**

**The King’s Academy: School Context**

As part of Emmanuel Schools Foundation, The King’s Academy is a Christian ethos school of character for the whole community. Since its opening in 2003, The King’s Academy has served the communities of south Middlesbrough, providing specialist SEND education to students with visual impairment, deaf and hearing impairment and cognition and learning difficulties from across Teesside.

As a Christian ethos school, we believe that all individuals are made in the image of God, and as such as are infinitely precious, gifted for a purpose and morally responsible. Founded on faith, hope and love, and inspired by Christ, we pursue excellence in character development, learning across the curriculum, and service to our communities. Our mission can be summarised as ‘three Cs’:

* *Character education*

We build good character. We learn about good character, why it matters and how to develop it.

* *Curriculum excellence*

We are determined to achieve a personal best. We provide a broad, ambitious curriculum that ensures excellent student learning, progress and future destinations.

* *Community engagement*

We serve with gratitude. We use our gifts to benefit our community and environment.

The school is very popular with parents and is very heavily oversubscribed. Admissions criteria recognise the value to the *whole* school of admitting children of staff who have worked at the Academy for at least two years, or sooner where a member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

We have superb, well-maintained facilities with a new £2.4m extension having opened in January 2023. All classrooms have been newly equipped with the latest Benq 86” interactive panels in the last year, with staff being trained on how to make best use of this technology.

Ofsted has consistently graded the Academy as a ‘good’ school in all five inspections since opening, confirmed most recently in March 2022. Students’ achievements are excellent at A-level, with 97% of students gaining places at their first-choice universities in summer 2023. At GCSE, and despite a cohort with high levels of disadvantage and SEND, progress is around the national average (although “above average” when viewed contextually e.g. [Fairer Schools Index](https://www.arcgis.com/apps/dashboards/1741a670cfcb493eb2cb20f14af8a064)).

The school’s growing population of nearly 1400 students includes nearly 100 who are supported through our specialist SEND provision for Deaf and Hearing Impairment (DHI), Visual Impairment (VI) and Higher Learning Needs (HLN). The proportion of students supported with a Statement of Special Educational Need or EHCP is around triple the national average, with students being exceptionally well integrated into mainstream provision. The proportion of students who are disadvantaged, and therefore eligible for Pupil Premium is above national average at around 40%. Whilst identifying and addressing students’ difficulties, there is an overwhelmingly pervasive culture of the highest expectations of all students. A programme of continuous investment and improvement in the infrastructure and facilities means that the ‘built environment’ reinforces the message of high quality and respect to students and staff.

English, Mathematics and Science lessons account for approximately 50% of curriculum time, each with time varying slightly in each Key Stage, and Religious Studies lessons are part of the compulsory curriculum. Students study a range of subjects across Years 7 and 8. Students choose to study some subjects in Year 9 in more depth but do not make final GCSE/vocational course choices until the end of this year. All students who are able to study German or French are expected to do so, with the vast majority of each cohort being expected to select History and/or Geography. Students are able to choose from a broad range of GCSE and A Level subjects (and vocational equivalents) for study at Key Stages 4 and 5 respectively, with a highly personalised options process operating for each student. The school has been increasing the offer of vocational courses, now with a particular focus on the Sixth Form. For students with SEND, the curriculum model allows students to access resourced provision as well as mainstream lessons.

Students all study for 29 x 50 minute periods per week, with the day starting for students with their form tutors at 8:30am. Students finish at 3:40pm except on Fridays which has a 2:50pm end to the school day followed by 50 minutes of either staff training or departmental meeting / training time with these alternating fortnightly.

In all year groups students follow a programme of Tutor Reflections (covering ethical questions around the week’s focus) with a very popular once-weekly 50 minute RSHE lesson which is centrally resourced but led by tutors. A programme of Daily Reading Time is in place for students in all year groups. Where appropriate, this is supported by additional phonics sessions, a Reciprocal Reading Programme, a bespoke reading engagement and reading recovery programme as well as Accelerated Reader.

Extra-curricular provision is significant, with all students given opportunities to take part in academic, sporting, drama, music and arts based activities, either through Academy or House representation. The House system allows for some twenty-four competitions over the course of the year in a range of sporting, artistic and academic activities. Vulnerable students are given additional opportunities to help build co-operative skills and self-esteem. A full programme of sporting fixtures takes place in football, hockey, and netball, with a growing number of fixtures in rugby and athletics. Sportsability sessions are well attended each week by both disabled and able-bodied students. Duke of Edinburgh programmes at levels (Bronze – Gold) are run annually, and we are also delighted to have been selected as one of only twenty schools nationally to have a Royal Marines CCF unit, which is over-subscribed in the demand for places from our students.