and diligence, to seek to be the very best they can be. “But as you excel in everything...” 2 Corinthians 8:7

In Educating for Wisdom, Knowledge and Skills our curricula will:

- Engage and inspire students to develop a thirst for knowledge to become creative, independent thinkers with a love for learning.
- Will ensure that students develop explicit knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant and varied contexts.
- Make learning creative, dynamic, reflective, enriching and challenging.
- Inspire and instruct; encouraging intellectual curiosity that stimulates independent thought.
- Support students in the development of wisdom and their own moral framework, so that they can make informed and ethical decisions.
- Show progression through curriculum design and the wise selection of content, building knowledge and allowing students to connect this to the bigger picture.

In Educating for Hope and Aspiration our curricula will:

- Have a clear ambition to inspire hope in every student; to maximise their potential regardless of background and be seen and treated as individuals.
- Use literacy as a ‘golden thread’ through subjects, with a clear focus on the development of language, reading, writing, oracy and the ability to communicate confidently with different audiences.
- Develop independent learning, social skills, confidence and resilience, to equip students for their future beyond school so that they make a positive contribution to society.

In Educating for Community and Living Well Together our curricula will:

- Create opportunities to engage with our local community, celebrate heritage and deepen student awareness of their role within a global community, enabling them to become outward facing and socially responsible citizens.
- Contribute to the development of students own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- Encourage tolerance and respect, celebrating the diversity of faiths, cultures and backgrounds in modern Britain and beyond.
- Be alive to a changing world and be refreshed through student voice and staff professional development and enquiry.

In Educating for Dignity and Respect our curricula will:

- Allow students to ‘fail safely’ in an environment where they are confident to talk, discuss, listen, make mistakes and address misconceptions
- Develop depth of study as an entitlement for all students, regardless of starting point.
- Create an inclusive and diverse learning environment, where every student is enabled, nurtured and challenged to be the best they can be and aspire to fullness of life [John 10:10].

- Promote the spiritual, moral, social, cultural, personal and physical development of students within a Christian framework.

Academy Curriculum 2020 – 2021

The academy curriculum is under constant review in order to ensure that we have the best provision for all of our students. This section describes what the students are studying in 2020– 2021, 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 students. All students follow a Guidance programme with their form tutors as well as other teaching staff; this includes all aspects of tutorial work, PSHE, SRE, Citizenship, Careers Guidance and progress reviews.



The academy regards computer literacy as an essential skill for all students and Computing is taught to all students at Key Stage 3.

Students will study one MFL subject (we alternate between French and Spanish) for 4 hours per fortnight during Key Stage 3. The exception to this are students whose Key Stage 2 English results indicate that they would benefit from additional literacy lessons study MFL for 2 hours per fortnight instead of 4 in Years 7 and 8. Year 9 students in set 3 will also have a further two additional English lessons instead of their MFL subject. Studying one Modern Foreign Language only during Key Stage 3 allows students to deepen their competency and linguistic skills, giving them better foundations for success at GCSE. However, we are committed to offering students who excel in languages the opportunity to choose both French and Spanish at GCSE if they wish.

We also offer selected students 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 in Years 7 and 8 and 3 per week in Years 9, 10 and 11. This is supplemented by 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 we hope will also have the opportunity for a visit to China as part of their course.

All students at Key Stage 3 currently 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
Art	2	2	2
Business Studies	0	0	1
Computing	3	3	3
Drama	1	1	* 10 week block in the Technology rotation
English	6	6 (8 for selected classes)	6 (10 for selected classes)
French or Spanish	4	4 (2 for selected classes)	4 (2 for selected classes)
Geography	4	4	4
History	4	4	4
Literacy	1	1	0
<i>Mandarin</i> *	8	8	6
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 *
Total	50	50	50

**Accelerated Mandarin replaces all French or Spanish lessons, 1 PSHE lesson, 1 Computing lesson, 1 Literacy and 1 Drama lesson in Y7 and Y8.*

Students in Year 7 are placed in mixed ability classes using Key Stage 2 SATs data for all subjects except PE and PSHE, which are taught in mixed ability tutor groups. In Year 8 students are streamed using Key Stage 2 SATs data for all subjects except Technology, 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.

Students 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. Students in Year 9 are placed in sets for the majority of subjects; though continue to be taught in mixed ability tutor groups for Technology, Creative Writing, Drama, 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 students 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 students the opportunity to take the EBACC subject combination at GCSE but do not compel students to take this combination.

Key Stage 4 (Years 10 and 11)

Option Choices

Our Key Stage 4 provision is subject to constant review and students 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 students is made using prior attainment data particularly where success in the chosen course would depend on specific levels of attainment being achieved e.g. students applying for Computing Science must meet criteria for attainment in Maths. With the exception of a small cohort of students selected to study Separate Sciences, most will study GCSE Combined Science: Trilogy.

Students 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 students 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. These Technical Awards are recognised as having full parity with GCSE in terms of rigour and value, but offer a more 'hands on' and 'modular' approach to learning. In addition, some students 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 students' 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 Sixth Form 'peer' and 'academic' mentors, along with senior staff to help students maximise their potential in their GCSE exams.

Year 10 and 11 Curriculum Provision

Core Subjects

English Language
English Literature
Mathematics

Science - Combined Science: Trilogy (2 GCSEs) is studied by the majority. Separate Sciences (Biology, Chemistry and Physics) is studied by selected students.

RE (GCSE Full Course)
PE (non-GCSE)
PSHE

Option Subjects

Art
Child Development Technical Award
Computing Science
Creative Media Technical Award
Business Studies
Drama
Food and Nutrition
French
Geography
Graphics Technical Award
History
ICT Technical Award
Media Studies
Music
PE GCSE
Sport Technical Award
Spanish
Vocational Learning: *as arranged on a bespoke basis*

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>

Students' 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 students 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 students are interviewed by the Senior Leadership Team during Spring Term to discuss the variety of post-16 progression routes available. Students who continue with us are able to choose from a range of high-quality A level and Level 3 vocational courses.

Religious Education (RE)

In Years 7 and 8 students follow the Diocesan syllabus. This provides a mainly Christian education but also educates children in the other major world religions. From Year 9 onwards, students 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 students 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 also fulfils the role of Chaplain at the academy.



PSHE/SRE Programme

All Academy students' 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 students 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

Students are helped to develop self-awareness of their abilities and aptitudes so that they can set themselves realistic career targets. Students 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 students 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.



Every student 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. Students 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 students' learning. Homework will be set regularly and all students 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 Years 7 and 8, homework is set as part of a co-ordinated plan to encourage the development of literacy, numeracy and good study skills across the curriculum. Students have reading and numeracy homework each week in addition to subject-based homework.

Teaching

We are committed to using a range of teaching strategies and resources to enhance learning for students 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 students experience a full range of structured and open-ended tasks in order to provide all students 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 students 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 students leave with qualifications in Maths and English which allow them to have a genuine choice in their future options.

Inclusion

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

Whitburn Church of England Academy aims to:

- Ensure that all students 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 students requiring SEND (*Special Educational Needs and Disability*) provision as early as possible
- Ensure that SEND students take a full part in all academy activities
- Ensure that parents of SEND students 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 students are involved in decisions affecting their future SEND provision

We recognise that many students 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 students working together.

Additional help is sought for individual students 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. Students with special educational needs and disabilities are entered for public examinations in the same way as all other students 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 students or adults.

Our Learning Support Assistants (LSAs) provide assistance to students in lessons. The number of students in teaching groups is adjusted such that one group has the fewest students 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 student to play a full and satisfying role as an adult in our rapidly changing society. Guidance is given to students 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 students 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 student. We will take any reasonable action to ensure the safety of our students. 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 Safeguarding Lead is Mrs D A Tennet and the deputies are Mr J Crowe, Miss D Smith, Mr L Craggs and Miss S Kassapian. The Designated Safeguarding Governor is the Chair of Governors, Mr Lee Williamson. In addition, all Heads of Learning: Mrs V Carr, Mrs C Rush, Mr A Ellison, Mrs V Latimer-Mills, Mrs N Henderson and our SENCo Mrs C Bengston are also trained Designated Safeguarding Leads.



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 students 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 students 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 students. Schools are required to publish this information online to ensure that parents and carers are made fully aware of the attainment of students covered by the Premium and the extra support that they receive.

It is an expectation that all students have aspirations which they write about in their student passport/career action plan.

We have continued to ensure there are no financial barriers to learning; financial support has been given to individual students 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 students with transition to secondary school. We also actively encourage disadvantaged students to take part in school trips including trips to London, Flamingoland and Dukeshouse Wood.

Accelerated reading and Mathematics programmes are also funded to assist student progression in numeracy and literacy.

Looking forward to 2020-2021

We continue to strive for excellence to further accelerate closing of gaps for disadvantaged students, recognising that despite our successes in recent years there is still much work to do until the gaps are fully closed.

During 2020-2021 we will continue to fund the strategies identified as being successful in previous years, which have demonstrated a positive impact on student outcomes in overcoming the attainment gaps on entry. We expect to receive £152,000 of Student 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. Pastoral and subject meetings will continue to be held for strategic planning purposes and Student Premium discussion on every agenda. This will ensure that Pupil Premium intervention is planned for even more effectively, and bespoke to the needs of the students 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 students 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 students' transition to primary school be as seamless and smooth as possible. Key members of staff visit the primary schools to talk to the students and to ultimately ensure a familiar face to students 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 students joining us in September. For students joining us from schools, other than the main feeder primary schools, we arrange an additional evening for students, parents and carers so that we can provide the best possible support for all students 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 the recommendations from Year 6 staff and aim to keep students with a least one of their peer group, if it is in the best interests of their learning, as identified by the Year 6 teacher.

Primary school students 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 students due to join us in September. The overwhelming majority of our new Year 7 students attend, and we usually have over 150 students in attendance! The summer school is greatly enjoyed by students who benefit from time spent in their 'new' secondary school and mixing with new teachers, support staff and classmates.

Year 11 Prefects are attached to each Year 7 form class and support the students 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 students and Tutors during PSHE lessons.

Expectations

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

Whitburn students 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 students wear the following uniform;

Acceptable

- A knee length black school skirt or pair of formal trousers either from the Academy's recommended supplier, 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 students wish to wear them, black skirts that sit on the knee with opaque black tights (not footless tights) are acceptable
- 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 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 with trousers only
- Plain black school shoes, heels no greater than 2cm with no coloured embellishments
- No jewellery, except a watch
- Plain black or navy outdoor coat 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
- Suitable bag to carry books and equipment
- A clear, refillable water bottle

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)
- 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 coloured 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. Students 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. Students 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
- 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 1 guard – no tram lines or skin fade)

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.

Students 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

Essential (Y7 Students 2020)	Essential (Y8-Y11 Students 2020)
Royal Blue Joma Academy PE t-shirt	Royal Blue Academy PE polo shirt or Academy long-sleeved multisport top
Navy Blue Joma Academy PE shorts	Royal Blue Academy PE shorts or Navy Blue Joma Academy PE shorts
White Joma Academy PE socks	Royal Blue Academy PE socks or White Joma Academy PE socks
Royal Blue Joma ¼ Zip up top	Royal Blue Joma ¼ Zip up top (optional)
Shin pads & Football boots	Shin pads & Football boots
Trainers	Trainers
Mouth Guard for rugby and hockey	Mouth Guard for rugby and hockey
Optional	
Navy blue Joma Academy Sports leggings	
Navy blue Joma Academy tracksuit bottoms	
Academy PE fleece (Year 8-11 only)	
Towel and soap/shampoo for showering	
Academy Drawstring bag for PE kit	

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 suppliers.

Student Showers

Students will be given the opportunity to shower after every PE lesson. However, we would like to assure you that students' modesty and safety have been taken into account when designing the changing rooms and the cubicles are for individuals.

Mouth Guards

It is essential that mouth guards are worn by students 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 students to take part in our extensive academy and community-based activities through which they develop friendships, self-esteem and social skills as well as contribute to the life of the school and local community. Examples of some of the clubs that students can take part in are: Art, Dance, Breakfast, F1, Train, Mindfulness, Creative Writing, Our World and Papercraft, We also have various discussion groups, homework 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 students' needs, recognising the importance of offering not only academic but also enrichment opportunities 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 students 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 with the opportunity for students to be entered early for GCSE Music. 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 and the Netherlands; these allow students to perform in different countries and learn from different cultures. The department is fully involved in the spiritual development of our students; examples include performing in whole school acts of worship, and the renowned annual Christmas Service held in the parish church.



We believe that all students 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 Student 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 students can be found at <https://www.whitburncofeacademy.org/about-us/statutory-information/student-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 students, and we provide a wide range of activities to cater for all interests and abilities. Following the success of our 'Active Whitburn' project Students now have the opportunity to take part in physical activity before, during and after school. These include; climbing, trampolining, fitness classes, running club, Whitburn Daily Mile and many more. Students 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 students come to socialise and be creative. Wednesday after school Art Club is still friendly and relaxed but more workshop based and aimed at developing student skills; examples include 'how to make a lino print', 'what's batik all about?' and developing photography skills. The Academy also has a successful record in entering Art work into competitions such as the South Tyneside Council Christmas Card Competition.

Senior students 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 9 students completing the 'Bronze Award', Year 10 students 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 students 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 student 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 student 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 students from different years to work together. This year our House Captains will be encouraging greater participation in physical activity as well as working to improve our school environment.

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 students. We also have the added benefit of a beautiful coastal location!

Our facilities include:

- Sports Hall (with trampolines, 4 netball courts, cricket nets and a basketball court)
- 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 70iPads for classroom use
- All classrooms are equipped with an interactive whiteboard and short-throw projectors



Sixth Form Centre

Our purpose-built Sixth Form Centre opened to students in September 2015. We have celebrated three excellent sets of results and are most proud of our progress data. Students are well-supported, are happy at Whitburn Sixth Form and they go on to secure excellent places after Sixth Form.

Academic study is complemented by a full Enrichment programme and work experience to ensure students are able to present themselves as well-rounded, competitive applicants when they apply for University, School Leaver Programmes or Higher Apprenticeships. Our students have enjoyed opportunities to travel including CERN in Switzerland, Auschwitz in Poland, the Canadian Yukon, the Amazon Rainforest, Iceland, and Berlin, Germany. An annual World Challenge Expedition has seen our students fundraise to be able to travel to Malawi and Swaziland. We hope to plan further expeditions in the future.



A sustained track record of excellence

Date	Inspection	Judgement	
February 2009	OFSTED Inspection	Outstanding	
March 2009	SIAMS 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 student 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. Students 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	
May 2019	SIAMS Inspection (Anglican Schools – RE & Collective Worship)	Good	
November 2019	<i>‘Pupils are very proud to attend Whitburn Church of England Academy. They feel safe and secure. Pupils say that they have a strong sense of belonging. They enjoy excellent relationships with the staff’</i>	Good	

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 2019 are available from <http://www.education.gov.uk/performance-tables/>.

Whitburn Church of England Academy 16 to 19 Results 2019

73 students

Progress score: +0.3, above average according to gov.uk school-performance-tables

Average grade: C+, 33.74 points

AAB or higher in at least 2 facilitating subjects: 12.7%

Student retention: n/a until March 2020

Whitburn Church of England Academy Secondary Results 2019

Progress 8 score: -0.13, average according to gov.uk school-performance-tables

Attainment 8 score:

- Whitburn 52.5
- Local average 42.6
- England average 46.7

Grade 5 or above in English & Maths GCSEs

- Whitburn 50%
- Local average 34%
- England average 43%

Grade 4 or above in English & Maths GCSEs

- Whitburn 76%
- Local average 57%
- England average 65%

EBacc average point score

- Whitburn 4.51
- Local average 3.53
- England average 4.07

Number of Whitburn students entered for EBacc: 23%

Destinations (2017 leavers)

Pupils staying in education or employment for at least 2 terms after key stage 4

- Whitburn 97%
- Local Authority 92%
- National 94%

Pupils staying in education for at least 2 terms after key stage 4

- Whitburn 88%
- Local Authority 80%
- National 87%

Pupils staying in education: school sixth form

- Whitburn 47%
- Local Authority 27%
- National 37%

Pupils staying in education: further education college or other further education provider

- Whitburn 37%
- Local Authority 51%
- National 37%

Other education destinations

- Whitburn 0%
- Local Authority 0%
- National 11%

Other education destinations

- Whitburn 4%
- Local Authority 3%
- National 2%

How to apply – Admissions 2021

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

All decisions concerning the admissions of students to Academies and administrative procedures are the responsibility of the Governing Body. However, Whitburn Church of England Academy admits students 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.

Children with a Statement of Special Educational Needs or with an Education, Health and Care (EHC) plan naming the school will always be offered places. If there is a greater demand for admission than there are places available, the following criteria will be applied in the order set out below:

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 (*see note 1*).
- b. Children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted (*see note 2*)
- c. 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 at the time of application (*see note 3*).
- d. Students from Cleadon Church of England Academy, Marsden Primary, Whitburn Village Primary and East Boldon Junior Schools.
- e. Other children who live 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 (*see note 4*).

'Tiebreaker' - Distance Measurement

The above distance measurement will also be used as a 'tiebreaker' within each criterion if necessary. 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.

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 at a date to still be convened. A separate Sixth Form Prospectus for admissions in 2021 will be published on our website in early October.

Teaching School

In May 2014, Whitburn Church of England Academy was given another national accolade when it was designated as a Teaching School. Teaching Schools give schools with a strong track record of academic success 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.

We provide a unique school based learning opportunity in partnership with Durham SCITT (School Centre Initial Teacher Training), graded Outstanding by Ofsted.

Whitburn Church of England Academy and its partner schools work closely with Durham SCITT to provide outstanding support for teachers at the start of their careers. We have extensive experience in providing exceptional training and development opportunities for our trainees. Our trainees are all placed in host secondary schools, sharing the same vision, excellence in education and life experiences. We provide the highest standards of education and care and encourage our young people to have high aspirations and be confident global citizens. Our partnership of schools are all highly successful in their own right with excellent records of accomplishment in developing teachers from training to headship.

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



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. Students 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 students is enriched through the range of activities on offer. Along with the wide range of extra-curricular clubs, examples of ways in which students 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 (Bronze, Silver and Gold)
- MFL trips
- History trips (Berlin)
- House Charity Days
- House Sports Day (Whole School, July each year)
- London theatre trip (Year 11)
- Music tuition – many of our students are actively learning an instrument
- Music performance trips
- Opportunities to participate in House Council and Junior Leadership Teams
- Outdoor Education Trips (Thurston and Dukeshouse Wood)
- Peer mentoring and other opportunities for students to support their peers
- Personalised learning programmes and placements (Key Stage 4)
- Prefects
- Sixth Form Enrichment
- Sport trips (such as to Paris and skiing)
- STE@M Day
- Theatre 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)
- Work experience weeks (Years 10 and 12)





Whitburn Church of England Academy

An Academy with Specialist Status in Maths and Computing

Contact us at:

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Telephone: 0191 529 3712

E-mail: office@whitburncofeacademy.org

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Excellence for All