

**GOVERNORS REPORT
TO PARENTS
2010/11**

OCTOBER 2010

A. STUDENT PERFORMANCE AND PROGRESS UPDATE

OVERALL GCSE RESULTS

	2009 Actual	2010 Target	2010 Actual
5 A* - C inc EM	39.5%	46%	45.5%
5 A* - C	77%	83%	87%
A* - C English	55%	58%	71%
A* - C Maths	46%	53%	53%
% of Entries @ A/A*	7.8%	15%	12.6%
Av. Point score	395	425	504

NOTABLE SUCCESSES

- Overall 5 A*-C figure @ 87% - 4% beyond target.
- 77% of students achieved 5A*-C GCSEs including either English or Maths.
- English achieved 71% A*-C (6% above National Averages and 16% above Jesson Target).
- 26% rise in average total point score to 505 in 2010 .
- SEN registered students significantly outperformed FFTD targets (37% above FFTD Av Points Score Prediction).
- Subjects that performed exceptionally well – Art, Dance, English, Food Tech, Geography, German, Health and Social Care, PE, ICT, Travel and Tourism.
- Subjects where more than 15% of grades were A*/A – Art, Dance, Food Tech, HSC, ICT, T and T, Music, Textiles.
- 17% of female entries were A/A*.
- Individual students who performed well – Rachel Mason (11 A/ A*s), Danielle Oliver (11), Jordan Peters (9), Jake Hawkes (9), Tash Starkin (8), Jasmin Blundell (8), Jamie Witham (7), Ashleigh Minter (7), Joe Montague (7).
- (17% of female entries were A/A*).
- Significant contribution of Vocational Courses and ICT to overall outcomes for many, especially below average students.

7 QUESTIONS BEING CONSIDERED AT DEPARTMENTAL AND WHOLE SCHOOL LEVEL

- Were interventions successful? Did targeted students achieve the results that were wanted? What worked?
- Were departmental A/A* targets reached? Why/ why not? Can good practice be shared with other depts?
- How can proactive intervention programmes be extended to benefit more students?
- Is there a gender imbalance in terms of outcomes within departments? If yes, how can this be addressed through modifications to the curriculum/ intervention/ teaching practice/ setting?
- How will the introduction of controlled assessment impact upon future outcomes relative to 2010 results?
- Do these results confirm the need for any structural change within departments e.g. specification change?
- How can results data help us to identify students in need of early intervention at KS3?

SHOREHAM ACADEMY SIXTH FORM RESULTS OVERVIEW 2010

OVERALL RESULTS

		2008	2009	2010		
AS (%)	A* - B	6.2	19.7	14.1		
	A - C	28.3	43.5	31.4		
	A - E	63.7	79.3	74	2010 NAT. AV.	ALPS
A2 (%)	A* - B	29	36	32	51.8	7
	A - C	54.5	59.7	69.9	75.1	45
	A - E	99.2	95.9	96.9	97.6	100

YEAR 13 UCAS POINTS (VOCATIONAL AND TRADITIONAL A-LEVELS)

	2009	2010
UCAS AV. POINTS PER STUDENT	137 (DEE)	185 (DDD)
UCAS AV. POINTS PER ENTRY	50 (D/E)	79 (C)

YEAR 13 UCAS POINTS (VOCATIONAL SUBJECTS ONLY)

	2010
UCAS AV. POINTS PER STUDENT	263 (BCC)
UCAS AV. POINTS PER ENTRY	90 (B/C)

NOTEABLE SUCCESSES

- Y13 Vocational results (especially Child Care)
- A Level subjects successes - Media, Photography, Biology, Art, Maths, English
- Individual student success - Danielle Baker (AAA) Charlotte Crouch (AAA) Shona McLaughlin (AAA) Leanne Harris (AAA) Hannah Ramus (AAC) Bekki Earl (AAC) Ella Townsend (ABC) Sarah Gathergood A*(Geography)
- A-C grade % - Up by 10% on last year (15% on 2008 results) – largely due to vocational courses (M/D)
- UCAS average point scores - Per student (up by 48 points on last year); Per entry (up by 29 points)
- ALPS – Despite the shortfall in comparison with National average scores this year's A2 results illustrate huge 'contextual' value added when compared with our ALPS 'predictors'

7 QUESTIONS BEING CONSIDERED AT DEPARTMENTAL AND WHOLE SCHOOL LEVEL

- Is the Curriculum offer *fit for purpose*? Do we need to look at additional Level three courses.
- How do teaching staff gauge students ability to access course(s) and when?
- How do we share good practice within Post-16 teaching and learning?
- What access do the students have to additional resources (moodle, meaningful cover)?
- What intervention (supplementary support) do we have in place (including support for the most able)?
- How do we track student's progress and report to parents (including phone calls home)?
- How do we establish the expected work ethic from students in the first week of term .

UNIVERSITY DESTINATIONS 2009

UNIVERSITY	STUDYING
Brighton	Sport Journalism
Sussex	Media
Chichester	Sports Coaching Science
Winchester	Business Management
Northbrook	Fashion: Media Promotion
Northbrook	Photography
East Anglia	Medicine

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UCAS DESTINATIONS 2010

UNIVERSITY	STUDYING
Bedford	Sports Therapy
Winchester	Physical Education:Primary (4 years QTS)
Brighton	Comported Science (Games)
Brighton	Business Management with Finance
Sussex	Mechanical Engineering
Sussex	Music
Brunel	Film and Television Studies
East London	Fashion Design with marketing (Extended)
Essex	Biomedical Science
Northbrook	Photography (Fashion, Advertising and Editorial)
Brighton	Ecology and Biogeography
Chichester	Sport and Exercise Science
Thames Valley	Airline and Airport Management
Trinity College, Carmarthen	Health, Nutrition and Lifestyle
Sussex	Automotive Engineering (4 years)
Roehampton	Sport and Exercise Sciences
Chichester	Community Sports Coaching
Chichester	Sport and Exercise Science
Bournemouth	Law

Five Year 13 students went on to do Art Foundation Courses:

B. QUALITY OF TEACHING AND LEARNING UPDATE

The quality of teaching and learning is of a high standard and continues to improve. The Academy has a well designed programme of CPD (Continual Professional Development) activities and a robust system of monitoring and support across the whole school. In 2010/11 there is a whole staff commitment to further improve the quality of teaching and learning.

Quality of Teaching and Learning	SPRING TERM 2010	SUMMER TERM 2010	TOTAL
OUTSTANDING	26%	26%	26%
GOOD	57%	63%	60%
SATISFACTORY	12%	9%	11%
INADEQUATE	4%	2%	3%

C. ATTENDANCE UPDATE

Attendance from 2007 -2010

Year Group	2006 -2007	2007- 2008	2008- 2009	2009- 2010	09-10 Target	Diff	2010 - 2011 Target
7	n/a	n/a	93.51	91.9	95	-3.1	95
8	92.21	92.32	92.33	92.6	94.5	-1.9	94.5
9	91.71	91.12	91.86	92.6	93.5	-0.9	94
10	91.19	91.69	90.91	91.4	93	-1.6	94
11	89.85	91.19	92.1	93	93	0	94
Average	91.24	91.58	92.14	92.3	93.8	-1.5	94.3

Attendance Targets and Strategy 2010-2011

- The year 8 and 7 targets remain the same as last year as further work needs to be done to improve these attendance figures.
- The targets for year 9, 10 and 11 have been set to reflect the standards expected when studying subjects at key stage 4. In year 11 this target also represents the expected attendance required to be invited to the year 11 prom.
- The Persistent absence (P.A.) target for is 5% in line with Government targets.

Year Group	2010 - 2011 Target
7	95
8	94.5
9	94
10	94
11	94
Average	94.3

D. EXCLUSIONS AND BEHAVIOUR UPDATE

The Academy has continued to reduce exclusions reflecting the continued improvement in the learning ethos. In addition the 'Schools within Schools' system with its vertical mentoring, strong pastoral teams and clear behaviour strategies has further enhanced our abilities to remove barriers to learning.

	09-10	% reduction based on previous year
Days lost to exclusion	266	17.6%
Actual temporary exclusions	136	21.4%
Perm:	3	N/A

E. ADMISSIONS UPDATE (Including recruitment and retention of 6th Form)

As the reputation of the Academy continues to improve, so it has become more popular. The school roll has increased this year, and the number of parents making the Academy their first choice has also increased. In July 2010 we were oversubscribed at 272 however changes over the summer saw these figures drop to 258 in September 2010.

	SEPTEMBER 2009	SEPTEMBER 2010
YEAR 7 ADMISSIONS	229	258

	SEPTEMBER 2009	SEPTEMBER 2010
YEAR 7 FIRST CHOICES	185	245

Admissions into the Sixth Form continue to improve and we are very nearly full with 242 students overall in the Sixth Form and a capacity for only 250 students.

	SEPTEMBER 2009	SEPTEMBER 2010
YEAR 12	126	172
YEAR 13	82	70
TOTAL	208	242

Retention from year 11 has increased from 50% in 2009 to 63% in 2010

F. NEW CURRICULUM

September 2010 saw the introduction of our new personalised curriculum. The curriculum at Shoreham Academy aims to enable all our students to become:

Successful learners; who enjoy learning, make progress and achieve

Confident individuals; who are able to live safe, healthy and fulfilling lives

Responsible citizens; who make a positive contribution to society

We believe that these 3 aims will be achieved by:

Providing a more personalised curriculum; increasing learner engagement, motivation and commitment

Providing a flexible and not necessarily age related options process

Providing appropriate challenge and raising students aspirations

THE CORE CURRICULUM AT KS3

Year Group	English	Maths	Science	Art	Music	PE	ICT	Lang	Tech	Drama	Competency
Year 7	2	2	2	1	1	2	1	*1	2	1	10
Year 8	3	3	3	1	1	2	1	**3	2	1	5

5-10% of the Y7 cohort will study an alternative languages curriculum (1 group) – Eng/Ma/MFL departments work jointly on content and delivery.

**15-20 % of Y8 cohort will study an alternative languages curriculum (2 groups) – Eng/Ma/MFL departments work jointly on content and delivery.

Year Group	English	Maths	Science	History	Geog	Languages	PE	ICT
Year 9	3	3	3	2	2	***3	2	1

*** 20-25 % of Y9 cohort will study an alternative languages curriculum (3 groups) – Eng/Ma/MFL departments work jointly on content and delivery.

THE CORE CURRICULUM AT KS4

Year Group	English	Maths	Science	PE
Year 10	4	3	5	1
Year 11	4	3	5	1

SHOREHAM ACADEMY 2010 CURRICULUM OVERVIEW

Students will begin their GCSE Options in Year 9 choosing two from the **GREEN** column. In Year 10 they will choose a further two options from the **YELLOW** column. The two options that they have chosen in year 9 will be completed by the end of year 10 and therefore students will be free to choose an additional option from the **RED** column in year 11. In total it will be possible for students to achieve 17 GCSE qualifications, however we are more concerned with the quality of the grades achieved and therefore the study skills option in year 11 will enable students to spend 6 hours a week improving their grades particularly in maths and English.

YEARS/HOURS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	22	23	24	25	
7	CORE															COMPETENCY									
8	CORE																				COMPETENCY				
9	CORE																				OPTIONS1&2				
10	CORE										OPTIONS 3&4					OPTIONS1&2									
11	CORE										OPTIONS3&4					OPTION5									

COLUMN ONE	COLUMN TWO	COLUMN THREE
2 year GCSE's studied in Years 9 & 10	2 year GCSE's studied in Years 10 & 11	1 year course studied in Year 11 (as a double option for 6 hours per week)
OPTIONS 1 & 2	OPTIONS 3 & 4	OPTION 5
ART (1) DANCE (1) DRAMA (1) FOOD (1) GRAPHICS (1) ICT (1) MEDIA (1) MUSIC (1) RESISTANT MATERIALS (1) TEXTILES (1) CLASSICAL STUDIES (1) SINGLE OPTION BTEC FIRST CERTIFICATES (EQUIVALENT TO 2 GCSE'S) BTEC FIRST CERTIFICATE IN SPORT (1) BTEC FIRST CERTIFICATE IN TRAVEL & TOURISM (1)	BUSINESS STUDIES (1) FOOD (1) FRENCH (1) GEOGRAPHY (1) GERMAN (1) HISTORY (1) RELIGIOUS STUDIES (1) SPANISH (1) TRIPLE SCIENCE (WITH ICT/PSYCHOLOGY) (1) DOUBLE OPTION BTEC FIRST DIPLOMAS (EQUIVALENT TO 4 GCSE'S) BTEC FIRST DIPLOMA IN HSC (2) BTEC FIRST DIPLOMA IN MEDIA (2) BTEC FIRST DIPLOMA IN SPORT (2) DOUBLE OPTION WORK RELATED/KEY SKILLS (COLLEGE STUDENTS) (2)	A NUMBER OF COURSES WILL BE OFFERED AT AS LEVEL IN OPTION 5 WHERE APPROPRIATE DUKE OF EDINBURGH BRONZE (1) NVQ 'LANGUAGES' (1) STUDY PLUS (additional Maths & English lessons/ retakes from options 1&2/coursework support) (1) A RANGE OF GCSE'S BTEC FIRST CERTIFICATES (EQUIVALENT TO 2 GCSE'S) BTEC FIRST CERTIFICATE IN HSC (1) BTEC FIRST CERTIFICATE IN TRAVEL AND TOURISM (1)

F. STAFF RECRUITMENT

Staff turnover this year was very low, with 5% staff turnover among teaching staff and 8% among support staff. This is the second year running that staff turnover has been low.

Leavers July 2010			Starters September 2010		
Carole	Burden	Teacher - Science	Bryn	Philips	2nd in charge Maths CL Business & Related
Mick	McCoy	Director of Sport	Clare	Lutwyche	Science NQT
Dave	Grier	Teacher - PE	Joanne	Reeve	Part-time Media Teacher
Steve	Dunham	Part-time Teacher - English	Ben	Hales	Part-time Teacher Maths
Helen	Tate	Part-time Teacher - Maths	Amber	Hunt	Teacher IT/Maths/PE
Trevor	Colby	Maths	Ryan	Brunton	Teacher PE
Mick	McGillicuddy	Behaviour Manager	Tim	Goldsmith	Teacher PE
Sarah	Beardshaw	PA to Principal	Chris	Misselbrook	Teacher Comp/PE
Michelle	Coates	Welfare Officer Cover	Andrew	Goodwin	PA to Principal Cover Administrator
Sarah	Diamond	Administrator	Anna	Smith	PE Technician
Elizabeth	Summers	Teaching Asst	Leah	Mooney	Teaching Asst
Alex	Dennis	Teaching Asst	Craig	Dawson	Teaching Asst
Sarah	Haffenden	Teaching Asst	Heather	Gould	Teaching Asst
Mark	Morley	Teaching Asst	Deborah	Stacey	Teaching Asst
			Alison	Visser	Teaching Asst
			Gabriella	Benton-Stace	Teaching Asst
			Victoria	Woolcott	Teaching Asst

G. HEALTH & SAFETY

- The first Health and safety committee meeting took place on 8th July 2010 following an audit by Oxford safety in February.
- The Health and Safety Policy, adopted from the ULT model, has been published on staff shared drive in the H & S folder for access to all staff.
- There were no reportable incidents (RIDDOR) during the year.

H. BUDGET UPDATE

The Year End Income and expenditure summary is shown below. While the Academy carries forward operating surpluses, this must be measured against the start-up funding of £721,657. This start-up funding will reduce over the following three years (2010/11 = £530K). Start-up costs in 2009/10 were £186,646, resulting in a net revenue surplus of £20,000 once start-up elements are removed.

Income and Expenditure Summary for Year Ending 31st August 2010				
Shoreham Academy				
			£	£
Income				
Annual Grants and other income			7,666,384	
Start Up grants			721,657	
Total Income				8,388,041
Expenditure				
Staffing costs	5,797,370			
Education costs	856,899			
Premises and services	659,915			
Administration and marketing	471,870			
Depreciation	46,908			
Total Costs		7,832,962		
Operating Surplus				555,079

ACADEMY IMPROVEMENT PRIORITIES 2010 / 2011

The Academy sets a small number of key priorities for improvements each year which are then translated by each department and pastoral areas into more detailed action plans. This ensures that the whole school is pulling in the same direction and we all have the same priorities. These are also reflected in the performance management targets for each member of staff at the Academy including our support staff.

OBJECTIVE ONE:- Moving teaching and learning from good to outstanding. Every member of staff to either be outstanding or to make improvements towards outstanding during 2010/11

SATISFACTORY TEACHING

- Teaching may be good in some respects and there are no endemic inadequacies in particular subjects or across year groups. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure. Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.

GOOD TEACHING

- The teaching is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthruses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done

and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.

OUTSTANDING TEACHING

- Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.

KEY STRATEGIES

- Assessment. To embed the 'big six' core assessment approaches across the curriculum. 2011/12.
- Embedding the ULT twenty point progress tracker system, in order to raise student attainment through identification of intervention requirements. 2010/11
- Every department to utilize student voice in improving quality of teaching and learning. 2010/11
- Continue to develop a whole school approach to Enterprise. 2010/11
- APEX – a focus on top end differentiation. Providing appropriate challenge in the classroom to stretch the most able students. 2010/11

OBJECTIVE TWO

LITERACY and NUMERACY – to boost the literacy and numeracy levels of all our students.

KEY STRATEGIES

- Develop numeracy strategies in each subject area to support the overall objective. 2010/11
- Further develop literacy strategies in each subject area to support the overall objective. 2010/11

OBJECTIVE THREE

PASTORAL ISSUES- removing barriers to learning

KEY STRATEGIES

- Strengthen the vertical mentoring system. 2010/11
- Embed SIMS behavior management system. 2010/11
- Continue to improve attendance to achieve/exceed national averages. 2010/11
- Continue to reduce temporary exclusions. 2010/11