

Vision

For Dixons City Academy to be in the top 1% of schools within 3 years (+1)
For the Sixth Form to be +0.5 value added by 2019

Our Vision and Values– The Road to Greatness

Every child will be equally able to secure outstanding educational outcomes and reach their full potential. Our students will be instilled with the desire to learn and the knowledge to think critically and creatively. Students are empowered to determine their own future and change the world for the better. Student achievement is secured through them becoming resilient learners embracing our 5 core PRIDE values (Purpose, Respect, Integrity, Determination and Excellence), modelled by all staff at all times. We are ambitious for our whole community and invest in strong professional relationships in order to be the best we can be. Dixons City Academy values its long-established reputation as a top-performing school, with student learning at its heart.

The Dixons City Improvement plan aims to achieve three key objectives:

1. To ensure that we are outstanding in our daily practice as educators

Priority: ensure that Progress 8 score is at least +0.8 and the gap is closing across three key sub groups (Boys and Girls, Disadvantaged and Non-Disadvantaged, Prior High Attaining students compared to Prior Middle and Prior Low).

2. To develop routines that maximise learning and a common language for learning

Priority: ensure that line-up/morning meeting, transitions between lessons, entry and exits in lessons, and consistent routines and teaching techniques in lessons maximise learning.

3. To continue to develop independent learners, who demonstrate aspiration, resilience and a growth mind-set approach to learning

Priority: ensure that all students understand how to learn (100% sheets), understand the range of careers that they can achieve and aspire to, and live our PRIDE values each day in their actions and words.

Key stage 4	Target 2019	C1	C2	C3	Current position
Attainment 8	55				Y10 C3 41.81
% 4+ English & Maths (Standard Basics)	85%				Y10 C3 54%
% 5+ English & Maths (Strong Basics)	70%				Y10 C3 36%
% English Baccalaureate	48%				Y10 C3 33%, 32 possible students for EBacc = +19%
% of grades at GCSE or equivalent being 7+	33%				Y10 C3 9.23%
Progress 8	+0.7				Y10 C3 -0.58
English Progress 8	+0.8				Y10 C3 -0.38
Maths Progress 8	+0.8				Y10 C3 -0.77
Disadvantaged					
Attainment 8	Above National Other, close internal gaps to less than 0.3				Y10 C3 PP 38.98 Other 43.11
% 4+ English & Maths (Standard Basics)					Y10 C3 PP 53% Other 55%
% 5+ English & Maths (Strong Basics)					Y10 C3 PP 30% Other 39%
Progress 8					Y10 C3 PP -0.93 Other -0.4
English Progress 8					Y10 C3 PP -0.64 Other -0.25
Maths Progress 8					Y10 C3 PP -1.14 Other -0.59
Most Able Disadvantaged Progress 8					Y10 C3 PP -0.91
16-19 Programme of study					
A Level Progress Score	+0.5				Currently redoing Y13 predictions – due 21 st September
BTEC Progress Score	+0.5				
Grade for student's best 3 A levels	B				
% of grades at GCE or equivalent being A*-B	55%				
% of grades at GCE or equivalent being A*-E	100%				

1. To ensure that we are outstanding in our daily practice as educators

Priority: ensure that Progress 8 score is at least +0.8 and the gap is closing across three key sub groups (Boys and Girls, Disadvantaged and Non-Disadvantaged, Prior High Attaining students compared to Prior Middle and Prior Low)

Statements of Success		Cycle PRAG		
		1	2	3
1	% of class of 2023 meeting at least the Dixons Standard in English and Maths by cycle 3 is 65%			
2	% of class of 2022 meeting at least the Dixons Standard in English and Maths by cycle 3 is 70% (Y7 C3 67%)			
3	Progress 8 measure for the Class of 2021 is at least -1 by C3			
4	Progress 8 measure for the Class of 2020 is at least -0.3 by C3			
5	Progress 8 measure for the Class of 2019 is at least 0.7 (2019 Results)			
6	Post 16 value added measure for class of 2020 is at least 0 by C3			
7	Post 16 value added measure for class of 2019 is at least 0.5 (2019 Results)			
8	Class of 2019, no significant difference across all subjects in the progress of boys – less than 0.3 gap			
9	Class of 2019, no significant difference across all subject in the progress of disadvantaged students – less than 0.3 gap			
10	Class of 2019, no significant difference across the curriculum in the progress of low, middle and high attaining students – less than 0.3 gap			
11	Class of 2019, all subjects perform significantly above national (progress and attainment)			
12	Retention for the class of 2020 is 95%			
13	100% of marking and feedback is meeting the academy's expectations (evidenced through SMT/HoD learning scrutinies)			
14	100% of teachers receive GROW or instructional coaching			
15	Robust vocabulary instruction and strategies to support students with reading for meaning (<i>Reading Reconsidered</i>) are embedded—all staff confidently use the strategies in lessons where appropriate (evidenced through learning walk feedback)			
16	According to POPs (Pupil Opinions and Perceptions), 100% of students are reading in Year 7-10			
17	According to Parent View, 100% of parents agree that the academy is well led and managed			
18	100% of staff agree that the academy is well led and managed			
19	100% of teachers to be performing at Career Stage Expectations, as outlined in the appraisal and pay policies			
20	100% of teaching staff and TLAs visit another school to learn about best practice in their subject			
21	Staff absence is no more than 3%			

Plan (Maintained, Improved, New)		Implementation Timeline													Cost (£)	Lead & Review	Cycle PRAG		
		Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19	Dec 19	Mar 20	Jun 20	Year 3	1			2	3	
I	Learning scrutinies to take place twice per cycle with HoD and SMT link, as detailed on calendar.	Co	Im	Rv	Im	Rv	Im	Ev	Im	Rv	Im	Ev	→		SMT				
N	Ensure all SoL include challenge to stretch the High prior attaining students.	Co	Rv	Rv		Rv		Ev	→				→		SMT				
I	Improved DDP in place ensuring learning is accessible, provides challenge for all as well as closing gaps for boys, high and disadvantaged students. Handed over every lesson every day.	Co	Im		Rv		Rv		→				→		JO				
I	Daily drop-ins and learning walk schedule improved to continue focus on routines, learning priorities and coaching of staff to improve practice.	CO	Im				Rv								SMT				
I	Review the curriculum to ensure that it meets the needs of all students and maximises their opportunity to succeed.	PI	Im	Rv	Im				→			→	→		MDF/ JO				
I	Early identification of AS entries for year 12 and 13, to maximise the results for the students at post 16.			Rv	Im			Rv	Im				Ev		SA				
I	Appraisal documents reviewed to allow personal development of staff, links to career stage expectations and priorities and provides challenge.	Rv	Im	Rv				Ev	Im		Rv		→		MDF/ TR				
N	Development of a common language to be used at consultation evenings.		Cm /PI	Im				Rv	→				→		MDF				
I	Implicit and explicit vocabulary instruction is an embedded strategy and all reading in lessons is planned for (<i>Reading Reconsidered</i>).			Im	→	→	→	Rv	→	→	→	→	→		NR				
I	Reading Reconsidered used in PDS and C&G to expose students to more texts.	Cm	Cm	Im	→	→	→	Rv	→	→	→	→	→		MES/ NR				
I	DEAR embedded across years 7 to 10.			PI	Im	→	→	Rv	→	→	→	Rv	→		MES/ NR				
I	Literacy event at least 3 times during the year to raise the profile of reading and promote positive attitudes to			Im		Im		Im	→			Rv	→		MDF/ NR				

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		Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19	Dec 19	Mar 20	Jun 20			Year 3	1	2	3	
		literacy, e.g. literacy week, World Book day, National Poetry day etc.																	
I		Regular messages (once per cycle) to parents about the importance of reading – ‘How to support your child’s literacy’ booklet distributed at Achievement and Consultation Evenings, newsletter, website, text message.	Rv	PI	PI	Im	Im	Im	Rv	→							NR		
I		Home learning timetable reviewed and to include 20 minutes of daily reading and 100% sheets to support core knowledge.		PI	Im	Rv	PI	Im	Rv								JO/ME S/HoYs		
I		All departments have translated the writing wheels into a structure for extended writing (focus on Science and Spanish).			PI	Im	Im	Im	Rv								SLT		
M		First Story to work with 20 disadvantaged boys from class of 2020.	Im	Im	PI	Im	Im	Im	Rv	Ev	Im	Im	Im				NR (JB/HXC)		
I		CPD for all teaching staff on supporting students with reading for pleasure (in school and at home).	Cm	Cm	PI	Im	Im	Im	Rv	Ev	Im	Im	Im				NR		
I		Library data analysed for all year groups at each cycle with a focus on boys, disadvantaged and high prior attaining students.		Cm	PI	Im	Im	Im	Rv	Ev	Im	Im	Im				CM/ Library		
M		20/20 reading and Reading Champions scheme in place to support students with a reading age below their actual age.		Cm	PI	Im	Rv	Im	Rv								NJC/ JC		
N		English, Maths and Science to share practice and develop strategies to close the disadvantaged gap in Maths and Science and the gender gap in English as well as focussing on High prior attainment for all subjects.			Im		Im		Im								JO		
I		Achievement evening – follow up twice a cycle with students to review targets and strategies.			Im		Im		Im								JO		
I		Assertive mentoring to be re-introduced to support disadvantaged students.			Im	→	→	→	Rv	Rv							TR/KM		

2. To develop routines that maximise learning and a common language for learning

Priority: ensure that line-up/morning meeting, transitions between lessons, entry and exits in lessons, and consistent routines and teaching techniques in lessons maximise learning.

Statements of Success		Cycle PRAG		
		1	2	3
1	Climate for learning is at least good in all lessons, evidenced through daily drop-ins and 3 learning walks per cycle			
2	Less than 4 homework P2's per student per year (2017/8 = 5.7)			
3	Less than 1.5 equipment P2's per student per year (2017/8 = 2.4)			
4	Less than 1.5 late P2's per student per year (2017/8 = 2.2)			
5	No. of students having one or more FTE to be 5% or lower			
6	Attendance is at least 98% by the end of C3			
7	Punctuality is at least 99% by the end of C3			
8	Persistent absence in less than 5% by the end of C3			
9	100% of new staff are using all our routines for learning			
10	100% of teachers use visualisers (when appropriate) as evidenced in learning walks and daily drop ins			
11	100% of line-ups link to PRIDE values and common language			
12	100% of assemblies link to PRIDE values and common language			
13	100% of students understand and know how to act in accordance with PRIDE (according to student voice survey)			
14	100% of teachers understand and know how to act in accordance with PRIDE (according to staff survey)			

Plan (Maintain, Improved, New)		Priority	Implementation Timeline													Cost (£)	Lead & Reviewer	Cycle PRAG		
			Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19	Dec 19	Mar 20	Jun 20	Year 3	1			2	3	
N	Line-up and morning meetings focus on intrinsic motivation communicated through PRIDE values		Co	Im	Rv	Im	Rv	Im	Ev	Im				→		MES/NR				
I	Review of routines for learning in the classroom so there is greater consistency and learning time is maximised i.e. entrance, exit, learning modes		Co	Im	PI	Rv	Im	Im	Ev	Im	Ev	Im	Im			MES/NR				
N	Purposeful 100% sheets mean there is never a situation of no homework set				Rv		Rv	Ev	Co	Im						JO				
I	100% sheets and books for all subjects and year groups for revision/skill development (differentiated for the top)		Co	Rv	Co	Im			Rv					→		JO				
I	Greater planning for all change of routines (i.e. scripting and micro planning) e.g. link meetings, achievement evening, consultation evenings etc.		Co	Im	→	→	→	→	Rv	→	→	→	→			MDF/JO				
I	Practice is a key feature of CPD to ensure all routines are fully embedded		PI	PI	PI	Im	Im	Im	Rv	Im	Im	Im	Im			NR				
I	Videos highlighting best practice and strategies to support students overcoming barriers to learning				Co/PI	Im	Co/PI	Im	Rv	Im	Ev	Co/PI	Im			SLT				
I	Induction programme for new staff (staff who join at the beginning of the academic year and during the academic year) is reviewed so new staff have more time to practise using our routines for learning and applying PRIDE		Rv	Im	Im	Rv	Im	Im	Rv	Im	Rv	Im	Im			NR				
I	Monthly review of QA of teaching and learning ensuring we are accurate in our daily/weekly assessment		Co	Rv	Rv	Rv	Rv	Ev	Rv	Im						SLT				
N	CPD to support teachers using visualisers effectively with a focus on using them to support students' literacy and modelling effective MAP work		Co	Im	Im	Rv	Im	Rv	Ev	Im	Rv	Im	Im			NR				

ACADEMY IMPROVEMENT PLAN 2018-2021

Plan (Maintain, Improved, New)		Priority	Implementation Timeline													Cost (£)	Lead & Reviewer	Cycle PRAG		
			Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19	Dec 19	Mar 20	Jun 20	Year 3	1			2	3	
M	Attendance spreadsheet updated weekly and information shared throughout the pastoral team to enable specific interventions to be implemented.			Rv	Rv	Rv	Rv	Rv	Rv								MES			
M	Student specific intervention is implemented when students hit key attendance triggers. A key worker (FT, HOY, HLO and EWO) is assigned based on the level of attendance.			Rv	Rv	Rv	Rv	Rv	Rv								MES			
M	Leave of absences are declined unless there is a specific educational purpose/benefit. All parents/carers are met by either HLO, EWO or MES to outline why the leave of absence has been declined.			Rv	Rv	Rv	Rv	Rv	Rv								MES			
M	PA students are referred to Bradford Education Authority when they reach the trigger point.			Rv	Rv	Rv	Rv	Rv	Rv								MES			

3. To continue to develop independent learners, who demonstrate aspiration, resilience and a Growth Mindset approach to learning.

Priority: ensure that all students understand how to learn (100% sheets), understand the range of careers that they can achieve and aspire to, and live our PRIDE values each day in their actions and words.

Statements of Success		Cycle PRAG		
		1	2	3
1	100% of students attend the compulsory residential in Year 7 (ES fund)			
2	100% of students attend the compulsory residential in Year 8			
3	Outside speaker programme linked to aspiration of at least 3 per year group			
4	100% of students to have successfully accessed a work placement in Post 16			
5	100% attendance of parents at consultation evening or alternative appointment			
6	100% of year 7 students to graduate by the end of cycle 1			
7	100% of year 7 and 8 to take part in a stretch activity			
8	All students to receive at least two 1 to 1 form tutor interviews during the year			
9	All students to receive at least 1 HoY interview			
10	All HoYs to carry out at least one student voice to support academy improvement			
11	100% of students complete 'my sentence'			
12	100% of students complete a growth mind-set project through PDS			
13	100% of year 12 students completing an enrichment activity			

Plan			Priority	Implementation Timeline											Cost (£)	Lead & Reviewer	Cycle PRAG			
				Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19	Dec 19	Mar 20	Jun 20			Year 3	1	2	3
M		Year 8 camp linked to PRIDE values					Im	Ev									MES/JY			
N		Essential life skills grant to be used to support to boys aspiration (see separate plan)	Co		Im	Im			Rv	Ev	→					→	MES			
I		HOY and SMT termly student voice used to explore theme of motivation to support Academy improvement	PI	Co / Im	Im					Co							MES/NR			
N		Review of PDS SoL to support students with independent study skills so they have great learning habits at home															MES			
I		Subjects specifically teach metacognition and revision techniques for their subject		PI	Im	Im	Rv	Im	Rv	→	→	→	→				SMT			
I		SEF and data analysis streamlined to celebrate success and identify action with support from SMT link	PI	Co	Im	Rv	Im		Ev								JO			
I		Training day at the end of each of the 3 cycles with an additional day in January to support the above and the priorities- boys, high disadvantaged.	Co	Im	Im	Rv	Im	Ev			Im	Im	Rv	→			MDF/NR			
I		Common message to students for target setting week(s), allowing opportunities for 1 to 1 discussion and every student knowing their target		Im	Rv					Im	Rv						JO			
N		Nurse trained as Mental Health First-Aider			Im												NJC			
N		SENDCO to research funding for mental health			Im												NJC			
N		Creation of a staff led Mental Health team		Rv	Im	→	→	→	Rv	Im	→	→	Rv	Im			NJC			
N		Mental Health Policy to be written		Rv	Im												MDF/NJC			
I		HLTAs training on specific Mental Health issues			Im	→	→	→	Rv								NJC			
N		At least 1 mental health awareness event per cycle. e.g. themed week 'it's okay not to be okay'		Rv	Im		Im	Im	Rv	→	→	→	Rv	Im			MES/NJC			

Plan			Priority	Implementation Timeline											Cost (£)	Lead & Reviewer	Cycle PRAG		
				Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19	Dec 19	Mar 20	Jun 20			Year 3	1	2
I	Review of PDS on well-being, mental health and safeguarding				Rv	Im	→	→	Rv	→	→	→	Rv			MES/NJC			
N	Tweak the school day to allow more time for revision and reading for the students and CPD for the staff.			Cm/PI	Im	Im	Rv	Ev		Im	→	→	→			MDF			
I	More emphasis on working in 3 cycles rather than 6 terms to support efficiency and workload		Co	Im		Rv		Ev	Co	Im	→	→	→			JO			
N	Explicit teaching of self-control and resilience in PDS				Rv	Im	→	→	Rv	Im	→	→	→			MDF/MES			
N	Focus on cultural capital; 10 things students need to do to graduate from the year group.			Rv	Im	→	→	→	Ev	→	→	→	→			MES/SA			
I	Re-launch of the student council			Rv	Im	→	→	→	Ev	→	→	→	→			MES			
N	Implementation of a monthly Ted Talks and lecture series on aspiration, growth mind-set, resilience and the importance of reading.				Im	→	→	→	Ev	→	→	→	→			MDF			

Key

Co	Communicate	PI	Plan
Pt	Pilot	Rv	Review
Im	Implement	Ev	Evaluate