



Application Pack for the post of Principal

Information
Job Description
Personal Specification

Closing date: 26 June 2017



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Additional documents included separately:

Newsletters

Application Form

Further information about the Academy can be found on our website at www.huishepiscopi.net



HuishEpiscopi

Dear Applicant

Post of Principal

Thank you for your interest in applying for the above position. We hope that you find this application pack helpful and it provides you with a flavour of our current achievements and future aspirations. Further detailed information about our Academy can be found on the school website at www.huishepiscopi.net.

We are seeking to appoint a new Principal with effect from 1 January 2018. We intend to hold interviews for the vacancy over three days on 10, 11 and 12 July 2017. The closing date for applications is noon on 26 June 2017.

If you require any further information or would like to visit the Academy you are welcome to contact our Principal, Mr Andrew Davis, who will be pleased to help. We look forward to receiving your application.

Yours sincerely

Sue Wright (Mrs)
Chair of Academy Board

Huish Episcopi Academy

Wincanton Road, Langport, Somerset TA10 9SS

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Principal: Mr A J Davis BSc (Hons), NPQH PGCPSE Registered in England and Wales: 7341553

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HuishEpiscopi

DETAILS RELATING TO HUISH EPISCOPI ACADEMY AND JOB SPECIFICATION FOR THE POST OF PRINCIPAL

Introduction

Huish Episcopi Academy is a large 11 to 19 academy serving a beautiful area of rural Somerset. The current enrolment is 1521 including 215 students in Huish Sixth. This enrolment looks set to increase over the next two years due to the growing popularity of the school which has led to a raising of the Academy's Pupil Admission Number. Equally Huish Sixth looks set to reach in excess of 240 students in September 2017. Despite increasing the Pupil Admission Number to 268 the school remains oversubscribed with on-going waiting lists and appeals.

In addition, we are responsible for a Community Leisure Centre, Huish Leisure, which provides facilities to meet the curriculum needs of our students and the leisure/sports provision for the local community. The business continues to grow and recent major improvements have included a new Artificial Grass Pitch and redeveloped fitness suite for use by both students and the community. We are currently part way through a major project to turn our existing lido swimming pool into an indoor facility which totals in excess of £1million of investment. Huish Leisure is managed as a wholly owned subsidiary whose management team comprises Directors of the Academy, including the Principal, together with elected representatives of South Somerset District Council. Huish Leisure has a turnover of approximately £400,000 p.a.

Over the years we have built up very good relationships with twelve partner primary schools which include collaborative teaching and learning events, professional development and various cross phase initiatives. We have worked very closely with our partner primary schools on the development of our new Key Stage 3 mastery curriculum and currently have an application with the Department of Education to form a Multi Academy Trust with two of our partner primary schools.

The Academy is proud of its focus on teaching and learning and is well positioned to become a hub school for professional development and school networks over the coming years. Huish is currently collaborating with seven other secondary schools through Somerset Challenge as well as working with Leading Schools South West to provide national professional qualifications from September 2017. The Academy has also been invited to become strategic partners with two Teaching School Alliances; The Affinity Teaching School Alliance and the West Country Teaching School Alliance.

We serve a large rural area with the majority of students living in the many surrounding villages or the two small towns of Langport and Somerton. The designated catchment area is over two hundred square miles, requiring many students to be transported by coach and minibus into the school each day. The Academy's success and reputation makes it a very popular school and attracts students from beyond the catchment area despite the difficulties of rural transport.

The school gained academy status in 2010, having been one of the first high achieving schools to convert, as part of the national policy. The year 2010 also saw the opening of the 16 to 19 provision, Huish Sixth, in purpose built accommodation located adjacent to the existing buildings.

In March 2007 Ofsted classed the then school as 'outstanding' and we had the status of a high achieving school. We were again inspected in October 2012 when under the new, more rigorous, Ofsted criteria we were awarded the classification of 'Good'. The Ofsted report stated that it was not yet an outstanding academy because there was a need to reduce the variation of achievement in the sixth form, and improve the consistency of good quality teaching across the Academy. The

Directors and leadership team fully agreed with this assessment and have taken positive steps to address these concerns over the past four years.

Supporting Documentation

No doubt prospective candidates for this post will seek as much information as possible to ascertain the nature and range of our educational and community provision.

To facilitate this, we have included copies of examination results for the last three years and organisational structures within departments and the senior team. Subject results and details of value added are also included in this information. These have been reviewed in detail by the Board's Teaching and Learning Committee and in collaboration with the Senior Leadership Team appropriate intervention strategies determined. This reflects the close collaborative working practices between the staff and the Board of Directors which has contributed to the success and development of the Academy.

Pastoral Care and Student Support

Staff and Board Members are proud of our pastoral care and commitment to the well-being of all students which is recognised as a strong element of the overall work of the Academy. Our approach is supported by our 'Behaviour for Learning' policy under the supervision of an Assistant Principal.

Some 15% of our students are eligible for Free School Meals, which is below the national average of 29%. Approximately 10% of our cohort have some form of SEND support. Our work with SEND students is largely through 'in class' support but with some withdrawal where appropriate. Our Student Support Base is located in the main school. In addition, we have a Student Guidance and Learning Centre which provides for our most vulnerable, and sometimes, most challenging students. Fully recognising that we have a duty to provide for all our pupils the Academy has invested in staff and facilities for those who need additional help. Our staffing includes an Assistant Principal charged with managing our provision supported by specialist teaching and support staff.

Alongside this work we also have an extensive Lead Learner programme (Gifted and Talented) which comprises of extension activities beyond the classroom from Year 7 as well as trips to Oxford and Cambridge Universities and a Challenge + programme run in conjunction with other secondary schools across Somerset. Over the past five years five of our Huish Sixth students have gone on to study at either Oxford or Cambridge.

In addition, we have developed a Student Services Hub which houses a Student Receptionist, Attendance Officer, Parent and Family Support Assistant, Student Support Worker and School Counsellor. This team works closely with our Progress Leaders and Associate members of the Senior Leadership team who oversee progress and pastoral issues.

Finance and Premises

The gross budget of the Academy is £7million and the finances are healthy with significant reserves to support current development proposals. The Board of Directors monitor this aspect of the Academy through a Finance, Audit and Premises Committee. Developments currently being implemented include the replacement of a large amount of electrical wiring and the conversion of our lido into an indoor swimming pool.

The Academy buildings are varied in age but have been well maintained and are in excellent decorative order. The Board continue to invest to ensure that the buildings are kept in a good condition and provide a safe and positive learning environment. Huish Sixth is located in a £4.5 million building built in 2010. This includes a recent investment of approximately £85,000 to ensure the site is more secure through additional fencing in accordance with our commitment to

safeguarding. The importance of maintaining a high level of resources is also recognised by the investment in technology and the availability of a well-stocked library.

The Role and Duties of the Principal

The description of our activities and responsibilities set out in this document clearly demonstrates that under the current Principal, Andrew Davis, the Academy plays a significant role in the educational, pastoral, leisure and recreational life of the community we serve. Our students have achieved a great deal of academic success as well as wider achievements in a happy and secure environment. The promotion of Mr Davis presents his successor with an outstanding opportunity to further enhance our achievements, to develop new opportunities and to have responsibility for the future well-being of a highly regarded Academy. We are not complacent and the Board are committed to seeing the Academy continue to prosper and embrace future opportunities.

Specific requirements of the Principal post

We seek to appoint a candidate who is able to demonstrate that they have:

- a proven track record of managing educational excellence and providing a strong educational philosophy and vision
- a passionate commitment to academic and vocational education and the pastoral needs of all students
- developed their approach and skill in the management of staff
- the ability to build upon and further the excellent record of the Academy
- experience of working collaboratively with students, Directors, primary and secondary schools, other Headteachers and the wider community to enhance the culture of educational excellence
- excellent interpersonal skills with a team approach to leadership
- high expectations and the ability to deliver
- the ability to further develop Huish Sixth
- an interest in developing community activities including the development of the leisure centre
- the ability to provide 'chief executive' management and leadership appropriate to the academy's many interests and activities.

The Academy Board members seek to appoint to this post an educationalist with a clear vision of how together we:

- enable all our students to realise their potential
- maintain a balanced curriculum which meets our students' needs and extends their aspirations
- prepare our students for lifelong learning
- provide them with opportunities to develop as responsible, caring, people
- encourage students to set themselves high aspirations

The Academy Board wishes to appoint someone who will foster strong partnerships with our community primary schools and other secondary providers and, enhance collaboration with further and higher education colleges/universities. The appointee will work to foster good relations and communication with parents/carers and community agencies.

The person appointed will be required to take all possible steps to safeguard the welfare of all our students and staff; to offer encouragement and support to staff including their professional development, and to seek to provide a safe, stimulating and enjoyable place to study and work.

We will expect the appointee to offer professional advice to enable the Academy Board to develop and extend our educational provision. It will be important to ensure that the Board has sufficient evidence and data to enable them to discharge their responsibilities and together develop an achievable strategy for securing the highest possible educational achievement.

It is expected that candidates for this post will hold an Honours degree, demonstrate current or recent professional development, and have significant experience of school leadership. They should also be able to show a wide range of interests outside the profession of education.

The salary scale will be Leadership Scale 33 to 39 (£85,578 to £99,081). Financial support, as appropriate, will be provided for relocation expenses.

The Selection Process

The closing date for application is 26 June.

Interviews of shortlisted candidates will take place over three days 10, 11 and 12 July. The post is due to commence on 1 January 2018

Applications should be addressed to Mrs Sue Wright, Chair of the Academy Board via email to **huishrecruitment@educ.somerset.gov.uk**.

Potential candidates wishing to discuss the post are welcome to contact the current Principal, Andrew Davis, and visit the Academy prior to submitting an application.

PERSON SPECIFICATION FOR THE POST OF PRINCIPAL

Applications for this post will, in the first instance, be assessed from the application form and the written submission. We will assess each candidate against a Person Specification template. We will be looking for evidence that the criteria set out below has been met.

The key legend set out is:

E = essential requirement

D = desirable criteria

A = application form

R = references

I = interview with panel groups

F = formal interview

We will seek to assess the evidence to support the required criteria in the documentary evidence and/or during interview as set out below:

QUALIFICATIONS & TRAINING		
	Status	Evidence Shown
Honours graduate	E	A R
Qualified Teacher status	E	A R
Further professional study	D	A R
NPQH qualification	D	A R
Recent leadership training	E	A R

EXPERIENCE		
	Status	Evidence Shown
Substantial leadership experience	E	A R
Substantial teaching experience	E	A R
Proven record of success in teaching and leadership/management	E	A R
Experience of sixth form provision	D	A R

PERFORMANCE INDICATOR						
	Status	Evidence Shown				
Clarity of vision and strategic thinking	E	A	R	I	F	
Setting and achieving challenging goals	E	A	R	I	F	
Evidence of leading innovation	E	A	R	I	F	
Skilful communication with group/audience	E		R	I	F	
Evidence of motivating students and staff	E	A	R	I	F	
Evidence of collaborating with external agencies, parent groups etc	D		A	R		
Ability to build teams to improve performance/realise objectives	E		A	R		
Evidence of leading teams in reviews/monitoring objectives	E		A	R		
Demonstrates a good understanding of child protection	E		A	R		
Excellent understanding and experience of managing large educational budgets	E		A	I	F	
Commercial experience particularly with respect to Leisure facilities	D		A	I	F	

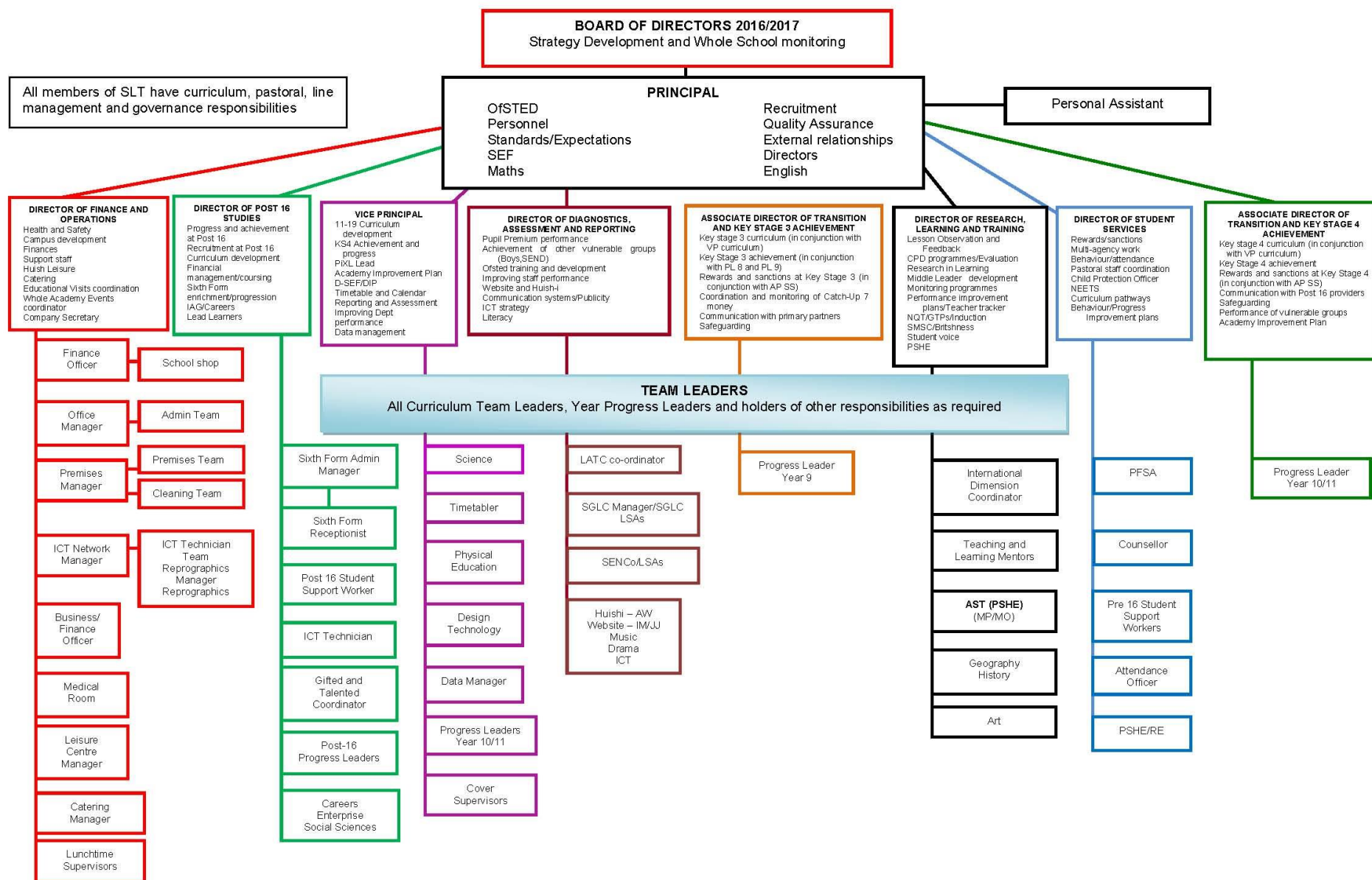
Shortlisted candidates should attend the three day interview process prepared to answer questions, or make presentations, to committee groups covering many aspects of the Academy.

This will include addressing Board Members and SLT with responsibilities relating to: Leadership and Management, Teaching and Learning, Finance, Audit and Premises, and Communication and the Community.

Short listed candidates will also be asked to make a presentation to the Academy staff on a topic made known in the letter inviting the candidate to be interviewed. The final interview panel will comprise members of the Academy Board.

Prior to confirmation of appointment the successful candidate will be required to provide documentary evidence of qualifications, DBS checks and health checks.

STAFF STRUCTURE



SENIOR LEADERSHIP TEAM STRUCTURE AT HUISH EPISCOPI ACADEMY

September 2016

Strategic Purpose		Operational Areas	Line Management	Directors Link	Ofsted Responsibility
Principal (AD)	Provide strategic direction and lead Academy improvement by ensuring an ethos is created where students and staff are inspired, challenged and supported to be better than they ever thought they could be.	<ul style="list-style-type: none"> Recruitment Personnel Quality Assurance/Performance Management Standards/expectations External relationships SEF Directors OfSTED 	<ul style="list-style-type: none"> Mathematics English Modern Languages Personal Assistant 	<p>All</p> <p>Full Board</p> <p>Chair/Vice Chair</p>	<p>Leadership and Management</p> <p>Overall judgement</p>
Vice Principal (RV)	Ensuring that a high quality curriculum is in place to ensure that all students are able to achieve highly and progress at 16, having experienced memorable learning events	<ul style="list-style-type: none"> Curriculum development (11-19) Achievement and progress at KS4 PIXL Lead Academy Improvement Plan D-SEF Timetable Calendar Improving staff performance OfSTED training and development Exams Reporting and Assessment 	<ul style="list-style-type: none"> Science Physical Education Design Technology Achievement and progress through PLs in Years 10/11 Cover Supervisors Timetable 	Teaching and Learning	Achievement at Key Stage 4

Strategic Purpose		Operational Areas	Line Management	Directors Link	Ofsted Responsibility
Director of Diagnostics, Assessment and Reporting (AW)	Ensure analytical data is used effectively and consistently, within and beyond the Academy to improve student and staff performance	<ul style="list-style-type: none"> • Performance of Pupil Premium students in Key Stage 3, Key Stage 4 and Post-16 • Data Management and use to improve standards • Ofsted training and development • Academy Improvement Plan • Improving staff performance • Improving boys performance (in conjunction with AP TL/AP SS) • Website and Huish-i (e-learning/parental engagement) • Communication systems • ICT strategy (including e-safety) • Publicity • Coordination and monitoring of Catch-Up 7 money 	<ul style="list-style-type: none"> • SGLC • ICT (curriculum) • Data Manager • Achievement/progress in SEND • LATC/Library • Music and Drama • A Whelan –Huish-i lead • Interventions in PP and SEND 	<p>Teaching and Learning</p> <p>Training in the use of data</p>	<p>Achievement of vulnerable learners:</p> <p>Pupil Premium</p> <p>SEND</p> <p>Boys</p>
Director of Post 16 Studies (RCM)	Ensuring high standards of achievement, progression and enrichment for 16-19 year olds in an expanding provision.	<ul style="list-style-type: none"> • Progress and achievement at Post 16 • Recruitment at Post 16 • Curriculum Development (in conjunction with the Principal and Vice Principal) • Financial Management/coursing (in conjunction with Director of Finance) • Academy Improvement Plan • Sixth Form enrichment and progression • Careers • Lead Learners 	<ul style="list-style-type: none"> • Lead Learners – Aspire/Inspire (in conjunction with LL Coordinator) • Business Studies/Social Sciences • IAG/Careers Guidance • PSHE (with AB and AST) • Student Support Worker – Post 16 • Post 16 Progress Leader 	Teaching and Learning	Achievement in Post 16 including PP students
Director of Research, Learning and Training (AB)	To ensure that Teaching and Learning are of a consistently outstanding standard every day, in every class and in every lesson.	<ul style="list-style-type: none"> • Lesson observation and feedback • Generic and individualised CPD programmes • Performance Management (in conjunction with the Principal) • Research in Learning • Middle Leader development programmes • Monitoring programmes (Learning Walks/Supported Team Peer review) • Academy Improvement Plan • Performance Improvement Plans/Teacher Tracker • NQT/GTPs • CPD evaluation • Student voice/feedback/Council • Assembly themes (including e-safety) • SMSC/PSHE and Britishness 	<ul style="list-style-type: none"> • AST/Leaders of Pedagogy • Creative Media/Performance Skills (NCFE expertise) • International Dimension/Britishness and SMSC/PSHE(with JMW and AST) • Art/Drama 	<p>Teaching and Learning</p> <p>Feedback Forum</p>	<p>Teaching and Learning</p> <p>SMSC</p>

Strategic Purpose		Operational Areas	Line Management	Directors Link	Ofsted Responsibility
Director of Student Services (JMW)	Ensuring that standards of behaviour, attendance and pastoral systems support outstanding learning.	<ul style="list-style-type: none"> • Child Protection • Humanities • Rewards/sanctions • Multi agency work • Behaviour/attendance analysis and improvement • Pastoral staff oversight and coordination • NEETs – monitoring and reduction • Curriculum pathways (Inspire/Acquire) – in conjunction with Vice Principal/Director of Research, Learning and Training and Lead Learner Coordinator • Behaviour Improvement Plans/Progress Improvement Plans • Academy Improvement Plan • Aspire to Aspire • Pastoral structure (Staff duties) 	<ul style="list-style-type: none"> • Humanities • Student Support Workers • Counsellor • PFSA • Attendance Officer • Prefects • Religious Education 	Teaching and Learning Feedback Forum	Behaviour and attendance
Director of Finance and Operations (AE)	Ensure that the finances and premises of the Academy are both secure and used effectively and efficiently to promote high standards for the learners in our care.	<ul style="list-style-type: none"> • Health and Safety • Campus development • Finances • Support staff • Huish Leisure • Catering • Educational Visits coordination • Whole Academy Events coordination • Company Secretary 	<ul style="list-style-type: none"> • Administration staff • ICT team • Caretaking staff • Finance team • Leisure Centre • Medical Room staff • Lunchtime Supervisors • Catering team • Leisure Centre 	Pay and Personnel Finance and Premises Huish Leisure	Responsible to external audit /FAP

Associate Director of Transition and Key Stage 3 Achievement (ER)	Ensure that there is a smooth transition from primary to secondary and continue to build on their starting points through Key Stage 3 to ensure students are appropriately skilled to succeed in Key Stage 4	<ul style="list-style-type: none"> • Key stage 2/3 curriculum (in conjunction with VP curriculum) • Key Stage 3 achievement and progress(in conjunction with PL 8 and PL 9) • Rewards and sanctions at Key Stage 3 (in conjunction with AP SS) • Communication with primary partners • Teaching and Learning at Key Stage 3 (in conjunction with AP TL) • Performance of vulnerable groups of students including LL at Key Stage 3 • Child Protection (in conjunction with AP/SS) • Contribution to the Academy Improvement Plan • Leadership of, and successful implementation of lesson 5 Extra Curricular Time (ECT) programme • Leadership of Key Stage and involvement in more serious 	<ul style="list-style-type: none"> • Progress Leader (KS3) 	Teaching and Learning	Achievement at Key Stage 3 Progress of vulnerable groups
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		pastoral issues including management of Student Support Workers and development of Key Stage Teams			
Associate Director of Transition and Key Stage 4 Achievement (JS)	To work alongside the Senior Leadership Team to focus on ensuring high levels of achievement at Key Stage 4 both in terms of progress and attainment	<ul style="list-style-type: none"> • To raise achievement of students within Key Stage 4, particularly for vulnerable groups of students • To work with SLT to improve student performance as an Associate Member of the Leadership team • Specific monitoring and identification of underperforming students and liaison with other stakeholders to improve performance • Leadership of, and successful implementation of lesson 5 Extra Curricular Time (ECT) programme • Leadership of Key Stage and involvement in more serious pastoral issues including management of Student Support Workers and development of Key Stage Teams • Working with others to support curricular development • To work with students and teachers to manage transition across to Post-16 • Contribute to whole school monitoring of teaching and working with subject teachers to improve performance. • Rewards and sanctions at Key Stage 4 in conjunction with AP/SS • Contribution to the Academy Improvement Plan 	<ul style="list-style-type: none"> • Progress Leader (KS4) 	Teaching and Learning	Achievement at KS4 Progress of vulnerable groups

STAFF STRUCTURE BY DEPARTMENT – May 2017

Art	ICT
Head of Department 3 members of staff of which: 1 is part time	Head of Department 4 members of staff of which: 1 is a Progress Leader
Maths	MFL
Head of Department 11 members of staff of which: 1 is part time 2 have Department responsibility 1 is a GTP	Head of Department 6 members of staff of which: 2 are part time 3 have Department responsibility 1 is Leading development of International Dimension
DT	Geography
Head of Department 5 members of staff of which: 2 are part time 1 is Head of Food Technology	Head of Department 4 members of staff of which: 2 are part time 1 is Assistant Principal/Head of Sixth Form
Science	English
Head of Department 10 members of staff of which: 1 is part time 2 have Department responsibility 1 is responsible for timetabling 1 is an AST 1 leads Huish Horizons	Head of Department 12 members of staff of which: 5 are part time 2 have Department responsibility 1 is a Progress Leader 1 leads on Literacy across the curriculum 1 is an Associate member of SLT
History	PE
Head of Department 4 members of staff of which: 1 is part time	Head of Department 6 members of staff of which: 1 is part time 1 is responsible for Girls' PE 1 is an Associate member of SLT
Business	Psychology
One member of staff	One member of staff

Public Services	RE
2 members of staff of which: 1 is an Assistant Principal	Head of Department and AST 3 members of staff of which: 1 is part time 1 is the Vice Principal 1 is an Assistant Principal
SEN	Sociology
SENCO	One member of staff
Drama	Music
Head of Drama 1 member of staff	Head of Department and T& L mentor 3 members of staff of which: 1 is part time 1 is an Assistant Principal
Health & Social Care	
1 part time member of staff	

CURRICULUM STRUCTURE

Huish Episcopi 2016 to 2017 curriculum model

KEY

STAGE 3

	English		Mathematics		Science		PE		French		MFL 2		DT		ICT		Drama		Geography		History		Muisic		World Studies	
	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes
Year 7	6	9	7	9	6	9	4	9	4	9	0	0	4	11	3	9	2	11	4	9	4	9	2	11	2	9
Year 8	6	10	7	10	6	10	4	10	3	10	3	10	4	12	3	12	2	12	3	10	3	10	2	12	2	10
Year 9	7	9	6	9	6	9	4	9	3	9	3	9	4	11	3	11	2	9	3	9	3	9	2	11	2	9

KEY

STAGE 4

	English		Mathematics		Science		PE		World Studies		Option A		Option B		Option C		Option D	
	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes	Periods	Classes
Year 10	8	9	8	9	9	9	4	9	1	9	5		5		5		5	
Year 11	8	11	8	11	9	11	4	11	1	11	5		5		5		5	

KEY STAGE 4 OPTION FORM 2017-2019

Name

Tutor group



PATHWAY	COMPULSORY GCSE	FACILITATING GCSE		HIGH LEVEL QUALIFICATION	
HUISH TECHNICAL BACCALAUREATE	English Language <input checked="" type="checkbox"/>	Double Science <input checked="" type="checkbox"/>	Geography <input checked="" type="checkbox"/>	Tick three subjects	
	English Literature <input checked="" type="checkbox"/>			Art GCSE <input type="checkbox"/>	PE BTEC <input type="checkbox"/>
	Maths <input checked="" type="checkbox"/>			ICT BTEC <input type="checkbox"/>	Media BTEC <input type="checkbox"/>
				Business BTEC <input type="checkbox"/>	Music BTEC <input type="checkbox"/>
				DT Textiles <input type="checkbox"/>	Drama <input type="checkbox"/>
				Design Technology <input type="checkbox"/>	
				Health and Social Care BTEC <input type="checkbox"/>	Reserve
HUISH BACCALAUREATE	English Language <input checked="" type="checkbox"/>	Double Science <input checked="" type="checkbox"/>		Tick three subjects	
	English Literature <input checked="" type="checkbox"/>			Computing/ICT <input type="checkbox"/>	PE Studies <input type="checkbox"/>
	Maths <input checked="" type="checkbox"/>			Music <input type="checkbox"/>	Drama <input type="checkbox"/>
		Tick one below		Design Technology <input type="checkbox"/>	Media <input type="checkbox"/>
		French <input type="checkbox"/>	Geography <input type="checkbox"/>	Art and Design <input type="checkbox"/>	Business <input type="checkbox"/>
		German <input type="checkbox"/>	History <input type="checkbox"/>	Food Nutrition <input type="checkbox"/>	Textiles <input type="checkbox"/>
		Spanish <input type="checkbox"/>		Geography <input type="checkbox"/>	History <input type="checkbox"/>
				Health and Social Care BTEC <input type="checkbox"/>	Reserve
HUISH BACCALAUREATE PLUS	English Language <input checked="" type="checkbox"/>	Double/Triple Science <input checked="" type="checkbox"/>		Tick two subjects	
	English Literature <input checked="" type="checkbox"/>			French <input type="checkbox"/>	PE Studies <input type="checkbox"/>
	Maths <input checked="" type="checkbox"/>			Spanish <input type="checkbox"/>	Drama <input type="checkbox"/>
		Tick one in each section		German <input type="checkbox"/>	Media <input type="checkbox"/>
		French <input type="checkbox"/>	Geography <input type="checkbox"/>	Music <input type="checkbox"/>	Business <input type="checkbox"/>
		German <input type="checkbox"/>	History <input type="checkbox"/>	Design Technology <input type="checkbox"/>	Textiles <input type="checkbox"/>
		Spanish <input type="checkbox"/>		Art and Design <input type="checkbox"/>	Health and Social Care <input type="checkbox"/>
				Food Nutrition <input type="checkbox"/>	History <input type="checkbox"/>
				Geography <input type="checkbox"/>	Reserve
				Computing/ICT <input type="checkbox"/>	

Huish Sixth Option Blocks

Block A	Block B	Block C	Block D	Block E
Double Sport	Double Sport	Textiles	Chemistry	Art
English Lit	Biology	Geography	Product Des	Biology
English	Business	Media	French	Drama
Computing	Further Maths	Physics	Geography	History
Maths	Music	Psychology	German	ICT BTEC
Maths Core	PE GCE	Spanish	Music Tech	Maths
Sport Single			Sociology	
Psychology				

Examination Results Summer 2016

These results are provisional. Results in percentages.

GCSE

GCSE Measures	2014	2015	2016	2016 National
Students with 1 x A*-A	61	56.1	50.4	
Students with 5 x A*-A	24.2	21.2	20.2	
Students with 8 x A*-A	13.3	9.8	14.9	
Students with 1 x A*-C	94.3	96.1	95.2	
Students with 5 x A*-C	79.2	81.2	75.4	
Students with 8 x A*-C	62.5	62.4	54.8	
5 x A*-C including English and Maths	72	72	71.8*	56.8

* In 2016 English is either Language or Literature.

New 2016 GCSE measures	School 2014	School 2015	School 2016	National 2016
A*-C in English and Mathematics	72.7	72.9	75	62.6
Average Attainment 8*	53.99	54.85	54.1	49.8
Average Attainment 8 grade	5.4	5.48	5.41	4.98
Average Progress 8**	0.09	0.16	0.1	
Average entries per student	8.98	9.33	9.46	

* Attainment 8 is a measure of a pupil's average grade across a set suite of eight subjects. Grades are measured on a 1-8 point score scale.

** Progress 8 measures the progress of pupils across a selected set of 8 subjects. It is a type of value added measure, meaning that pupils' results (Attainment 8) are compared to the actual achievements of other pupils with the same prior attainment. A score of 0.5 would mean that students achieved on average a half of a grade better per subject than other pupils nationally with the same prior attainment at KS2.

English Baccalaureate	School 2014	School 2015	School 2016	National 2016
A*-C English	78	76	86.7	74.4
A*-C Mathematics	78	8	77.4	68.4
A*-C 2 x Sciences	99	84	74.5	63.6
A*-C History or Geography	80	81	66.8	63.6
A*-C Language	61	62	67.4	69.7
A*-C in all components	41	43	39.1	24.5

Qualification Name	Stu No.	A* %	A %	B %	C %	D %	E %	F %	G %	Below G %	U / Fail %	A*-A %	A*-C %	A*-G %
Art & Design	80	11.3	25	36.3	12.5	7.5	5	2.5	0	0	0	36.3	85	100
Art & Design (Fine Art)	8	0	25	37.5	0	12.5	25	0	0	0	0	25	62.5	100
Business Studies	27	3.7	18.5	14.8	29.6	7.4	7.4	11.1	3.7	0	3.7	22.2	66.7	96.3
Catering	2	0	0	0	50	0	50	0	0	0	0	0	50	100
Child Development	24	0	20.8	12.5	16.7	12.5	25	4.2	0	0	8.3	20.8	50	91.7
Drama	46	10.9	19.6	28.3	26.1	13	2.2	0	0	0	0	30.4	84.8	100
DT Product Design	59	1.7	15.3	20.3	15.3	18.6	15.3	11.9	1.7	0	0	16.9	52.5	100
DT Textiles	17	5.9	11.8	5.9	41.2	11.8	17.6	0	0	0	5.9	17.6	64.7	94.1
English Language	247	5.3	15	19	26.3	21.5	9.7	1.2	0.4	0	1.6	20.2	65.6	98.4
English Literature	246	6.1	18.7	36.2	25.2	4.9	4.5	2	1.6	0	0.8	24.8	86.2	99.2
Financial Education L2 Award	13	0	0	0	92.3	0	0	0	0	0	7.7	0	92.3	92.3
Financial Education L2 Cert	4	0	25	25	50	0	0	0	0	0	0	25	100	100
French	69	7.2	13	11.6	40.6	21.7	4.3	1.4	0	0	0	20.3	72.5	100
Further Mathematics	59	33.9	28.8	16.9	16.9	0	0	0	0	0	3.4	62.7	96.6	96.6
Geography	103	10.7	20.4	19.4	25.2	17.5	1.9	3.9	0	0	1	31.1	75.7	99
German	44	2.3	2.3	15.9	27.3	40.9	9.1	2.3	0	0	0	4.5	47.7	100
History	158	5.1	15.8	20.9	17.7	16.5	10.1	5.7	4.4	0	3.8	20.9	59.5	96.2
Information Technology	30	0	10	36.7	13.3	20	16.7	3.3	0	0	0	10	60	100
IT Computing	49	2	18.4	18.4	14.3	20.4	10.2	4.1	8.2	0	4.1	20.4	53.1	95.9
Italian	1	0	100	0	0	0	0	0	0	0	0	100	100	100
Maths	246	14.6	12.6	19.9	30.9	12.2	3.3	4.5	2	0	0	27.2	78	100
Maths Statistics	64	3.1	26.6	39.1	28.1	3.1	0	0	0	0	0	29.7	96.9	100
Media BTEC	24	4.2	4.2	25	62.5	0	0	0	0	0	4.2	8.3	95.8	95.8
Music	20	15	25	50	10	0	0	0	0	0	0	40	100	100
Music BTEC	19	0	0	21.1	42.1	0	0	36.8	0	0	0	0	63.2	100
PE GCSE	44	2.3	11.4	34.1	25	20.5	4.5	2.3	0	0	0	13.6	72.7	100
Performing Arts BTEC	1	0	0	100	0	0	0	0	0	0	0	0	100	100
Polish	1	0	100	0	0	0	0	0	0	0	0	100	100	100
Project Level 1	14	0	0	0	0	0	21.4	0	35.7	0	0	0	0	57.1
Project Level 2	181	17.1	23.8	12.2	13.8	0	0	0	0	0	17.7	40.9	66.9	66.9
Religious Studies	8	0	25	25	25	12.5	0	0	0	0	12.5	25	75	87.5
Science Additional	190	0	7.4	37.4	24.2	15.3	11.6	3.7	0	0	0.5	7.4	68.9	99.5
Science Biology	56	30.4	42.9	23.2	3.6	0	0	0	0	0	0	73.2	100	100
Science Chemistry	56	28.6	48.2	16.1	7.1	0	0	0	0	0	0	76.8	100	100
Science Core	189	0	4.2	29.6	41.8	14.3	7.4	2.6	0	0	0	4.2	75.7	100
Science Physics	56	32.1	42.9	17.9	7.1	0	0	0	0	0	0	75	100	100
Spanish	72	8.3	18.1	12.5	38.9	20.8	0	1.4	0	0	0	26.4	77.8	100
Sport BTEC	24	4.2	8.3	25	50	0	0	12.5	0	0	0	12.5	87.5	100

A Level

These results are for Year 13 students in 2015/2016 academic year only (with exception of VA measures).

Value Added measure (in A Level grades)	2015	2016	A Level & Equivalent Measure	2014	2015	2016
A Level Value Added	0.12	0.06	Students with 1+ A*-B %	60.6	64.8	66.3
Academic Value Added	0.12	0.07	Students with 1+ A*-C %	84.8	90.1	85.3
Vocational Value Added	0.66	0.45	Students with 1+ A*-E %	98.5	98.6	94.7

Qualification Name	Stu No.	A* %	A %	B %	C %	D %	E %	U / Fail %	A*-B%	A*-C%	A*-E %
Art A2	18	0	11.1	50	16.7	16.7	5.6	0	61.1	77.8	100
Biology A2	14	0	28.6	28.6	14.3	21.4	7.1	0	57.1	71.4	100
Business A2	5	0	20	0	20	40	20	0	20	40	100
Business AS Y13	2	0	0	50	0	50	0	0	50	50	100
Chemistry A2	14	0	28.6	14.3	35.7	14.3	7.1	0	42.9	78.6	100
Drama A2	8	12.5	12.5	25	50	0	0	0	50	100	100
DT Product Design A2	7	0	0	14.3	28.6	28.6	28.6	0	14.3	42.9	100
DT Textiles A2	4	0	0	0	25	75	0	0	0	25	100
DT Textiles AS Y13	1	0	0	100	0	0	0	0	100	100	100
English Language A2	7	14.3	14.3	14.3	14.3	14.3	28.6	0	42.9	57.1	100
English Literature A2	18	0	27.8	44.4	27.8	0	0	0	72.2	100	100
Extended Project	10	0	50	10	20	10	0	0	60	80	90
French A2	1	0	0	0	100	0	0	0	0	100	100
Further Maths A2	3	66.7	33.3	0	0	0	0	0	100	100	100
Geography A2	8	0	25	37.5	12.5	25	0	0	62.5	75	100
Geography AS Y13	1	0	0	0	0	0	100	0	0	0	100
German A2	3	0	0	33.3	66.7	0	0	0	33.3	100	100
Health & Social Care A2	4	0	0	75	25	0	0	0	75	100	100
Health & Social Care AS Y13	1	0	0	100	0	0	0	0	100	100	100
History A2	18	0	5.6	33.3	27.8	22.2	11.1	0	38.9	66.7	100
History AS Y13	1	0	0	0	0	0	100	0	0	0	100
IT A2	5	0	20	60	0	0	0	20	80	80	80
IT AS Y13	1	0	0	0	0	0	100	0	0	0	100
IT BTEC	6	0	16.7	0	83.3	0	0	0	16.7	100	100
Mathematics A2	24	12.5	12.5	20.8	33.3	20.8	0	0	45.8	79.2	100
Mathematics AS Y13	4	0	0	0	0	50	25	25	0	0	75
Media Studies A2	8	0	0	25	25	50	0	0	25	50	100
Music A2	6	16.7	16.7	50	16.7	0	0	0	83.3	100	100
Music BTEC	8	0	12.5	0	12.5	37.5	37.5	0	12.5	25	100
Music BTEC half	1	0	0	0	0	0	100	0	0	0	100
Physics A2	10	10	30	10	10	30	10	0	50	60	100
Psychology A2	33	12.1	6.1	39.4	27.3	15.2	0	0	57.6	84.8	100
Psychology AS Y13	2	0	0	50	50	0	0	0	50	100	100
Public Services BTEC double	14	0	17.9	0	67.9	14.3	0	0	17.9	85.7	100
Public Services BTEC single	1	0	100	0	0	0	0	0	100	100	100
Sociology A2	8	0	0	37.5	37.5	25	0	0	37.5	75	100
Spanish A2	5	0	20	40	40	0	0	0	60	100	100
Sport BTEC double	9	0	72.2	0	16.7	11.1	0	0	72.2	88.9	100
Sport BTEC half	4	0	50	0	25	25	0	0	50	75	100
Sport BTEC single	1	0	100	0	0	0	0	0	100	100	100
Sport BTEC triple	1	0	33.3	0	66.7	0	0	0	33.3	100	100

HUISH LEISURE LTD – OVERVIEW

Huish Leisure Centre is a dual use Centre located in the heart of the Somerset Levels. The Centre provides leisure services to the small towns of Langport and Somerton, surrounding villages and the commuting area for Taunton, Bridgwater and Yeovil. It delivers a range of sporting activity and exercise opportunities for all age groups, abilities and interests.

The stated **overall objective** of Huish Leisure is:

“Huish Leisure is committed to making a positive difference to the leisure and sporting opportunities in the community. We will promote participation in leisure activities, learning experiences and social interactions by providing excellence in service, facilities, programmes and partnerships.”

Background:

The Centre was established in 1991 and was managed by Somerset County Council (SCC). The three partners in the accompanying Shared Use Agreement were SCC, South Somerset District Council (SSDC) and Huish Episcopi Association.

In 2008, SCC took the decision to deliver its leisure provision through Somerset Leisure Trust. All dual sites were given the option of managing their centre themselves or turning over its management to the Somerset Leisure Trust (SLT). In the interim period (August 2008 to March 2010) whilst the Governing Body were exploring these options, our centre was managed by SLT.

In April 2010, Huish Episcopi School took over the management of the Centre. The school converted to Academy status on 2 September 2010. In September 2011, the DfE ruled that a trading subsidiary company should be established to take over the management of the Leisure Centre. This took effect from 1 March 2012. The company is known as Huish Leisure Ltd and is a company limited by shares. A Board of Directors has been appointed to monitor the affairs of the trading subsidiary and is made up of the following:

- Five Directors from Huish Episcopi Academy, to include the Principal and Business Manager
- Two Directors from South Somerset District Council
- One Director from the Huish Leisure User Group

The Directors of Huish Leisure Ltd report directly to the Academy Board. A separate Huish Leisure Board meeting is held each half term.

Huish Leisure is responsible for the delivery of the community element of its leisure provision. The Academy remains responsible for the curriculum provision and the associated use of the Leisure Centre facilities. A cost sharing agreement has been drafted to reflect the shared use. Half of all profits from the Leisure Centre are gifted to the Academy at the end of the financial year.

Current Areas of Focus

- Establishing a financially viable business
- Raising the profile of sport and leisure activities throughout the area and to maximise participation from the local and Academy community.
- Developing the community education programme to include both adults and children's evening courses.
- Carry out a full staffing review as a trading company. New areas of responsibility and job descriptions to be issued.
- Develop funding opportunities through schemes and partnerships.

Facilities

The facilities available to the Leisure Centre are:

- Fitness Suite
- Squash Courts (Glass Back)
- Outdoor heated swimming pool (open April – October)
- Sports Hall
- Outdoor tennis courts/hard court facility
- Activity Hall
- Free car parking
- Playing fields
- Floodlit Artificial Grass Pitch (opened September 2015)
- Office accommodation
- Academy gymnasium (out of Academy time)
- New Sixth Form auditorium with sprung floor
- Sixth Form Cafe facilities

Potential capital developments:

- Refurbishment of sports hall changing facilities which are currently in a poor state of decoration and provide inadequate facilities both for Academy use and community use.
- Relining and resurfacing of the Multi-use Games Area with the potential to make it an indoor facility

On-going capital developments

- Swimming Pool – tenders have just been received for a project in excess of £1million to convert the lido from outdoor to indoor use. This should be completed by January 2018.

Financial Information:

	2011/12	2012/13	2013/14	2014/15	2015/16 incl AGP
Income	£ 338,846	£ 322,914	£ 384,942	£ 392,612	£ 456,213
Expenditure	£ 317,270	£ 318,467	£ 354,008	£ 378,640	£ 433,986
Surplus/Deficit	£ 21,576	£ 4,447	£ 30,934	£ 13,972	£ 22,227