

OVERVIEW

INTRODUCTION

We are proud to belong to the Dixons Academies Multi-academy Trust. 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 our 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 scholars are fully engaged at all times. At DMA, teachers can teach and scholars do learn.

DRIVERS

Our drivers at DMA are the common goals that are set for the organisation and 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 & 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



2016 – 17

CONTEXT

In September 2016 we saw our DMA family move into our permanent home; whilst this presented us with a great deal of opportunities and some fantastic facilities, it also presented us with a challenge to ensure that our outstanding ethos and culture was replicated in a larger space with a scholar and staff population that almost doubled. Our defining year group, the Class of 2021, also started their reformed GCSE courses, and our new Class of 2019 began the new reformed A levels.

KEY DEVELOPMENTS

1. Moved into our purpose-built accommodation with specialist areas to allow a full 'uncompromised curriculum'.
2. Opened the Dixons McMillan Sixth Form which is aligned to the whole school vision, values and routines.
3. Launched Prevention and Intervention Planning sheets to ensure that all lessons were responding to gaps in scholars' knowledge and understanding.
4. Extended the use of 100% sheets to include more low stakes testing and bite- size revision during our collective learning sessions.
5. Activated the Boys in English action plan to reduce internal differences between the performance of boys and girls.
6. Extended the provision in Mountain Support to ensure the needs of the EHCP scholars admitted were met and reviewed.
7. Launched 'Stretch Sheets' and extended some assessments to ensure the Class of 2023 were being challenged and their success could be measured.
8. Ensured that Y9 and Y12 SOW were of a high quality and aligned to the new reformed GCSEs and linear A Levels.
9. Extended our co-curricular offers to include even more outdoor activities and new sessions such as Philosophy.
10. Invested heavily in resources for our ibase to ensure scholars have enough DEAR books as well as material to support their stretch presentations and subject projects.

KEY IMPACT

1. The academy was judged to be 'outstanding' in all areas (including the Sixth Form) by Ofsted in June 2017. Many areas were seen to be exceptional. Some year 9 books were commented on as being of year 11 standard.
2. Attendance at the end of the academic year was over 97%, the highest in the history of the academy.
3. Persistent absence is extremely low when compared to national comparisons at less than 4%.
4. Class of 2021 indicative progress 8 score is close to what could be expected for the end of year 11.
5. Class of 2022 finished KS3 with particularly impressive results with over 60% making better than expected progress in English, mathematics and science and 80% making expected progress. These are much higher than national benchmarks.
6. Class of 2023 similarly finished their first year at the academy in a strong position. We are pleased that there are little differences in the performance of boys and girls or disadvantaged scholars compared to other scholars nationally.
7. The Sixth Form is on track to produce a positive Level 3 Value Added score in the summer of 2018, current average grade is a C- with an average predicted grade of a B at the end of the programme of study.
8. 100% of scholars took part in at least one co – curricular activity.
9. 100% of Year 9 and Year 12 took part in a work experience placement.
10. 100% of teaching staff were meeting pay-related expectations at the end of the academic year.

NEXT STEPS FOR 2017 – 18

1. Ensure the curriculum for Y10 and Y13 meet the academy's high expectations and scholars continue to make exceptional progress in all subjects across the curriculum, and internal differences continue to be diminished.
2. Ensure all new staff and scholars are fully inducted in the DMA routines as soon as possible.
3. Ensure the Class of 2018 are fully ready for their next steps in education and employment.