

OVERVIEW

INTRODUCTION

We are proud to belong to the Dixons Academies multi-academy trust. We work closely with our sister academies and have replicated much of the outstanding practice from Dixons Trinity Academy. Our academy is a deliberately small school. Operating a small secondary academy allows our staff to know all of our scholars. Staff spend a lot of time discussing individual scholars' progress and developing highly tailored strategies to cater for their needs. We fully believe in a high expectations, no excuses culture to ensure that every scholar is challenged and supported in equal measures. We try to keep things simple and focused on ensuring that our whole community is highly employable and fully ready to lead happy and successful lives. We have learnt from some of the best practices to develop strategies that remove barriers to learning and ensure all our students are fully engaged at all times. At DMA, teachers can teach and scholars learn.

DRIVERS

Our drivers at DMA are the common goals that are set for the organisation and for everyone who is part of the DMA family. Each and every day we try to develop our growth mindset by ensuring we act upon the gift of feedback. The learning habits and professional conduct of staff ensures that we are all on the journey to being highly employable. Finally, we try to strengthen and build up strong professional relationships each and every day through treating others with kindness. Our drivers will result in our scholars leaving the academy with strong academic qualifications, the skills to gain and sustain a rewarding career, and the ability to value everyone around them by doing things for the benefit for all.

VALUES

All our DMA family members subscribe to our values whole-heartedly. We know that having a common set of values unites and brings people together to work towards a common goal. Our values are important because they demonstrate our commitment to excellence, positivity and respect in our daily actions and interactions. We try to use these words as much as possible in our conversations at DMA but, more importantly, act them out in our daily work. We have a genuine values driven culture.

DISTINCTIVE FEATURES

We have lots of features to our academy which make us different and a special place to learn and work. We always encourage people to come and visit us and see why we are so very proud of our academy. Some of the features that visitors have identified that are distinctive are:

- Family dining
- Advisory / coach system
- Literacy focus
- Focus on feedback
- Family engagement
- Focus on 100%
- Detailed SOW planning including knowledge retention and retrieval
- Intervention & Prevention Planning
- Data Days / accountability
- Residential for all
- Longer working week
- Co-curricular offer
- Collective learning
- Practice culture
- CPD & Coaching for Excellence
- Significant achievement in a short space of time
- Talented and committed staff

DMA SECOND ANNUAL REPORT

2015 – 16



CONTEXT

2015 – 16 was an exciting year for our academy. We went from being a school with one year group and 11 staff to a school with two year groups and 21 members of staff. In addition to this, we moved from our first temporary home at Dixons Trinity Academy to temporary accommodation on our permanent site. These changes brought about many opportunities and challenges as the year progressed. We were delighted with what we achieved in this academic year despite the limitations of temporary accommodation. Our external review and visitors throughout the year were highly complementary about our scholars' attitude to learning and the high quality provision they were receiving at DMA.

KEY DEVELOPMENTS

1. Leadership and management of the academy was expanded to include one additional senior leader focusing on literacy, sixth form provision and the English curriculum.
2. We developed staff 'practice' sessions during staff briefings twice a week to ensure our teachers are refining the best practice in teaching and learning.
3. As our staffing increased, we were able to increase the co-curricular provision of our scholars including golf, martial arts and debating into our electives and enrichment options.
4. 100% books were launched with scholars so they have a place to store their 100% sheets and are used regularly.
5. Staff induction was refined to ensure staff fully understand the academy ethos and expectations.
6. Schemes of Work have taken into account changes to curriculum including new KS2 and reformed GCSEs.
7. Random cycle spelling tests were introduced to ensure all scholars are learning key vocabulary.

KEY IMPACT

1. At the end of 2015 – 16 our academy attendance was 96.8%, significantly above national and local averages. With all sub-groups being higher than the national average.
2. Class of 2021 attainment at the end of year 8 was in line with what could be expected for an average ability year group at the end of year 9. For example, 94% of scholars working at level 5+ in English and 97% working at level 5+ in mathematics compared to 86% and 84% nationally for all scholars at the end of year 9 in 2013. The Class of 2022 are on track to maintain and are likely to exceed these standards by the end of year 8.
3. At least 80% of all key sub groups in the Class of 2021 and Class of 2022 made expected progress in English, mathematics and science. This is higher than national KS2-4 benchmarks, showing progress over time is strong in the academy.
4. The Class of 2022 made significant gains in reading ages in their first year at the academy. On average, scholars made 24 months reading age progress in 9 months.
5. Over 60% of scholars made better than expected progress in English, mathematics and science. This is higher than national KS2 – 4 benchmarks, showing the academy has high academic expectations which are responded to by all scholars.
6. Disadvantaged scholars are making at least similar and often better progress than other students nationally.
7. 100% of staff were working at career-stage expectations by the end of the academic year.
8. 100% of parents agreed that scholars felt safe at the academy, 99% felt their child is well taught and 99% felt the academy is well led and managed. These compare favourably to Ofsted's parent view online results.

NEXT STEPS FOR 2016 – 17

1. Ensure there is a smooth transition into the new building and learning routines are established quickly.
2. Ensure new staff and scholars are inducted into the DMA way as quickly as possible.
3. Create a Sixth Form which is distinctive and successful.
4. Sustain the strong progress of the Class of 2021 as they transfer onto the new reformed GCSE courses.
5. Sustain and improve upon the historic progress of scholars in year 7 and 8.
6. Ensure internal differences diminish over time and there is no sustained underachievement.
7. Develop stretch opportunities for a more able year 7.