

Academy Context Information

Melior Community Academy opened in January 2013 for students aged 11-16. It is an Academy that is sponsored by the Delta Trust Academies.

The majority of pupils live in areas containing significant pockets of deprivation characterised by high unemployment, an inadequate employment base, low average income levels, rundown housing estates, poor health and a degraded urban environment. The proportion of pupils eligible for free school meals is above the national average. Pupils within the academy are mainly White British with the numbers of pupils who speak English as an additional language is just above the national average.

It is smaller than most secondary schools with currently 625 students on roll. The school PAN is 190. Despite low numbers in our partner schools in years 5 and 6, recruitment is strong. The year groups are generally balanced in terms of gender. 27 students in total have English as an additional language which is well below the national average. The vast majority of students come from white British backgrounds. 23.9% of students are on the SEN register which is above average. 12 students have a statement of Special Educational Needs or an Educational Health Care Plan and 141 students are identified as K. 331 students in Years 7 to 11 qualify for Pupil Premium with 4 students Looked After. 10 students qualify for Forces pupil premium and 1 for Pupil Premium Plus. This represents 51.7% of the school population.

There are high levels of child protection issues and currently there are 135 students who are known to Children and Young Peoples' Services (past and present).

The prior attainment of learners is significantly below national averages in terms of APS. The APS on entry for each year group is Y11 26.31, Y10 25.34, Y9 25.5, Y8 27.44, Y7 - Not Achieved standard - 57.53% Achieved standard - 42.47%, where we have data from Raiseonline these figures are significantly below national averages, in particular year 10 is --3.06 and Y9 -3.1. In terms of the context of the year groups with the greatest proportion of Pupil Premium students are centred within the Y7 and Y11 cohort and in particular girls in Y9 are 52% of the PP cohort. The ability range is skewed towards middle and low attainers on prior entry, for example in Y9 48.7% of the PP cohort are low attainers on entry with 91.2% being mid/low.

In December 2016 the academy received an OFSTED Section 5 Inspection and was graded as 'requires improvement' in all categories. The current Principal was appointed in January 2014. The primary focus has been on improving behaviour, developing leadership, redesigning curriculum and driving improved first quality teaching. A new SENCo and Head of Maths, and Science have also strengthened leadership. Recruitment has historically been a significant barrier to improvement. The current profile of teaching is now much improved following key appointments in Maths, English, Science and Humanities. A number of the less effective teaching staff have now left the Academy.

There has also been a change of leadership in the trust at CEO level and this has resulted in a positive change of culture across the organisation. The trust is now known as Delta Academies Trust. The trust provides effective challenge and support to the Academy. This is co-ordinated by the Director of Education working directly with the academy on improvement priorities on a regular basis. The Academy is supported by a number of subject directors in key areas.

delivery of learning phases and a rotating lunch period. Within the curriculum at both KS3 and KS4 time is given for the development of students' English and Literacy. This is seen in the extended time given to English so that literacy programmes such as the Hackney Literacy Project and Accelerated Reader are delivered to specific students. Following the success of a Sound Training for Reading pilot we have increased our reading intervention to encompass KS3 and KS4 as gaps between chronological reading age and actual age remain. Sound Training have recently recognised the Academy as a beacon school for this programme. Leaders carefully monitor the progress of disadvantaged pupils in the academy. Consequently, gaps between the progress of the disadvantaged and their peers are closing in most year groups

- The Bridge operates for some vulnerable students in KS3. At KS4 learners follow a core curriculum of English Language and Literature, maths and a minimum of Double Science, students study a suite of between 8 and 10 subjects. With our MABLE picking up additional qualifications in languages, astronomy or further maths as appropriate.

- SMSC is a particular strength of the school provided through extracurricular provision, themed assemblies and structured tutor time. The Academy places particular emphasis on developing student leadership through prefects, house captains, sport and the performing arts. This provides an ideal arena to develop the skills that are needed for young people to succeed in life, education or the world of work. The core values of Melior are embedded throughout the academy through the house system and the opportunities for wider participation in academy life. Each form is named with one of our core values Excellence, Resilience, Aspire, Community, Challenge and Endeavour. Pupils who demonstrate these core values are rewarded with tokens that contribute towards a half termly house prize or reward trip.