

Position Statement - Primary

September 2018



	Last inspection (Nov 16)	Requires improvement	3
Overall effectiveness	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 students		Outstanding	1
Early years provision		Outstanding	1

Information about Dixons Allerton Primary

At DAAP, we are proud to take our place in DAA as the EYFS, KS1 and KS2 of our all-through academy. In Primary, we promote three core values which are: Happiness, Respect and Achievement. Our practice is thoroughly rooted in these three core values. Children must leave our primary phase being able to communicate, read, write and calculate in order to make a positive contribution to society and be successful in their future lives. They must also know that they are best in the world at something and have drive, confidence and ambition to be the best that they can be.

Our Primary Phase has 341 children on roll from YR to Y4. This roll will rise by 60 each year until 2019 when we will reach capacity.

- Basic characteristics of Y4: 45% boys / 55% girls; 23% PP; 77 % APKN; 5% WBRI; % SEN; 22% SB.
- Basic characteristics of Y3: 52% boys / 48% girls; 28% PP; 82% APKN; % WBRI; 22% SEN; 45% SB.
- Basic characteristics of Y2: 40% boys / 60% girls; 35% PP; 92 % APKN; 3% WBRI; 13% SEN; 30% SB.
- Basic characteristics of Y1: 55% boys / 45% girls; 15% PP; 92% APKN; 3 % WBRI; 13% SEN; 22% SB and 1 LAC.
- Basic characteristics of YR: 57% boys / 43% girls; 12% PP; 2% SEN; 28%SB.
- Basic characteristics of YN: 54% boys/ 46% girls; 4 %SEN; 27%SB.
- The large majority of students are from minority ethnic backgrounds (80.9%).
- A large percentage of our children and families speak English as a second language (35.4%).
- The vast majority of children enter nursery below age-related expectations with significant weaknesses in most areas of learning.
- Of our eleven fully qualified classroom teachers, two are NQTs and a further three are second or third year teachers (27%). We have one Teach First graduate teaching Y3 with the support of the Deputy Head.

This Position Statement is a direct reflection of our commitment to performance-transparency and accountability for student results and achievement in our academy

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

- Ensure staff understand how to use curriculum guidance documents to support teaching and learning.
- Identify vulnerable groups and plan subsequent intervention and prevention strategies.
- Embed the use of Read Write Inc. Phonic system in YR/Y1.
- Implement daily spelling lessons for Y2 to 4.

What does Dixons Allerton Primary 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:

- Increase the number of children meeting ARE for writing in KS2
- Continue to provide Maths interventions for the new Y4 cohort, ensuring that Mathematics Mastery key constructs are fully embedded
- Improve attendance to at least 96%

Teaching and Assessment

- Outcomes at statutory assessment points continue to be at least in line with National Averages. In many cases, they exceed these figures and gaps between key groups remain small.
 - Read Write Inc is now fully embedded and continues to have a significant impact on outcomes. Formative assessments and subsequent high quality intervention strategies have enabled almost all children in Y1 to meet the expected standard in the screening test.
 - Mathematics Mastery has had a significant impact on KS1 outcomes. The children in this year's cohort are the first to have used the scheme from Y1 and attainment is expected to exceed NA. The scheme has also been implemented fully in EYFS meaning that children are exposed to specific methods and terminology at the earliest opportunity. Again, we have seen a significant increase in the proportions of children meeting and exceeding the ELG for Number.
 - PUMA & PIRA have been selected as the preferred assessment system and children will now achieve a standardised score for Reading and Maths. This will be compared at each Cycle to measure and compare progress and attainment.
 - Our EYFS provision continues to be regarded as a model of good practice by other schools and has hosted many visits for colleagues seeking to improve the quality of their own provision and practice.
 - Reading is at the heart of the curriculum- units of work are created around a high quality core text. This ensures that all aspects of the curriculum are linked and that learning remains connected and purposeful. The curriculum design supports development of learning behaviours; teachers are required to incorporate 'Underpinning Aspects of Learning' at the planning stage.
 - The teaching of Science has improved significantly. One teacher plans and delivers across the whole school and lessons contain a good balance of practical investigation and knowledge teaching. The curriculum is carefully structured to ensure that programs of study further enhance the knowledge and understanding of the core text.
 - The new Y5 curriculum is complete and the KS2 Studio is fully equipped in line with the school's vision and ethos.
 - A Primary SENCO has been appointed and has completed a full audit of existing provision. Systems have been revised to ensure that the provision for this group remains highly effective.
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Behaviour

- Incidents of poor behaviour are rare and children show excellent attitudes towards learning. The standard of behaviour was praised during the most recent review of the academy.
 - A pupil survey has been completed by all children in Y1-Y4 and responses indicate that 100% of children feel safe at school. The responses will be used to inform the development of the PSHCE curriculum.
 - Attendance is 95.6%, slightly less than NA. The attendance team has recruited a new staff member to take responsibility for monitoring Primary Attendance.
 - Parent workshops remain a key feature of the school culture and are attended exceptionally well. 95% of parents strongly agree that they are useful.
 - Friends of DAA organised a Summer Fayre which was a huge success and raised over £1000.
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Leadership

- Rebecca Greenwood has been appointed as the head teacher of the primary phase.
 - The leadership team has been further strengthened by the addition of a Deputy Head, Assistant Head for KS1, English Leader and Primary SENCO.
 - All 4 NQTs successfully completed their induction period and our Teach First participant was judged to be exceeding standards upon completion of her first year.
 - Robust monitoring systems confirm that teaching is consistently good and in many areas, outstanding. Regular coaching and feedback has enabled staff to improve their teaching by meeting incremental next steps.
 - The curriculum continues to be innovative and ensures that children have the opportunity to practise and refine skills in a variety of contexts every day. All year groups have access to areas of provision and are expected to utilise it to answer learning challenges. Staff understand the rationale for curriculum design and can articulate the school vision.
 - Peter Cox reviewed the Primary Phase and judged the provision to be of an outstanding quality.
 - The staffing team is stable; all teaching staff have been retained.
 - There is no discernible difference in the attainment and progress of disadvantaged children when compared to all in any year group. In many cases, the progress and attainment of disadvantaged children is better than that of others.
 - Safeguarding is effective and all Primary Staff have now completed thorough child protection training via an online package.
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