

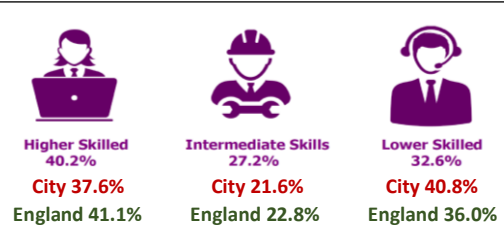
The Edge Academy – Our Locality and Context

Northfield Ward has a population of 10,554 and the **Northfield district** has a population of 101,000 making it the 55th biggest most populous ward in the city.

Northfield is a less diverse district than most others in Birmingham, with the majority of people having *White British ethnicity (85.8%) (City ave 57.9%)*

Birmingham suffers from high levels of **deprivation**, with 51% of children (U16's) living in the 10% most deprived areas of England.

Benefit	Northfield	England
Jobseekers allowance	6.5%	3.3%
Incapacity Benefits	3.1%	2.4%
Any Benefits	20.2%	13.5%



7th Most Deprived LA Nationally
3rd Most Deprived Core City
1st Most Deprived LA in WM Met Area

Northfield Ward Rank
 (out of 69 in City)
Index of Deprivation Rank
57th

37% of the Northfield district population live in the most deprived **20%** of areas in England.

Qualification	Northfield	City
No Quals	14.8% ↓	20.8%
Level 1	16.5% ↑	15.0%
Level 2	19.5% ↑	15.5%
Apprenticeship	3.3% ↑	1.9%
Level 3	15.3% ↑	15.0%
Level 4	27.2% ↓	27.4%
Other	3.4% ↓	6.6%

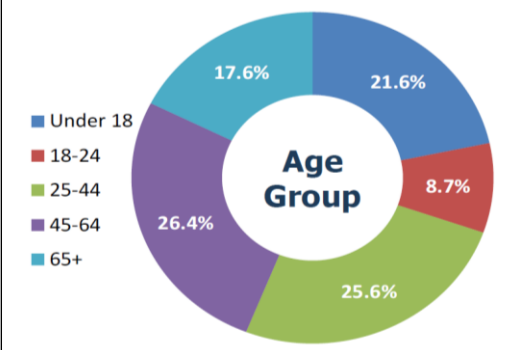
Language Barriers	Northfield	City
Main language English	96.6% ↑	82.7%
Main language IS NOT English	3.4% ↓	17.3%
Main language IS NOT English – can speak English	2.7% ↓	12.4%

Unemployment levels are slightly lower than across Birmingham, but **double** those seen nationally.

Youth unemployment rates in Northfield are **HIGH**. 10.3% of all 18-24 year olds, compared to 7.7% across the city and 5.9% across the West Midlands.

Crime in Northfield is higher than across Birmingham, with **10.3** crimes reported per **1000** residents, compared to **8.4** across the city.

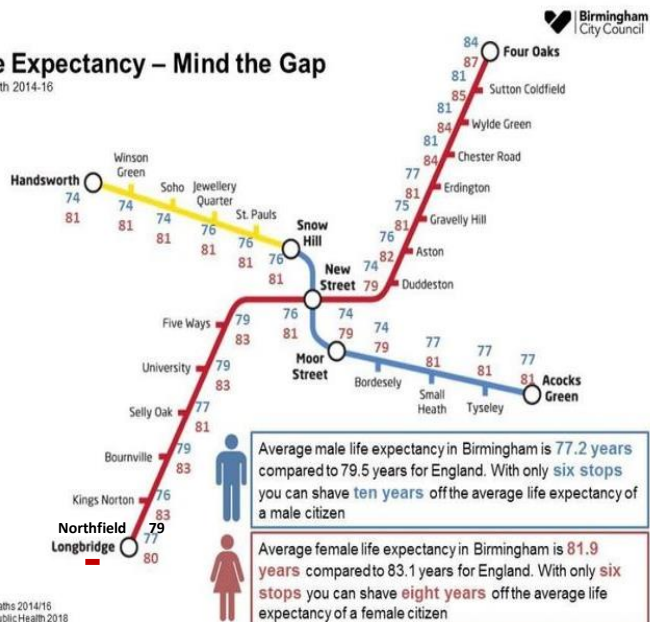
In Northfield almost a **quarter** of all pupils have **Special Educational Needs (23%)**, with Northfield having the **HIGHEST** rate of SEN of any Birmingham District.



The Edge Academy – Our Locality and Context

Life Expectancy – Mind the Gap

at birth 2014-16



Source: ONS Deaths 2014/16
© Birmingham Public Health 2018

Our Catchment area is on average 4 times bigger than our local secondary schools.

A number of students travel from the other side of the city which can take upwards of 1 hour 30 mins.

4 pupils live over 20km away from school.

We currently serve

36

different partner schools from

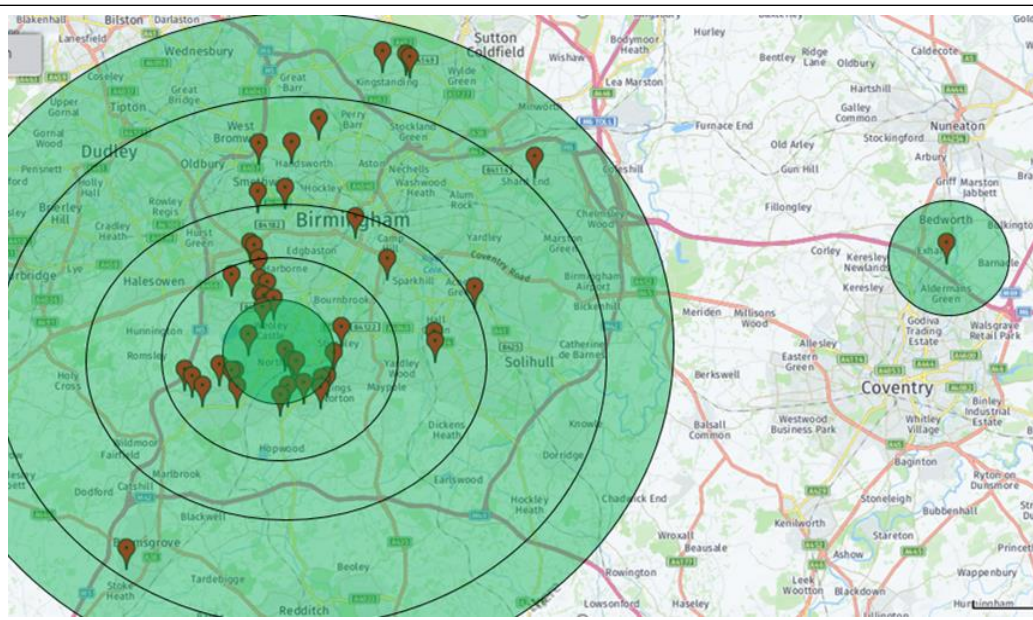
4

different local authorities.



Across the **Birmingham local authority area**, the highest **recruiting employment** sectors are currently:

Computing /software	Finance
Engineering	Catering
Construction	Hospitality
Education /teaching	Healthcare
Sales	Transport /warehouse



Average travel distance

2021/2022

= 6.1 miles



Average travel distance

2022/2023

= 7.2 miles

People in **Birmingham** who live in the most deprived **20%** are **3 x** more likely to be in contact with **MENTAL HEALTH SERVICES**.

There are over 1900 families being supported by FAMILY SERVICES across the City of Birmingham.

There are over **2000** Children in Care (under 18) in the City of Birmingham.

1 in 4 children live in poverty

The Edge Academy – Our Locality and Context



	6-8 years	9-11 years	12-14 years	15+ years
Whole School	25%	26%	25%	16%
Year 10	36%	25%	11%	21%
Year 11	14%	28%	38%	10%

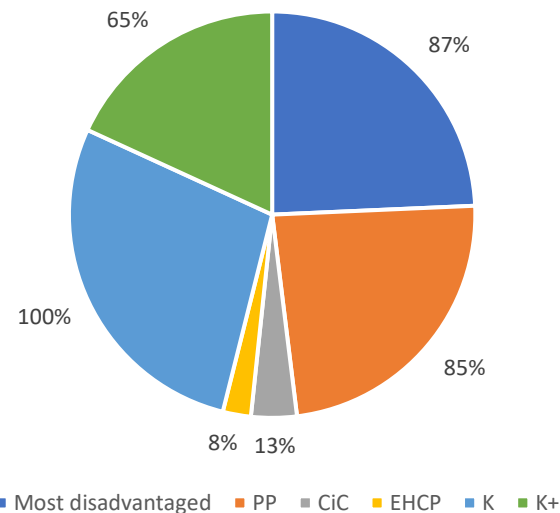
Reading ages at The Edge

2022.2023 Average student attendance at Edge = 76%

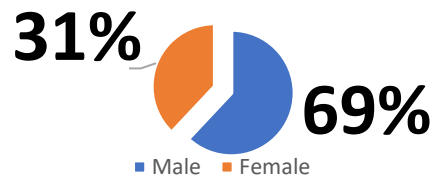


2022.2023 Average student attendance on entry = 53%

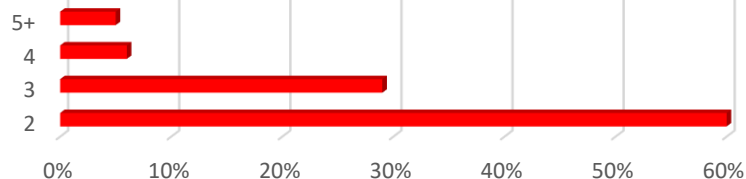
The Edge Academy Roll by Category



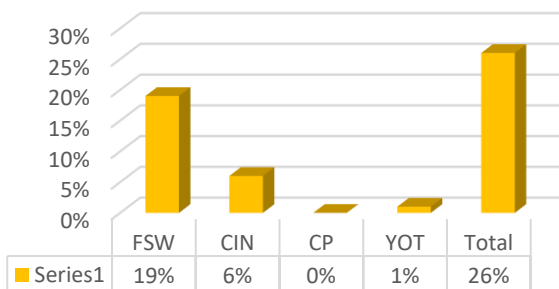
The Edge Gender



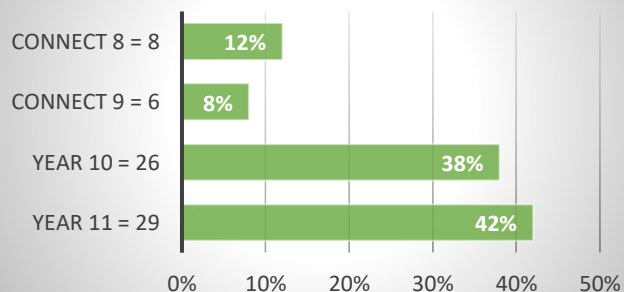
Number of Secondary Schools Attended



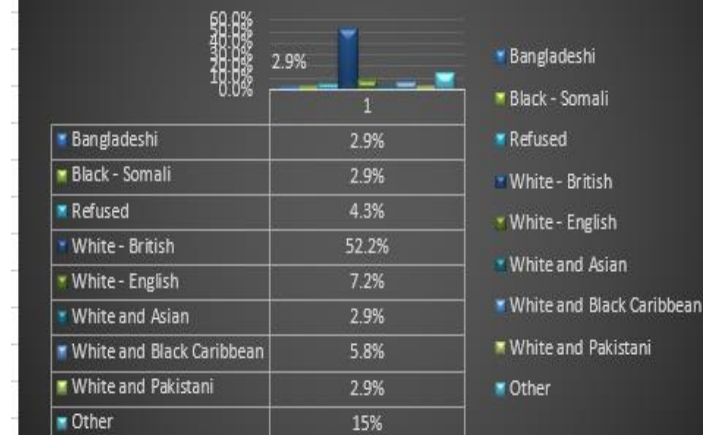
External Support Categories



Cohort by Year Group



The Edge Cohort



At **THE EDGE ACADEMY**

We aspire to be trauma-informed

We **CONNECT** before we **CORRECT**

We stay **CURIOUS** not **FURIOUS**

We understand behaviour is **COMMUNICATION**

We believe in **co-regulation**

That kids **REGULATE** off the adults in their lives

We think **CAN** – not **CAN'T**

We empathise when someone is flipping their lid

We believe in **RESTORATION** – not **PUNISHMENT**

We believe that relationships buffer stress and build
RESILIENCE

The Edge Academy curriculum is firmly built on the essential locality, contextual and community data that we have gathered and evaluated as summarised in this document. The Edge Academy offers a social community that is fun, active, and welcoming; as well as engaging teaching to help our students personalise and truly live out their potential.

Schools are frequently organised in one of two ways: some follow an outside-in approach and others take an inside-out approach to provision strategy. The approach chosen by the school plays a significant role in how successful it can be in creating a cohesive teaching culture and learning environment:

- Outside-In: A school that takes an outside-in approach is guided by external factors and therefore makes reactive decisions. This approach often leads to staff anxiety and misalignment as solutions are brought in after the fact, made in haste, and may not serve to support the school's existing vision (philosophy, teaching methods, etc.).
- Inside-Out: Alternatively, a school that follows an inside-out approach ensures its philosophy, curriculums and pedagogy are aligned first so it can make informed pre-emptive decisions and react in a well-thought-out and constructive manner.

The Edge Academy takes the inside-out approach to our curriculum provision to support creating a unified staff and approach to teaching and learning, as it starts from outlining a clear plan of action for teachers to follow. With this solid foundation comes the knowledge and understanding of what solutions will work for the young people of our school.

The aims of the Edge Academy are to offer relational-based provision for students to access education via alternative learning methods and environments.

Our curriculum is coherent and flexible, able to meet individual learner needs and encourage progression. There is a consistent and explicit focus on learning, encouraging students to take increasing responsibility for their own learning.

The curriculum has been designed to enable students who have struggled to achieve within a traditional school setting to become:

- successful learners who enjoy and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives;
- and responsible citizens who make a positive contribution to society.

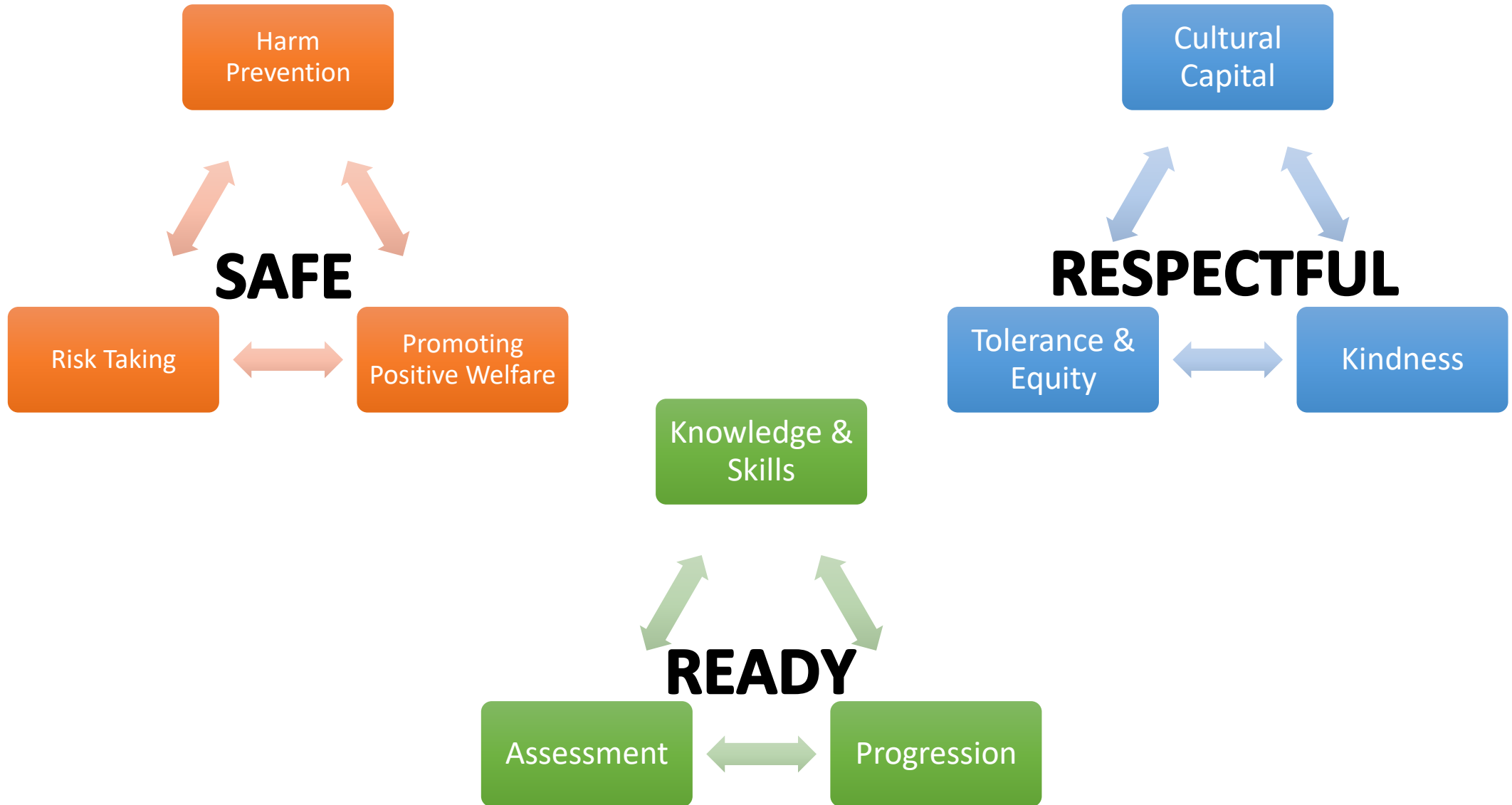
The philosophy behind our provision is flexibility and choice. This builds upon the Edge Academy's existing strengths of behaviour management and student-centred provision.





The focus of this curriculum is the progress of the individual from their starting point, hence the inclusion of learning beyond the classroom as well as within. The use of project-based learning, vocational opportunities in practical work related fields at the Edge Academy will be developed through personalised learning that results in the acquisition of employability skills which have an important emphasis on future study and career choices.




Our Learners

We are driven and motivated to support the positive development of:

- Young people may have been failed by mainstream education.
- Young people who may have experienced significant adverse childhood experiences and trauma.
- Young people who may have diagnosed, and more frequently, undiagnosed complex additional needs.
- Young people who may have been out of education for extended periods of time.
- Young people who may have extensive and limiting negative experiences of multiple schools.
- Young people who may have unsupportive, ineffective or facilitating parents/carers who require extended support.
- Young people who may have ingrained and learned negative attitudes to education.
- Young people in a community of greater concentration and proportionality of such vulnerable young people in one place e.g safeguarding, SEND.
- Young people who may have not voluntarily made us as their 1st choice school.
- Young people who are managing the anxiety and pressure of being informed by home school that we as a specialist provider, are frequently the last chance for these young people prior to a permanent exclusion.



<i>Our Core Purpose</i>	<i>The Edge Curriculum INTENT</i>	
<div style="background-color: #f4a460; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center; font-size: 48px; color: white; font-weight: bold;">Safe</div>	<p style="text-align: center;">Harm Prevention</p> 	<ul style="list-style-type: none"> ❑ Careful analysis of our locality, its risks to young people and the response to patterns and emerging trends identified through careful monitoring of safeguarding concerns data. ❑ The role and continual review of the safeguarding curriculum at the Edge comprising of Lifeskills (PSHE), daily tutor time programme, weekly assembly schedule, programme of visiting external delivery, themed days/events, awareness days events to include specifically the teaching online safety in schools and Sex and Relationships education (compulsory from 2020).
	<p style="text-align: center;">Risk Taking</p> 	<ul style="list-style-type: none"> ❑ Positive mindset development and the nurturing of calculated positive risk taking is crucial to developing a high challenge, low threat environment where all young people feel secure learners. ❑ The importance of challenging aspirations and realistic CEIAG are crucial tools to engagement of the wider academic offer at the Edge. This is achieved through the central offer of work-related learning opportunities to all students and immersion in post-16 learning provision events and independent guidance.
	<p style="text-align: center;">Positive Welfare</p> 	<ul style="list-style-type: none"> ❑ The preparation of our young people to manage as adults with post-school stress and demands to support young people's mental health. The acknowledgment of relatively low-starting points of individual resilience from education experiences and the planned provision for opportunities to be successful. ❑ The role and continual review of the safeguarding curriculum at the Edge comprising of Lifeskills (PSHE), daily tutor time programme, weekly assembly schedule, programme of visiting external delivery, themed days/events, awareness days and events to include specifically the teaching online safety in schools and Sex and Relationships education (compulsory from 2020).
<div style="background-color: #76b82a; width: 100%; height: 100%;"></div>	<p style="text-align: center;">Knowledge and Skills</p> 	<ul style="list-style-type: none"> ❑ Equipping our young people to have experienced threshold concepts, subject specific enrichment and key knowledge and skills in literacy and numeracy by the time they leave our school. ❑ An environment that cultivates the individual growth of identified knowledge and skills and through informed planning and the opportunities to apply the acquired knowledge and skills. ❑ Ensuring that there is depth and breadth in the Edge curriculum offer across key stages and subject sequencing to certify that we are 'spiralling' knowledge and skill across the years, in order to support progression.

Ready		<ul style="list-style-type: none"> ❑ An effective and inspiring experience of CEIAG provision drawing on a broad diet of post-16 learner pathways, providers, effective bespoke guidance and a core offer of work related learning opportunities for all.
	<p>Assessment</p> 	<ul style="list-style-type: none"> ❑ Rigorous review and professional reflection to challenge why are we assessing young people and for what purpose to measure against realistic targets. ❑ Accountability at classroom and subject levels for how do you use the assessment, what methods do we use to assess, how assessments are linked to personal improvement feedback and then subsequently how do such assessments impact on future teaching and learning.
	<p>Progression</p> 	<ul style="list-style-type: none"> ❑ Harnessing and building real value in the significant underpinning factors of literacy and reading to all progression and sequencing this as a core value of our provision. ❑ Creating and sharing information to inform teachers and students themselves to know that progress is taking place for all learners in all subjects ❑ Recognition and acknowledgement that progress may not be the same for all abilities and groups but is supportive a truly individualised pathway to achievement built on the concept of equity. Where FAIR does not mean everyone gets the same thing, but FAIR at the Edge means everyone gets what they need to be successful in the classroom.
Respectful	<p>Cultural Capital</p> 	<ul style="list-style-type: none"> ❑ The Edge Pledge – <i>experience is not less, it is more. Education is bigger than schooling.</i> The promise to deliver or provide that is focussed, definite and our guarantee. ❑ Strategically mapped and sequenced model of educational of visits in response to student council input and identified gaps in individuals’ life experiences. Central to this is the evolution to offer a high-quality two-hour enrichment session every Friday afternoon featuring a variety of “small group” on-site and off-site activities to support the holistic curriculum offer. ❑ Planning and provision in all our subject areas and from all adult roles to enhance the life experience and opportunities for our young people. ❑ The high-profile celebration for our young people of their local area, heritage and identity and to embrace and recognise what does it mean to be a ‘Brummie’.
	<p>Tolerance & Equity</p>	<ul style="list-style-type: none"> ❑ Teaching kindness and compassion at The Edge, not only fosters the positive behaviour that creates warm and inclusive school environments, but helps children feel that they belong, leading to reduced bullying. ❑ Collaborative mapped provision with other agencies and voluntary organisations to enhance community cohesion. ❑ Recognition of the value of family learning opportunities and embracing individual differences through culture and faith.



❑ Fostering empathy to build trust, with trust comes respect. There is genuine power in kindness, compassion and patience. For many learners, kindness may be the one true trait that they look for in a teacher.

Kindness



- ❑ A fundamental kindness-based programme in school that embeds a discrete culture of kindness in an environment where kindness has not necessarily been seen, modelled or experienced. Our mantra of being '**relentlessly reasonable**' attempts to harness that;
- Feelings of joyfulness are contagious, encouraging more kind behaviour by the giver and recipient.
 - Research has determined that kindness increases our ability to form meaningful connections with others and even small acts of kindness are reported to heighten our sense of wellbeing, increase energy and give a wonderful feeling of optimism and self-worth.
 - Our young people being part of projects that help others, provides them with a real sense of perspective and helps them appreciate the things in their own lives reinforcing that kindness is a key ingredient that helps children feel good.

Curriculum Provision Map 2023/2024

Key Stage 3 (Years 8 and 9 CONNECT)	Key Stage 4 (Year 10)	Key Stage 4 (Year 11)
<p>Problem Solving: 3 x 50 minute lessons (singles) Communicate: 3 x 50 minute lessons (singles) STEM: 3 x 50 minute lessons (singles) Life Skills: 2 x 50 minute lessons (singles) Create: 5 x 50 minute lessons (singles) Well Being: 2 x 50 minute lessons (double) Project: 4 x 50 minute lessons (AQA Unit Awards) Enrichment: 2 hours (Friday PM slot)</p>	<p>Maths: 4 x 50 minute lessons (singles) English***: 4 x 50 minute lessons (singles) Science: 3 x 50 minute lessons (singles) Life Skills: 1 x 50 minute lessons (singles) Option 1*: 4 x 50 minute lessons (singles) Option 2**: 4 x 50 minute lessons (singles) Well Being: 2 x 50 minute lessons (double) Enrichment: 2 hours (Friday PM slot)</p> <p>*Options: 2 x 1 year level 2 quals completed in Year 10 ** Options choices: Media, Art, Food Preparation and Nutrition, PE/Sport, Health and Social Care, Public Services ***English Language and English Literature</p>	<p>Maths: 4 x 50 minute lessons (singles) English***: 4 x 50 minute lessons (singles) Science: 3 x 50 minute lessons (singles) Life Skills: 1 x 50 minute lessons (singles) Option 1*: 4 x 50 minute lessons (singles) Option 2**: 4 x 50 minute lessons (singles) Well Being: 2 x 50 minute lessons (double) Enrichment: 2 hours (Friday PM slot)</p> <p>*Options: 2 x 1 year level 2 quals completed in Year 10 ** Options choices: Media, Art, Food Preparation and Nutrition, PE/Sport, Health and Social Care, Public Services ***English Language and English Literature</p>
<p>All students with us for year 10 and 11 will take at least 8 GCSEs over two years (9 GCSE's in majority of cases)</p> <p>Students leaving after the end of year 10 should have completed 3 GCSEs (1 Science and 2 Options)</p>		
KS3 Curriculum	KS4 Curriculum	
<ul style="list-style-type: none"> • 1 x Year 8 short stay group (CONNECT programme) • 1 x Year 9 short stay group (CONNECT programme) 	<ul style="list-style-type: none"> • 3 x Year 10 groups • 3 x Year 11 groups 	