

## Position Statement – Report to Governors

June 2017

<b>Overall effectiveness</b>	<b>Last inspection (Nov 2016)</b>	<b>Good</b>	<b>2</b>
	<b>Current position</b>	<b>Good</b>	<b>2</b>
Leadership and management		Good	2a
Personal development, behaviour and welfare		Outstanding	1
Quality of teaching, learning and assessment		Good	2a
Outcomes for children and learners		Good	2a
Effectiveness of Early Years		Good	1

### Information about Dixons Allerton Academy Primary

At DAAP, we are proud to take our place in DAA as the EYFS, KS1 and KS2 of our all-through academy.

Our vision as an all through academy is:

***‘... to improve scholar (child) achievement, develop character, create an academic culture and raise aspirations by ensuring daily practices are outstanding.’***

Our mission statement as a Primary Phase is that children will leave our Primary Phase saying:

‘At DAAP, I am prepared to be successful in the next phase of my education because I have joyful memories of exciting, purposeful and challenging learning experiences where I also learned to respect myself, others around me and my environment’.

In order to achieve this mission we promote three core values which are: Happiness, Respect and Achievement. These are driven by Purpose, Trust and Hard Work.

These values pervade everything that we do; with regard to teaching and learning, communicating and engaging with parents; treating our fellow colleagues and engaging with visitors and other external agencies.

Our practice is thoroughly rooted these three core values:

**Happiness (Purpose):** Developing an intrinsic sense of happiness that is underpinned by a deep sense of purpose. Self-confidence, self-awareness, true aspiration and an ability to generate original ideas and actualise them and having the resilience to persevere are key.

**Respect (Trust):** Developing a mutual sense of respect for each other as children and adults and for our environment which is underpinned by trust. Making choices that support an intrinsic sense of happiness for ourselves and others is key.

**Achievement (Hard Work):** Children must leave our primary phase able to communicate, read, write and calculate in order to make a positive contribution to society and be successful in their future lives. Achievement also means being the best in the world at something and having the drive and ambition to pursue the life and career path that motivates and excites you. Hard work and dedication is key.

- Our Primary Phase currently has 292 children - in Nursery (52 – 26 in the morning, 26 in the afternoon), Reception (60), Year 1 (60), Year 2 (60) and Year 3 (60). This will rise by 60 each year until 2020 when we will be a full primary phase with 472 children.
- Gender splits in each year group are as follows: Nursery – 21 boys/ 27 girls, Reception – 32 Boys / 26 Girls, Year 1 – 25 Boys / 34 Girls, Year 2 – 31 Boys / 29 Girls, Year 3 27 Boys / 32 Girls. This leads to an overall gender split of 47% boys/ 53% girls
- Term of birth splits are as follows: Nursery – 23 Autumn, 15 Spring, 14 Summer; Reception – 19 Autumn, 28 Spring, 11 Summer; Year 1 – 24 Autumn, 18 Spring, 18 Summer; Year 2 – 20 Autumn, 13 Spring, 27 Summer; Year 3 – 22 Autumn, 16 Spring, 22 Summer.
- The large majority of students are from minority ethnic backgrounds (96%).
- A large percentage of our children and families speak English as a second language (88%).
- The proportion of disadvantaged students is (19%). This figure is mis-leading. We are focussing on ensuring that all of those eligible families have applied (see Improvement Plan)
- The proportion of students receiving SEN-D support is (10%).
- We have one ‘Looked After Child’ in our Reception class.
- The vast majority of children enter our Nursery working within 22-36 Developing or below with significant weaknesses in most areas of learning.
- Of our nine fully qualified classroom teachers, five are NQTs (56%) and a further two are second or third year teachers (22%).
- As a growing school, 40% of our fully qualified teachers started employment with us in September 2016.

- In our pursuit to offer high quality training to people who aspire to teach in Bradford and in order for us to 'grow our own teachers', we are currently supporting three salaried Schools Direct students and one un-salaried Schools Direct student.

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

### Ofsted areas for Improvement

See the Ofsted Improvement Plan for a detailed breakdown of actions and milestones.

- Ensure that higher attaining and more able children are challenged in every lesson to enable them to exceed age related expectations and achieve greater depth in reading, writing and mathematics.

### What else does Dixons Allerton Primary need to do to improve further?

See the latest SEF Summary (Nov 2016) and the Academy Improvement Plan (2016-17) for a detailed and extensive list of our priorities for improvement. The following priorities are a key focus for Cycle 3:

- To ensure that all gaps identified in Cycle 2 data are addressed by Cycle 3 /end of year.
- To implement more robust ways of teaching and assessing phonics in Reception and Year 1 including interventions.
- To ensure that all curriculum guidance documents are updated and ready to support the effective induction of new staff in 2017/18 (including specifying protocols for teaching writing, handwriting, reading and phonics/ SPAG).
- To continue to implement and continually evaluate the attendance action plan in order to raise attendance and tackle long term absence.

### Dixons Allerton Primary is a good school.

#### Leadership and Management:

- Interim assessment data has been collected for Year 2 and for Reception during the week beginning 12 June. Other year group data was last collected at the end of May. All groups of children have made gains towards achieving age related expectation in Maths, Reading and Writing.
- There is currently no distinguishable difference between the attainment of disadvantaged and all children in any subject in any year group. The spending of Pupil Premium funding is making an impact on these vulnerable children.
- The two main priorities in improving teaching and learning throughout the end of Cycle 3 has been to address the gaps in data identified at the end of Cycle 2 and to successfully implement more robust and systematic ways of teaching phonics to Reception and Year 1.
- The academy's weekly coaching of teachers including daily performance walks, weekly book scrutinies and weekly performance tracker entries is continuing to support the improvement of the quality of teaching. All teachers are working at or beyond career expectation.
- Performance Management review meetings were held with all staff throughout the end of Cycle 2 where progress and attainment data was scrutinised and subsequent actions for continuing improvement planned.
- TLR Holders (Middle Leaders) have accessed a bespoke training opportunity delivered by a Senior Leader from another Dixons Academy. Quality assurance and monitoring have been a focus. As a result, middle Leaders are far more engaged in key assessment data for their area of responsibility and have planned their own monitoring and evaluation schedule as a result. Middle Leaders are more accountable for improvements in their key areas.
- A review of Governance has been completed to ensure that Governors are working within a framework that allows them to suitably challenge senior leaders in the primary phase. Any suggested changes will be implemented throughout the rest of 2017.
- Instances of bullying and bothering remain low across the Primary Phase. There have been reports of two instances throughout the end of Cycle 2 and the start of Cycle 3. Both have been dealt with swiftly by the Primary Head and the respective class teachers. All parents appear entirely happy with the action taken and there has so far been no repeat of the complaints.
- An event has been planned for parents to bring their electronic devices to school to ensure that they are safe for children to use. BT and a community police officer will facilitate the event. Since the E-Safety meeting delivered to all parents in February, disclosures from children about on line safety and watching inappropriate films has reduced. No disclosures of this nature have been made since the Easter holiday.

#### Personal Development, Behaviour and Welfare:

- Personal development, behaviour and welfare remains a strength in the Primary Phase.
- Improving attendance has been a key focus for the Primary Phase this cycle. An attendance action plan has

been implemented with new milestones plotted out. Attendance has continued to gradually rise since before Christmas but a significant bout of chicken pox across the whole Primary Phase has meant that we have struggled to raise attendance above 95%.

- Long term absence continues to be a significant problem for the Primary Phase. On excluding LTA from the overall figures, attendance for Years 1, 2 and 3 is 96.2%. 39 children in years 1, 2 and 3 have had 5 or more consecutive days away from school at some point this school year. Actions to minimise the impact of LTA on learning and progress have been implemented as per the attendance action plan and fixed penalty notices have always been issued..
- Persistent absence has dropped from 20% at Christmas to 15.5% by May, again showing the impact of the work completed in the attendance action plan.
- Tackling lateness continues to be a feature. Lateness is now at 1.8% for the year so far which shows that punctuality procedures are having a positive impact.
- Our after school club provision has been further enhanced by our Resource and Enrichment Manager. Clubs now include art, singing, multi sports, gardening, and ipad club.

#### **Quality of teaching, learning and assessment:**

- 100% of lessons are judged to be good or better as decided by regular learning walks and evidence scrutinies.
- Despite supporting a large percentage of NQTs to continue to make progress towards achieving the teacher standards, assessment data shows that the vast majority of children have already made progress and are on track to achieve end of year targets. 100% of teachers are working at or beyond career expectations.
- Evidence collected in weekly evidence and book scrutinies as well as the weekly 'teacher tracker' show that teachers identify misconceptions more frequently and build on pupil's strengths in lessons.
- Maths Mastery has successfully been introduced and embedded in Reception, Year 1, Year 2 and Year 3. The structure of the units of work and suggested lesson design which incorporates talk tasks and 'do now activities' is supporting children in understanding their mathematical learning to a deeper level.
- Writing is taught in a much more systematic and key objective led way with guided writing, working walls and symbol marking all being introduced this cycle. Progress in writing, particularly in Years 1 and 2 is clear to see when looking at children's books.
- The teaching and on-going assessment of reading continues to be a strength particularly in Years 1 and 3. Similarly robust reading procedures and record keeping have been introduced into Reception this last cycle.
- The effective mapping, planning, teaching, learning and assessment of science in Year 2 has been a focus. Evidence in books suggests that science is now more of a priority and is being taught well.
- A number of externally based visitors have commented on the independence, resilience and resourcefulness of our children which we believe is supported by our curriculum design and commitment to child centred learning.

#### **Outcomes for Children:**

- 93% of children passed the Year 1 phonics screening test (87% disadvantaged). This figure is likely to be above national (81% passed the test in 2016). Recent 'Read, Write Inc interventions have had a huge impact on children's ability to read phonetically.
- In Year 2, 73% in Maths (23% Greater Depth), 70% in Writing (22% Greater Depth) and 70% in Reading (23% greater depth) have achieved the national standard for end of Key Stage 1. – National 2016 Maths 73% ARE (18% GD), Writing 65% ARE (13% GD), Reading 74% ARE (24% GD).
- In Year 2, 67% of children have achieved the national standard in reading, writing and maths combined. This is a 3% increase for this cohort who achieved 65% GLD at the end of Reception. Combined reading, writing and maths nationally in 2016 was 60%. 20% of children have achieved Reading, Writing and Maths combined at Greater Depth.
- In Year 1, gains on the percentages of children achieving ARE at the end of Cycle 2 compared to baseline are +19% for reading (90%), +20% in writing (83%) and +6% in maths (81%).
- In Year 3, gains on the percentages of children achieving ARE at the end of Cycle 2 compared to baseline are +10% in reading (75%), +11% in writing (74%) and +4% in Maths (71%). We are confident that end of Year 3 targets of 80% in all three subjects will be either met or very nearly met.
- There is no discernible difference in the attainment and progress of disadvantaged children when compared to all in any year group.
- The following moderation of Year 2 Teacher Assessment has taken place - Exceed Teaching Alliance x 2, external from A Phillipson, with St John's Primary School; internal between classes and with Y3 teacher and with Lynette Clapham (LA qualified moderator)

#### **Overall Effectiveness of Early Years**

- Progress data in EYFS shows that the vast majority of children are making accelerated progress from low starting points with significant weaknesses in key areas of learning. Up to 65% of children have achieved Good Level of Development in Reception. This figure was 0 at the start of Reception.
- The percentage of children in receipt of Pupil Premium achieving GLD is 71% which is line with the national

figure for all children in 2016.

- There is still a gender gap with girls out performing boys, but the number of boys on track has significantly increased to 54%. Of the 8 children on the SEN register in Reception, 7 are boys; 3 of these boys have EHCPs.
- Recent evidence reviews show that the evidence collected to back up teacher's assessment judgements are of a very high quality.
- The following moderation of EYFSP data has taken place - LA Moderation Workshops, Internal (with Y1/ YN and between classes)- Evidence reviews and feedback, Reception with St John's.
- Our EYFS was chosen by Early Excellence to form part of the national 100 Hundred Review. Filming and a thorough case study was completed. The Primary Head was on the expert panel which formulated the Executive Summary