

## Context Information - Academy

The predecessor School had been in an extended period of instability since the substantive headteacher left in 2012. The Ofsted inspection in December 2012 placed the School in special measures. Two Assistant Headteachers had been Acting Headteachers during this period and continued in this role following the judgment supported by the LA. One of them has since left the academy.

A head of Academy and executive principal employed by the sponsor took up post in September 2013 and the school converted to academy status in December 2013. In October 2016 the academy was judged as 'requiring improvement' by Ofsted and the category of special measures was officially removed.

The 178 pupils are almost exclusively White British but come from a mix of socio-economic backgrounds; most are from the less affluent/more vulnerable sections of the local community. 36% are Pupil Premium children, above National Average, falling within the 90th percentile. Though many of our families do have at least one working parent these jobs are mainly unskilled and low paid. There are a significant number of 'fragmented homes', which is difficult to quantify or compare nationally. The majority of our families have lived in the local area for more than one generation, with many parents and grandparents attending our academy themselves. This creates a close sense of community but also contributes to a lack of aspiration and wider experiences. As we develop our rigorous child protection procedures and challenge the care of our pupils, we are identifying more and more children who are at risk, and taking steps to respond to their needs.

The number of children supported at through SEN provision is below NA (6%) as is the percentage of children with a Statement/EHC plan (currently 0 but one in progress which will equate to 3%). We currently have no Children Looked After but have four who are in Special Guardianship arrangements with grandparents and 5 families (9 children) subject to a Child Protection Plan/Child in Need Plan.

Baseline assessment on entry to academy shows a very large majority of pupils are well below the expectations for their age in all areas of development matters. We have a large number of children who enter nursery without toilet training and the number with severely delayed spoken language is rising year on year.

Assessment data at each key stage shows a generally improving profile over the 4 years since the conversion to academy status. 2017 (unvalidated) data shows an improvement in EYFS outcomes at GLD, year 1 phonics outcomes (an improvement of 64% from 2015), year 2 reading and writing outcomes and year 6 outcomes in all subjects (an improvement of 25% combined reading, writing and maths from 2016).