

## Rationale – Reflections on Context

When identifying and planning priorities for school improvement, consideration is given to the contextual factors within our community and how the school may need to plan its work to take those factors into account. Contextual factors are not limiting factors but, rightly, they may lead to different levels of focus and emphasis.

Context and demographic	Implications for the TLA Curriculum
Data indicates that 35% of our children live in households that experience the highest 3% of community deprivation and 90% of our children live in households that struggle in the highest 20% of deprivation in the city. 4.5 times more of our children fall into these 'significantly deprived' categories compared to the Leeds average.	A curriculum that provides all students with cultural capital that they may not necessarily access outside of school. Partnerships with key local organisations are embedded across the curriculum. A curriculum that constantly revisits justice vs injustice to develop students with aspirations to stand for change.
Significant parts of our community, historically lack support or aspiration to gain qualifications which impacts on engagement in and with school and school attendance which is currently 86%.	A curriculum that offers opportunities for all stakeholders in the local area and prioritises basic skills in reading, writing and maths to accelerate attainment and progress in key areas that will support with wider academic opportunities. All staff champion high aspirations and school is fully engaged with outside agencies to support community development.
Health data for the community shows that Halton Moor is one of the most vulnerable areas of the city for obesity, poor dental care and low life expectancy (which is 16 years lower than Roundhay, only 3 miles away). The community has had little investment to quality housing, green spaces, social and health amenities or access to shops.	A curriculum that places outdoor learning, experiences and visits at the forefront and prioritises high quality activities at social times so that children are more physically active within the school day. From EYFS which lays the essential blocks for Language, Communication, Physical Development and Personal, Social, Emotional Development, to a curriculum of opportunity which prepares all students to be work ready, health ready and society ready.
Over the last 10 years, Halton Moor has seen a significant change in the culture and diversity of our children's heritage. In excess of 50 different languages are spoken across school.	A gently relentless basic skills curriculum that places a focus on reading, writing and maths and supports children at whatever stage and ability they join TLA. The choice of texts is carefully chosen to reflect the rich heritage that students bring to school allowing them to feel connected to their learning and explore all opportunities.
Due to significant amounts of temporary housing in the local area, we experience a significantly higher than average mobility (only 74% Primary and 79% Secondary have been here since the start of their school career) of children, in all year groups, throughout the year.	A curriculum that is responsive and regenerative to the mobility and needs of individual students. A curriculum that is rich in knowledge, that provides strong links between subjects and provides opportunity to revisit prior learning and builds confidence in strong oral contributions. Bespoke pathways for students joining in an exam year supports in ensuring that they have as broad a curriculum offer as possible.
We have had a significant increase in the number of children with SEND (26%), particularly into Reception, that require support with learning.	An engaging and adaptive curriculum developed in partnership with outside agencies, that ensures all students have access to and are challenged by their learning.
We have increasing numbers of children that present with poor social, emotional and mental health that requires adaptive support and learning offers. 17 CLA Students and 9 students/families on CP plans also significantly impact on the wellbeing of students in school and that of their families.	A curriculum that places relationships and rich narrative at the heart of all learning. A curriculum that teaches restorative skills which build trust and empathy with safe spaces in school to explore and nurture talents. A PSED and PD curriculum which is adaptive to needs and responsive to gap in learning with Trauma Informed approaches at its centre.