

CITY ACADEMY WHITEHAWK

TOGETHER EVERYONE
ACHIEVES MORE

I am delighted City Academy Whitehawk has become the first Primary Academy in Brighton and Hove. We are also the first school to be sponsored by City College Brighton & Hove. City College was rated as outstanding by Ofsted inspectors in Leadership and Management, creating a culture of high expectations.

This school is larger than the average-sized primary school. Children join the early years provision in the Reception class, where all the children attend full time. The proportions of pupils who are from minority ethnic backgrounds and of those who speak English as an additional language are well below national averages. The proportion of the school's pupils who are supported by the pupil premium is much higher than the national average.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6. City Academy Whitehawk opened in September 2013.

Our vision is for every child to fulfil their potential, in order to enhance their life chances. We want to work in partnership in order to create a culture of high aspirations where a



commitment to and engagement in learning is the norm for every child.

TEAM

Our motto: 'Together Everyone Achieves More (TEAM) will inspire and instil confidence in the children, their families and the community. We won't accept excuses and we won't make excuses. We will take responsibility for nurturing and developing the personal qualities of every child and will emphasise the importance of exemplary behaviour.

Ofsted found City Academy Whitehawk to be a good school. School leaders at all levels, as well as the governors, are strongly committed to providing the best possible education for pupils. They have successfully shared this ambition with staff. The headteacher's relentless focus on raising pupils' attainment and leaders' success in improving teaching have resulted in pupils achieving well. Pupils





throughout the school make good progress from their starting points in a range of subjects, including reading, writing and mathematics.

The school looks after its pupils well. As a result, they feel safe and secure, and have few concerns about bullying. Pupils understand the importance of behaving well. Their good behaviour makes a positive contribution to their learning and progress. Teachers have developed a good understanding of pupils' different abilities. This enables them to give pupils work which is mostly well suited to their needs.

Pupils benefit from a broad curriculum, including a variety of visits and out-of-school activities. This makes a strong contribution to their achievement and to their understanding of the wider world. The school makes extremely good use of the extra funding it receives to promote sport and physical activity. This has resulted in higher participation in sporting activities and has enhanced pupils' social development. With the support of local business's we have enabled a series of reward trips for all age groups to be introduced that are free to all pupils.

Governors have a secure understanding of how well pupils are achieving. They know what leaders have done to improve teaching, and challenge them to ensure that high targets are set and reached. Children in the Reception class make good progress in their learning and social development. This is because of consistently good teaching in a well-organised, stimulating and secure environment.

Teachers establish good working relations with pupils. They have a good understanding of what pupils are capable of, are keen for them

to do well, and make their expectations clear to them in terms of both work and behaviour. Teachers have a secure understanding of the different subjects they teach. This ensures that they can explain topics and activities so that pupils learn facts, topics and techniques accurately and in enough depth. Teachers help pupils to develop a love of books and give them very regular opportunities to practise their reading skills. Pupils who found reading difficult commented on how much teachers and other adults have helped them, so that they now enjoy reading.

Pupils from different backgrounds, as well as the small minority who speak English as an additional language, make good progress from their often low starting points. Pupils of different age groups and with different abilities achieve well in English and mathematics, and in a range of other subjects, such as science and technology, including ICT. With the support of Fonthill Foundation, an educational charity, we have introduced 121 devices for all children from Year 1 to Year 6 that has created a more independent approach to learning that has excited the children. The proportion of pupils who reach the expected standard for their age in reading, writing, and mathematics by the end of Key Stage 2 is increasing. Together with the social and communication skills which they develop, this shows that pupils are well prepared for the next stage of their education.

Parents comment very favourably on the new school's improvement since it opened and most say they would recommend it to others.

