Position Statement - Secondary

September 2018

Overall effectiveness	Last inspection (Nov 16)	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

Information about Dixons Allerton Secondary

- 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).
- 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.

What does Dixons Allerton Secondary need to do to achieve / sustain Outstanding?

- Continue to embed the strong QA systems based on the Cycles model.
- Further embed the incremental coaching and deliberate practice model to ensure the quality of teaching and learning is consistently outstanding across all curriculum areas.
- Develop teacher growth plans support and promote continual personal development.

What does Dixons Allerton Secondary need to do next Cycle?

See the latest SEF Summary and the Academy Improvement Plan for a detailed and extensive list of our priorities for improvement. The following priorities are a key focus for next Cycle:

- Continue to deliver routines-based practice and instructional coaching to reinforce clarity around academy routines and expectations.
- Continue the strong quality assurance (QA) strategy based around the cycles model; continue to develop middle leaders to drive QA in their curriculum areas.
- Ensure that daily routines are outstanding by providing clarity to the Year Manager role.

Teaching and Assessment

- 96% of staff are performing in line with their professional stage.
- A culture of practice is embedded through staff morning meetings and is supporting outstanding routines and systems across the academy. Additionally, all staff receive tailored weekly coaching informed by performance walks and key successes and next steps recorded on performance trackers.
- All NQT, RQT and Teach First colleagues are enrolled in the IoT training and development programme.
- Weekly Data Summits ensure a razor-sharp focus on scholars' progress. DOL/SL use this time to hold their departments to account for their intervention planning from Data Day and respond to new data/changes.
- Schemes of work have been quality assured to ensure consistency and that they meet academy and Trust expectations.
- Marking and feedback is effective and in line with academy policy. Regular QA allows for DoL to receive feedback on their department to share with colleagues providing an opportunity for action.
- 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.
- 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)].
- The percentage of scholars achieving EM 4+ by 5% to 62% (Nat.2017, 63%), EM 5+ by 11% to 45% (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.
- Applied General average grade is a Dist.-, VA 0.46 (Oxford Analytics) and 0.52 (4Matrix). Based on Oxford Analytics PP Vocational VA 0.5 and non-PP 0.43.
- Academic: 100% overall pass-rate, 50% of entries were A*-B grade, APS has increased from 25.8 to 32.3, now a Grade C+, VA 0.46 (Oxford Analytics) and 0.52 (4Matrix), based on Oxford Analytics PP Academic VA 0.6 and non-PP 0.24.

Behaviour

- Secondary attendance: 95.2% (NA: 95.0%); whole academy secondary Persistent Absence 9.7% (NA: 12.4%).
- Behaviour in lessons, between lessons and around school is outstanding. Uniform, equipment, transitions, punctuality to lessons and school are all outstanding.
- 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).
- The vast majority of lessons were graded, at least, Good for behaviour.
- 94% of scholars are completing homework in-line with the academy home learning 100% strategy which is developing students' knowledge retention.

Leadership

- All leaders within the academy have clearly defined roles and responsibilities. A structured set of 'what to do' guidelines is in place for all leaders to support the cycle process
- Systems and practices are now embedded and implemented to ensure daily practices are outstanding.
- Middle leaders now systematically analyse student and QA data each cycle to produce action plans that support their teams to raise achievement. This is QA by senior leaders and informs the academy action plans and cycle documentation
- The appraisal process continues to challenge all staff through clear targets and developmental appraisal meetings.
- Support commissioned from Dixons Trinity has allowed the academy to embed cycles, Period 1 (morning meeting), coaching and practice. Senior leaders from both academies are working on a QA process of this support.
- Governance in the academy has been strengthened with training sessions for governors, led by Peter Cox, on key areas and by implementing Governors Challenge Days
- A positive climate for learning and sharply focused intervention ensure that all scholars have good educational experiences.