

| Outcomes: Daily Practices are Outstanding | | 2018/19 Cycle RAG | | |
|--|---|----------------------|-----------|-----------|
| | | C1 (2018) | C2 (2019) | C3 (2019) |
| Statements of Success: PRIMARY | | | | |
| A | In response to data and QA systems, leaders create succinct Position Statements and action plans to drive improvement at each Cycle. | | | |
| B | SLT are trained in 'Instructional Coaching' to ensure that feedback during coaching sessions enables all staff to improve continuously. | | | |
| C | The academy values are continuously referred to through weekly briefing, CPD and assemblies. | | | |
| D | Teachers identified as potential Middle Leaders attend the Dixons' CPD | | | |
| E | AHT attend 'teacher Educator' course provided by Institute for Teaching. | | | |
| F | The Trust's refined appraisal system is in place and all Primary Staff have a PGP to be reviewed at each Cycle. | | | |
| G | QA systems are rigorous; teaching in the Primary Phase is never less than good. | | | |
| H | Year 6 curriculum is in place for September 2019 | | | |
| I | Disadvantaged children achieve at least in line, with other pupils nationally at all statutory assessment points. | | | |
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|--|---|----------------------|-----------|-----------|
| | | C1 (2018) | C2 (2019) | C3 (2019) |
| Statements of Success: SECONDARY | | | | |
| A | To create a culture of high expectations and to support the progress of all scholars, the academy vision, mission, values and keys to achieve are shared and embedded with all stakeholders | | | |
| B | Plans are in place to ensure that the academy is financially secure ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for scholars | | | |
| C | The Academy works closely with the Dixons Trust to replicate best practices, improve outcomes, raise aspirations and to create a strong academic culture | | | |
| D | DAA leaders can accurately review, plan and refine strategies to improve all aspects of the academy's work | | | |
| E | Scholars are protected against radicalisation and extremism | | | |
| F | SMSC is good and British values are promoted throughout the academy | | | |
| G | There is a broad and balanced curriculum in place to allow all scholars to achieve good outcomes and develop their character and culture | | | |
| H | The vast majority of staff and scholars agree that the Academy is well led and managed | | | |
| I | There is strong governance | | | |
| J | To ensure that teaching is consistently good across the academy, there is a weekly programme of professional development and regular bespoke coaching. | | | |
| K | The academy curriculum is reviewed and fit for purpose enabling an increase in the 90% of scholars able to achieve the EBacc | | | |
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| Teaching, Learning and Assessment: Create an Academic Culture | | | Sept 2018 to Sept 2019 Actions | | | | | | | | | | | | | |
|---|--|------|--------------------------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|------|--|
| Plan No. | Academy Improvements/Strategies Sept 2018 to Sep 2021 RED = Not Yet Implemented Amber = Partially Implemented Green = Fully Implemented | Lead | Sept 18 | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Sept 19 | Yr 2 | |
| | | | T01 | Ensure that classroom culture remains a priority for all staff and high expectations built upon a clear understanding of the academy mission and values. | ASV | Yellow | Green | | | | | | Red | | | |
| T02 | Continue to refine systems for teaching English in KS2, increasing the number of children at ARE for Reading and Writing | RHD | Yellow | Green | | | | Purple | | Red | | | | Purple | | |
| T03 | Develop systems to ensure that the wider curriculum has a balanced focus on knowledge and skills. | ASV | Yellow | Green | Purple | | Purple | | Purple | | Purple | | Purple | | | |
| T04 | Strengthen teachers' knowledge and understanding of assessment procedures to ensure that they utilise data effectively for planning and teaching. | RGD | Yellow | Green | | | | Purple | | | | | | Purple | | |
| T05 | Further embed the incremental coaching and deliberate practice model to ensure the quality of teaching and learning is consistently outstanding across all curriculum areas. | JBT | | | | Purple | | | | Purple | | | | Red | | |
| T06 | Teachers and leaders continue to develop consistent and effective feedback through the QA of T&L | JBT | Green | | Purple | | Purple | | Purple | | | | Purple | Green | | |
| T07 | Classrooms provide a stimulating and positive learning environment | RSH | Yellow | Yellow | Green | Green | | | | | | | Purple | Black | | |
| T08 | Teacher growth plans support and promote continual personal development | PBK | Green | | | | Purple | | | Purple | | | | Purple | | |
| T09 | Share good practice across all KS5 subjects to ensure that Marking and Feedback is highly effective at improving progress | | Green | Red | | Purple | | | Purple | | | | Purple | | | |
| T10 | When needed, cover work is of a very high standard and promotes independent learning | | Yellow | Green | | Purple | | | Purple | | Purple | | | | | |
| T11 | Continue to embed independent learning skills | AWL | | Red | | | | Purple | Purple | | | | | Purple | | |
| T12 | Throughout the year, and not just prior to assessments, scholars demonstrate true industry | LDI | | Red | | | Purple | Purple | Purple | | Purple | Purple | | | | |

| Outcomes: Create an Academic Culture | | 2018/19 Cycle RAG | | |
|---|--|----------------------|-----------|-----------|
| | | C1 (2018) | C2 (2019) | C3 (2019) |
| Statements of Success: PRIMARY | | | | |
| A | SLT have completed training for 'Instructional Coaching' | | | |
| B | Teachers receive coaching session bi-weekly to discuss feedback on teacher tracker. | | | |
| C | Provision continuums underpin planning and provision. They are displayed in classrooms to ensure clarity of communication. | | | |
| D | Teachers create Key Fact sheets for each unit of work, the content of which is embedded through regular retrieval practice. | | | |
| E | Learning is shared with parents through half termly newsletter | | | |
| F | PUMA and PIRA tests are completed at each assessment cycle for Y1-5 | | | |
| G | QA systems and processes confirm that feedback is effective in all year groups. | | | |
| H | Mental Maths program is in place, with a clear focus on securing children's knowledge of multiplication and division facts up to 12x12 by the end of Y4. | | | |
| I | A clear policy for teaching reading in KS2 is created and shared with staff. | | | |
| J | Teacher's subject knowledge of grammar is increased through CPD sessions. | | | |
| K | Teachers are able to analyse and interpret their own data, subsequently creating specific and precise intervention plans at each cycle | | | |
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| Outcomes: Create an Academic Culture | | 2018/19 Cycle RAG | | |
|---|---|----------------------|-----------|-----------|
| | | C1 (2018) | C2 (2019) | C3 (2019) |
| Statements of Success: SECONDARY | | | | |
| A | Teachers create positive relationships so that scholars make good progress in an academic culture | | | |
| B | The quality of marking and feedback is Good or better | | | |
| C | All SOW are of a high quality so that all scholars learn well | | | |
| D | To aid learning, all lessons show the consistent use of teaching and behaviour routines so that scholars are focused on maximising their learning | | | |
| E | The curriculum ensures that all scholars access a range of differentiated pathways to secure good academic outcomes and to improve literacy, numeracy and skills. | | | |
| F | The SOW are designed to allow scholars to develop, consolidate and deepen knowledge, understanding and skills | | | |
| G | The academy cycle structure ensures that scholars who fall behind are identified quickly and are supported to improve their learning | | | |
| H | Home learning is effective at improving scholar progress | | | |
| I | A coaching and practice model is used weekly to improve teaching and learning | | | |
| J | Assessments and reporting systems are robust and accurate so that scholars and their parents know what they need to do to improve their learning | | | |
| K | Teachers use questioning skilfully to ensure that scholars better understand new concepts and improve their learning | | | |
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| Outcomes: Develop Character | | 2018/19 Cycle RAG | | |
|---------------------------------------|---|----------------------|-----------|-----------|
| | | C1 (2018) | C2 (2019) | C3 (2019) |
| Statements of Success: PRIMARY | | | | |
| A | Effective attendance monitoring systems ensure that PA is less than NA (10%) | | | |
| B | QA systems confirm that behaviour is never less than good in 100% of lessons. | | | |
| C | KS1 and KS2 children have access to sports equipment during break and lunchtimes. | | | |
| D | Children complete a health and well-being questionnaire, the outcomes of which inform the PSHCE curriculum | | | |
| E | An nurture program is developed and implemented to support children at risk of low attendance. | | | |
| F | A weekly attendance report is compiled and used to identify children whose attendance is falling. | | | |
| G | 100% of children feel happy and safe at school. | | | |
| H | 100% of parents attend consultation evenings | | | |
| I | School council organise 3 community events over the course of the year. | | | |
| J | Friends of DAA organise 3 fundraising events over the course of the year. | | | |
| K | DAAp are represented at at least two sporting events over the course of the year. (Possible intra-trust tournament) | | | |
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| Outcomes: Develop Character | | 2018/19 Cycle RAG | | |
|---|---|----------------------|-----------|-----------|
| | | C1 (2018) | C2 (2019) | C3 (2019) |
| Statements of Success: SECONDARY | | | | |
| A | Daily practices are outstanding and this ensures that all scholars consistently bring equipment, are punctual to lessons and are in correct uniform. | | | |
| B | All scholars have an excellent attitude to learning and their high standards of behaviour show that they respect the diversity of the school community | | | |
| C | All Scholars conduct themselves around the building in an orderly and responsible manner and actively support the promotion of an academic culture in the academy | | | |
| D | 100% of books are graffiti free and scholars take pride in their work | | | |
| E | Scholar Voice demonstrates that more than 90% of scholars feel that the school's academic culture is good (safe, happy, are positive about school, enjoy teaching and learning, willingly complete home learning) | | | |
| F | The vast majority of scholars have good moral principles and are proud that behaviour in lessons is good and many are outstanding | | | |
| G | Safeguarding is effective | | | |
| H | Attendance is 96% (-Eid) and PA is below the national average | | | |
| I | All scholars feel safe, valued and work hard with the school to prevent all forms of bullying; bullying is rare and if it does occur it is dealt with effectively | | | |
| J | There is an academic feel to the school that is clearly visible and pervades the school culture to enable all scholars to achieve good outcomes that allow them to have ambitious life choices | | | |
| K | High quality PSHE and CEIAG allow scholars to raise their aspirations and develop good moral principles | | | |
| L | 100% of scholars receive age appropriate CEIAG | | | |
| M | 100% of scholars are not classified as NEET at the end of Y11 and are destinations are appropriate | | | |

| Outcomes: Raise Aspirations and Improve Scholar Achievement | | 2018/19 Cycle RAG | | |
|---|--|----------------------|-----------|-----------|
| | | C1 (2018) | C2 (2019) | C3 (2019) |
| Statements of Success: PRIMARY | | | | |
| A | At least 70% of children achieve GLD at the end of Reception. The attainment gap between gender and disadvantaged groups is small. | | | |
| B | At least 85% of children in Year 1 meet the expected standard in the Phonics screening test. | | | |
| C | At least 75% of children meet the expected standard in Reading, Writing and Maths at the end of KS1. | | | |
| D | The number of children awarded GDS at the end of KS1 is at least, in line with national figures. | | | |
| E | At least 68% of children meet the expected standard in R/W/M at the end of KS1. | | | |
| F | In all year groups, progress and attainment for disadvantaged children matches or is close to that of others | | | |
| G | In all year groups, at least 80% of children make expected progress in Reading, Writing and Maths. | | | |
| H | In all year groups, at least 20% of children meet GDS at the end of the year | | | |
| I | In all year groups, the attainment gap between boys and girls remains close. | | | |
| J | Teachers are able to analyse and interpret their own data, subsequently creating specific and precise intervention plans at each cycle | | | |
| K | In all year groups, children with identified SEND make at least, expected progress. | | | |
| L | At least 70% of children in Year 3 are on track to meet the expected standard in multiplication check 2020. | | | |
| M | At least 70% of children in Year 5 are on track to meet the expected standard for RWM combined in KS2 SATs | | | |

| Outcomes: Raise Aspirations and Improve Scholar Achievement | | 2018/19 Cycle RAG | | |
|---|---|----------------------|-----------|-----------|
| | | C1 (2018) | C2 (2019) | C3 (2019) |
| Statements of Success: KEYSTAGES 3 & 4 | | | | |
| A | The progress 8 score achieved by scholars in the (Year 11) is +0.50 | | | |
| B | The attainment 8 score achieved by scholars in the (Year 11) is at least 48.0 | | | |
| C | 50 % of scholars from the (Year 11) achieving a 5+ English and Maths | | | |
| D | 20 % of scholars from the (Year 11) achieving a 5+ in the EBacc | | | |
| E | 70 % of scholars from the (Year 11) achieving a 4+ English and Maths | | | |
| F | 45 % of scholars from the Class of 2018 (Year 11) achieving a 4+ in the EBacc | | | |
| G | Scholars with low prior attainment on entry either have a positive P8 score or this is rapidly closing to be inline with national | | | |
| H | Scholars with middle prior attainment on entry either have a positive P8 score or this is rapidly closing to be inline with national | | | |
| I | Scholars with high prior attainment on entry either have a positive P8 score or this is rapidly closing to be inline with national | | | |
| J | Scholars with low prior attainment on entry either have a positive P8 score in English or this is rapidly closing to be inline with national | | | |
| K | Scholars with middle attainment on entry either have a positive P8 score in English or this is rapidly closing to be inline with national | | | |
| L | Scholars with high prior attainment on entry either have a positive P8 score in English or this is rapidly closing to be inline with national | | | |
| M | Scholars with low prior attainment on entry either have a positive P8 score in mathematics or this is rapidly closing to be inline with national | | | |
| N | Scholars with middle attainment on entry either have a positive P8 score in Mathematics or this is rapidly closing to be inline with national | | | |
| O | Scholars with high prior attainment on entry either have a positive P8 score in Mathematics or this is rapidly closing to be inline with national | | | |
| P | Reading ages are improved so 80% of all Y7 scholars are at their chronological and 100% by the end of Yr 8 | | | |
| Q | Disadvantaged scholars, with low prior attainment, have a positive P8 score that is similar to or improving in relation to other scholars nationally | | | |
| R | Disadvantaged scholars, with middle prior attainment, have a positive P8 score that is similar to or improving in relation to other scholars nationally | | | |
| S | Disadvantaged scholars, with high prior attainment, have a positive P8 score that is similar to or improving in relation to other scholars nationally | | | |
| T | SEND scholars have a positive P8 score that is similar to or improving in relation to other scholars nationally | | | |

| Outcomes: Raise Aspirations and Improve Scholar Achievement | | 2018/19 Cycle RAG | | |
|---|--|----------------------|-----------|-----------|
| | | C1 (2018) | C2 (2019) | C3 (2019) |
| Statements of Success: KEYSTAGE 5 | | | | |
| A | L3 Academic Progress Score (VA) is +0.5 | | | |
| B | L3 Academic Average Result is B- | | | |
| C | L3 Academic Points Score is 35 | | | |
| D | L3 Applied General Progress Score (VA) is +0.5 | | | |
| E | L3 Applied General Result is D* | | | |
| F | L3 Applied General Points Score is 42 | | | |
| G | 100% Retention Rate | | | |
| H | There is a 100% Pass rate across all subjects | | | |
| I | | | | |
| J | | | | |
| K | | | | |
| L | | | | |
| M | | | | |