

Self Evaluation Summary

September 2018



Overall effectiveness	Last inspection	Requires improvement	3
	Current position	Outstanding	1
Leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for scholars		Outstanding	1
16 to 19 study programmes		Outstanding	1

Context statement

- Dixons Allerton Academy (DAA) opened in 2009 following the closure of Rhodesway School which had been in Special Measures for 7 years. In September 2013, the school had a new build on the same site and became an all-through academy. In January 2016, a new Principal was appointed to DAA. Prior to his appointment, to observe outstanding practices, he visited Charter Schools in New York and spent 4 weeks in the MAT's Ofsted rated 'Outstanding' and 'Good' schools. These experiences have helped shape a values-driven school based on Dixons Trinity Academy (Ofsted 'Outstanding', Oct 2014).
- The academy's reputation has improved and it is now oversubscribed with scholars in Nursery, Reception, Year 1-5 and Year 7-13 (1,833 currently on roll). In 2019, with scholars in Nursery to Year 13, the number on roll is expected to rise to 1,912.
- With the exception of Year 7, attainment on entry is significantly below the national average for all year groups e.g. 2017/18 KS2 25.2. In 2017/18, 24% of the cohort were in the high prior attainment band (Nat. 30.9%).
- The immediate community has a high deprivation indicator of 0.36 (Nat 0.22). The proportion of scholars eligible for FSM is high at 41.8% (Nat 28.7). 24.8% of scholars receive SEND support. There is a gender imbalance (56% boys).
- The academy has a diverse intake (94.4% from minority ethnic backgrounds; 77% Pakistani; 4.8% White British). The percentage of scholars speaking English as an additional language is high: 64% (Nat 15.1%) with 7% at an early stage of learning to speak English.
- There are 130 full-time and 13 part-time secondary teachers (14 NQTs and 9 Teach First). 28 new teaching staff started in September 2018.
- Lessons are 60 minutes. Every day starts with whole year group Morning Mastery Meetings (called Period 1) for Years 7-10 (revisiting key knowledge, building culture and setting the tone for the day). At this time, Year 11 are taught extra English, mathematics, science, humanities or languages in preparation for examinations.
- The curriculum is designed to meet the needs of each individual and has pathways for differing abilities with a strong core that ensures basic skills are embedded.
- The percentage of scholars studying GCSEs in EBacc will increase from 47% in 2015/16 to 83% in 2018/19.

Effectiveness of leadership and management

SEF grade: 1

Position

- 100% of scholars receive independent CEIAG.
- 98% of scholars would recommend the school to another child.
- 96% of staff strongly agree that the school is well led and managed.
- 95% of scholars state that they are proud to be a DAA scholar.
- 90% of parents believe that school leaders are working hard to help them achieve exceptional outcomes. 90% of parents attend parents' evenings.

Successes

- There is an unremitting focus on our 'Charter School' vision to improve scholar achievement, develop character, create an academic culture and raise aspirations by ensuring daily practices are outstanding.
- QA Systems have been set up to ensure that there is rigorous checking of all aspects of the academy's work. There are calendared regular tactical, strategic and progress meetings; 'RMG', 'Data Days', SLT 'Review Days' and Governors' 'Challenge Days' lead to a sharp focus on scholar progress. These data systems ensure that we have an accurate and comprehensive understanding of the quality of education at the school. This can be seen in the Position Statement which reflects the school's current position and is used to plan, monitor and refine actions to improve all key aspects of the school's work.
- SLT and other leaders have been given extensive opportunities to visit outstanding schools to bring back best practices. These opportunities will continue this year.
- The rigorous academy improvement plan has ensured all strategies are thoroughly planned, communicated, implemented and reviewed so that they have their intended effect. This ensures that daily practices are outstanding and each strategy produces its desired impact.
- The curriculum embodies rigour and high standards ensuring that all children have the opportunity to acquire a core of knowledge and develop a love of learning. It also allows the scholars to combine a range of academic and practical subjects depending on their needs and interests. 100% of Year 7 have been given a ukulele to develop self-determination and promote independent learning. There is a strong SMSC programme that promotes equality and British Values.
- Leaders within the academy have extended the school day to provide an additional 95 hours of learning time over the academic year. This has provided additional learning opportunities and created opportunities to allow the academic ethos to permeate the academy.
- Deployment of Pupil Premium funding has been directed by leaders and governors within the academy to ensure all disadvantaged scholars make substantial and sustained progress. This has led to an upward trajectory in outcomes for disadvantaged scholars leaving in Year 11:

	Overall	English	Maths	EBacc	Other
2016	-0.45	-0.64	-0.35	-0.73	-0.13
2017	+0.18	+0.07	+0.20	-0.20	+0.64
2018*	+0.28	+0.28	+0.25	+0.25	+0.34

- Disadvantaged scholars within the academy across all year groups are showing a trajectory of improvement to be in line with or above national other.
- The academy commissioned a review of Pupil Premium funding from Handsworth Grange Community College.
- The academy performance management system is robust and in line with the academy trust policy in terms of pay and progression. 96% staff are performing in line with their professional stage.
- Our safeguarding arrangements are very robust and meet (or exceed) statutory requirements. There is a positive multi-cultural harmonious school environment.
- Governance remains strong and new governors have joined the governing body with expertise in data. Governors hold the Principal to account; the Chair of Governors and the Principal meet every 2 weeks for a challenge meeting. The Chair of Governors has regular first-hand experiences of the school and all Governors triangulate information during Challenge Days and Governing Body meetings.

Next steps

- Continue to embed the strong QA systems based on the Cycles model.
- Ensure the smooth and seamless transition from Year 6 to Year 7 (for existing DAAP scholars).
- Implement new Trust appraisal system.

Evidence

- LGB minutes / Principal meeting with Chair of LGB; Impact Report.

Quality of teaching, learning and assessment**SEF grade: 1**

Position

- 96% of staff are performing in line with their professional stage.
 - Scholars are provided with excellent wave one teaching through the SOWs tailored to scholars' needs. This resulted in a P8 score of +0.44* for scholars in year 11. Progress of scholars is on track to be in line with national for all year groups across the curriculum.
 - The academy has embraced a coaching and practice culture for all staff.
 - There is no consistent, persistent teaching below career expectations.
 - Reading age differences are diminishing rapidly. The average gap at the start of Year 7 was - 9.7 months and +4.3 at the end. This represents an average gain of 22 months per scholar for each academic year.
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Successes

- DAA staff receive weekly incremental coaching through a deliberate practice model. DAA leaders have worked alongside DTA over the previous academic year to embed a strong coaching and practice ethos which permeates the staff body and has created a culture of excellence.
 - Following the commissioned support from Dixons Trinity, all EBacc SOWs are now aligned. The SOWs are effective, detailed and aid teacher planning. Time in lessons is used effectively to support scholars' progress. Scholars focus on their learning because teachers reinforce expectations and use the behaviour systems well.
 - The way teachers deepen scholars' knowledge, understanding and skills is through effective questioning, assessment and feedback.
 - Marking and feedback is effective and in line with academy policy. Regular QA allows for DoLs to receive feedback on their department to share with colleagues providing an opportunity for action.
 - The academy continues to implement a home learning policy that consolidates and extends scholars' learning using knowledge organisers and 100% Books. 94% complete home learning daily.
 - There are good schemes and curriculum strategies to develop reading.
 - All new staff have completed a full T&L induction focusing on: classroom routines, teaching and learning, coaching and practice.
 - QA evidence indicates that the vast majority of lessons are characterised by high expectations for all groups of learners. In addition to this, the number of 'on calls' average fewer than one per lesson demonstrating a high level of engagement and scholar enjoyment.
 - Academy 'Data Days', progress meetings and our cycle of highly effective teaching and intervention ensure that evidence about learning is used to adjust instruction to better meet scholar needs.
 - Assessment is designed to model GCSE weightings and assessment foci. Assessments are cumulative and are taken three times each academic year (at the end of each cycle).
 - Teaching is developed for NQTs, ITTs and TF through our bespoke coaching model over each cycle. For those who require it, the frequency of coaching can be increased.
 - Coaching is coupled with our culture of practice. Weekly staff meetings are dedicated to the deliberate practice model of training. Practice is built around key strategies selected from 'Teach Like a Champion' and involves real-time role-play.
 - Research into cognitive science informs the sequencing of SOWs, individual lessons and revision; learning is interleaved to ensure scholar retention is maximised. These models, introduced last year, have become embedded in practice, supporting the high quality of T&L.
 - Numeracy is supported across the school through Morning Mastery (catch-up / intervention) and whole-phase Morning Meetings – called Period 1
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Next steps

- Continue QA cycle of: teaching and learning; assessment and feedback; routines.
 - Further embed the incremental coaching and deliberate practice model to ensure the quality of teaching and learning is consistently outstanding across all curriculum areas.
 - Teacher growth plans support and promote continual personal development.
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Evidence

- Impact Report, P-Matrix, PGPs.
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Personal development, behaviour and welfare**SEF grade: 1****Position**

- Secondary attendance: 95.5%; Persistent Absence 9.7%.
- Behaviour in lessons, between lessons and around school is outstanding. Uniform, equipment, transitions, punctuality to lessons and school are all outstanding. This is evidenced by scholar engagement in lessons with the average 'on call' rate being fewer than 1 per lesson.
- There is no significant difference in behaviour incidents between disadvantaged and other scholars.
- 98% of scholars agree that behaviour is good and 95% state that there is little bullying in the school; 85% of scholars agree that they enjoy school; 92% agree that they very proud to be a DAA scholar and 91% of scholars have reported that there have been improvements in the school over the last 12 months.
- 95% of parents agree (55% strongly agree) that the academy has had a positive impact on their child's behaviour and attitude outside of school.
- There were 122 fixed term exclusions in 2017/18; there were no permanent exclusions. Disadvantaged scholars are responsible for 27% of exclusions; as such, they are proportionally underrepresented.
- The academy attendance officer has monitored and tracked disadvantaged attendance to reduce the academy absence rate to 5.4% (7.2% national) and persistent absence to 11.7% (22.6% national).

Successes

- Scholars show excellent levels of engagement, courtesy, collaboration and cooperation in lessons and around school. The majority show industry and display a love of learning. Presentation in books shows that scholars take pride in their work. There has been no graffiti or malicious damage in the school.
- Scholars respond quickly to instructions and requests from staff. Relationships between staff and scholars is exemplary. Scholars take a full and active part in lessons (including those of a sensitive nature) and the well-developed classroom routines foster a respectful and purposeful learning environment.
- Racist, homophobic and sexist bullying incidents rare and are dealt with effectively and efficiently by the Year Managers.
- The ethos of the school is a strength and scholars are respectful to each other displaying an acceptance of different views. Fundraising such as for the Sahara Children's Home promotes a desire to make a difference.
- The diverse make-up of the scholar body leads to a frank and open environment where scholars feel comfortable talking about a wide range of issues. The Academy promotes exemplary behaviour and consideration to others.
- On site, there is: a counselling service, part-time PC and a nurse to ensure that scholar welfare is at the heart of everything we do.
- Each year, staff within the academy are trained on the PREVENT agenda and the academy has systems in place to protect scholars from radicalisation and extremism.
- The academy has utilised the Educational Social Worker to provide 146 scholars with support. This has seen an average rise in attendance of 5.7% for scholars.
- Scholars are advised about Healthy Choices regarding food and exercise throughout their time at the Academy (activities specifically aimed at Healthy Eating; food bus; healthy menu; on-screen advice based on the Change4Life project).
- Scholars have an age appropriate understanding of relationships delivered through e-safety including grooming and URCHOICE (Sex Relationships Education) in conjunction with the NHS. Nurses and health workers deliver the URCHOICE programme with trained staff to Year 9 and follow up in Year 10.
- Scholars experience a variety of educational enrichment including: lectures, clubs, museums, art galleries, theatres and visits to university.
- Advice and guidance is strong; there is a broad and impartial CEIAG programme that supports scholars in developing clear and realistic plans for their futures. An independent career's advisor is employed by DAA.
- 100% of Year 7 and Year 8 scholars have had the opportunity to visit Russell group universities.
- All Year 7 scholars are learning to play the ukulele.
- All scholars have taken part in an external residential to further broaden their experiences beyond the curriculum.
- Scholars have taken part in a wide variety of activities to develop oracy including Stretch Projects, First Story.

Next steps

- Ensure that daily routines are outstanding by providing clarity to the Year Manager Role.
- Improve communication and QA of the behaviour systems to ensure that daily practices and procedures are outstanding.

Evidence

- Impact report; Policies: Safeguarding and Child Protection; Behaviour for Learning; E-Safety.

Outcomes for scholars**SEF grade: 1****Position (see Data Analysis July 2018)**

- The academy progress 8 score (2018 estimates) is +0.44 and attainment 8 is 46.4. Progress 8 has rapidly improved and shown an upwards trend [-0.24 (2015); -0.20 (2016); +0.30 (2017)] providing evidence for the quality and improvement of teaching and learning over time.
- The percentage of scholars achieving 4+ in English and mathematics has increased by 5% to 62% (Nat.2017, 63%). The gap between national has decreased year on year.
- The new accountability measure 5+ in English and mathematics was 45% indicating higher levels of challenge in lessons. Scholars enter the academy with a below average APS but leave the academy above the national percentage of scholars achieving 5+ (39%, Nat.2017).
- The progress 8 score for scholars from different starting points has shown a trajectory of improvement with low prior attaining scholars moving from +0.44 in 2017 to +0.67 in 2018; middle prior attaining scholars moving from +0.33 in 2017 to +0.52 in 2018 and high prior attaining scholars moving from +0.06 in 2017 to +0.35 in 2018.
- The percentage of scholars from the class of 2018 achieving a 5+ in the EBacc is 9%; although below national, this is being addressed through curriculum changes ensuring more scholars follow an academic EBacc pathway.
- Low prior attaining scholars, across all year groups and across the curriculum, are achieving, or on track to achieve, a progress 8 score in line with or above national other.
- Disadvantaged scholars, across all year groups and across the curriculum, are achieving, or on track to achieve, a progress 8 score in line with or above national.
- SEND scholars, across all year groups and across the curriculum, are achieving, or on track to achieve, a progress 8 score in line with or above national.

Successes

- English and Mathematics combined improved at 5+ by 11% to 44% and at Grade 4+ by 9% to 62%.
- English recorded 77% Grade 4+ a rise of 10% on last year whilst mathematics recorded 66% Grade 4+, up on last year's figure by 5%. English saw their Grade 5+ rise by 7% to 57% whilst mathematics saw their Grade 5+ rise by 11% to 51%.
- Science saw a 24% rise in Grade 4+ (compared to Grade C last year) to 63% and also recorded 51% Grade 5+.
- 16% of our cohort achieved Grade 7+ in both maths and Science, an increase of 6% on last year.
- 12 scholars also received Grade 9 in English or maths.
- 16 out of 21 subjects recorded a 100% pass rate.
- Of the 58 scholars who qualified for the EBacc, 60% recorded a standard pass and 35% a strong pass.
- External moderation from academies within the Dixons MAT show that our assessments are rigorous and our data is accurate across the curriculum.
- A razor-sharp focus on data and our cycle of highly effective teaching (intervention and prevention planning) ensures that evidence about learning is used to adjust instruction to better meet scholar needs.
- Teachers and leaders have weekly 'Progress Summits' and spend a 'Data Day' and planning day after each assessment cycle (every 13 weeks) dedicated to creating data-driven instructional plans.

Next steps

- All scholars can articulate targets and know how to progress towards them.
- Improve outcomes by actively engaging parents in the learning process.
- Embed the intervention and prevention documentation across the academy to continue to identify and close gaps.
- Over a 5-year period, all PP scholars have their barriers to learning removed by developing and implementing a 360-degree academic mentoring programme.

Evidence

- Impact Report; SEF; Data Analysis 2018.

16 to 19 study programmes**SEF grade: 1****Position (see Data Analysis July 2018)****Applied General**

- 2017/18 Year 13 scholars have recorded an unprecedented 100% overall pass-rate in all Applied General qualifications
- In 2017/18 the school achieved 51% of all vocational entries at Dist.*/Dist. and 100% pass rate in the new Technical Levels.
- The Vocational average grade is a Distinction (2017/18)
- The VA (2017/18), 2 independent assessment systems indicate a VA of 0.46 (Oxford Analytics) and 0.52 (4Matrix) – these figures can only be verified when national data becomes available
- Based on Oxford Analytics PP Vocational VA 0.5 and non-PP 0.43 (2017/18)
- In 2017/18, whilst in Year 12 (current Year 13) took the following external examinations - Law 100% pass rate (Distinction-); Sport 100% pass rate (Merit); Health and Social Care (Merit). Note these are external exams when combined with coursework will produce outstanding outcomes

Academic

- 2017/18, Year 13 scholars have recorded an unprecedented 100% overall pass-rate in all academic qualifications
- 50% of all A-Level and Academic entries were A*-B grade (2017/18)
- 2017/18, the average points per subject has increased at A-Level from 25.8 to 32.3, nearly a full grade from last year, now a Grade C+,
- 2017/18, based on Oxford Analytics PP Academic VA 0.6 and non-PP 0.24
- In 2017/18, whilst in Year 12 (current Year 13) took the following external examinations – Criminology (44 scholars) 100% pass rate (91% A*-B); Finance (48 scholars) 98% pass rate (60% A*-B); Urdu (10 scholars) 100% pass rate (60% A*-B)

Successes

- There is a very clear vision and mission that underpins everything in Post 16
- Serious weaknesses in science have been eradicated
- There is a continuous drive to ensure that all teachers have excellent subject knowledge that can be conveyed to scholars
- Scholars receive resources containing A* knowledge and information that scholars can easily access.
- There is relentless focus on examination skills and examination preparation.
- There is 100% one to one device deployment (Chromebooks), and all classes are enrolled in a Google Classroom. Teachers can also offer instant feedback whilst managing the flow of work from one location.
- Teachers create Intervention and Prevention (IP Sheets) to remove any gaps in knowledge
- 100% of scholars felt that they had been prepared for examinations (Year 13 exit questionnaire)
- We pride ourselves on being inclusive. Last year, 7 SEN scholars completed a Level 1 programme designed to prepare them for life after school. This provision is not needed this academic year, however if required in future years it will be considered a priority.
- 68% of scholars are involved in volunteering. 29% of scholars are involved in widening participation programmes (supra curriculum). 100% of the MABALE scholars are involved in supra curricular or extra-curricular programmes. 100% of P16 have access to Unifrog programme
- Workshops are run on personal statements, university life and student finance in partnership with the Universities of Leeds, Huddersfield and Bradford. All scholars attend the University of Leeds HE Fair.
- 24% of scholars in Year 13 engaged in university access programmes for high attaining disadvantaged scholars; Teach First Futures (TFFP), or Social Mobility Foundation (SMF). 9 scholars took part in the NCS summer programme.
- 8 year 12 scholars engaged in the Brilliant Club programme. One scholar has had her work published in the student journal 'The Scholar'. 18 year 12 scholars have enrolled upon the Teach First Futures programme. 5 scholars enrolled in the Pathways to Law programme in partnership with the University of Leeds. An estimated 10 scholars applying for Social Mobility Foundation and Reach for Excellence (Leeds University based). 29 scholars took part in the NCS programme, over summer or autumn.

Next steps

- Ensure that at least 50% of Year 12 scholars complete some form of community work
- Increase by 10% the numbers of scholars applying and attending a Russell Group University
- Double the number of scholars attending the Brilliant Club from 6% to 16%
- Continue to embed the intervention strategy to ensure that all scholars of whatever ability meet or exceed their targets
- Improve outcomes further by actively engaging parents in the learning process

Evidence

- Impact Report; Data Analysis 2018.

Overall effectiveness**SEF grade: 1**

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- Leaders are ambitious for all scholars and aim to make constant improvement in attainment and progress.
 - Systems and practices are now embedded and implemented to ensure daily practices are outstanding. The school priorities continue to focus on the quality of teaching, learning and assessment.
 - Lesson observations, learning walks, work scrutiny and, most importantly, progress data show that all of current teaching staff are performing, at least, in line with professional stage.
 - Based on externally created and moderated testing, progress across the academy is outstanding which would indicate that teaching, on the whole, is outstanding.
 - Scholars' attitudes to learning is excellent; the vast majority of scholars are keen to learn and intrinsically motivated.
 - The academy is designed around the most vulnerable child, as such, the positive climate for learning and sharply focused intervention ensure that all scholars have good educational experiences.
 - Systems ensure that leaders have a relentless focus on rigour and unremitting demand for the highest of expectations to ensure all aspects of the academy are scrutinised to maximise scholar outcomes.
 - A bespoke and highly responsive programme of coaching / practice, underpinned by rigorous and extensive checking of all aspects of the academy's work, ensures that best practice is spread effectively in a drive for continuous improvement.
 - The thoughtful and wide-ranging promotion of scholars' SMSC development through a rich curriculum, well established routines, intrinsic rewards, protocols, ceremonies and our morning reflection enables them to thrive in a supportive, highly cohesive learning community.
 - Safeguarding is effective: staff receive annual Prevent Training to ensure scholars are protected from radicalisation and extremism. The curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
 - The science department now has a clarity of vision and this has resulted in rapid and sustained progress. Following a change in leadership and staffing in Humanities and support from school and Trust leadership, there have been improvements in outcomes in Humanities. This support continues.
 - An appointment of a governor with expertise in education has strengthened the governing body.
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Evidence

- Impact report; data analysis.
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Next steps to inform planning for improvement

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- Academy Improvement Plan 2018-19.
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