

Public Document Pack

SUPPLEMENTARY INFORMATION

INNER WEST COMMUNITY COMMITTEE – 27TH NOVEMBER
2019

AGENDA ITEM 10 DIXONS UNITY ACADEMY UPDATE

AGENDA ITEM 11 LEEDS WEST ACADEMY UPDATE

This page is intentionally left blank

Dixons Unity Academy - Inner West Report - November 2019

Information about the academy

Dixons Unity has 734 students in year 7-11 and is smaller than the average secondary school. 382 students are male (52%) and 352 are female (48%). In September, we welcomed 163 students in to the academy. 93 students left this July which means that the school roll has increased by 70 students from 2018 - 2019.

- The academy was re-brokered to the Dixons Multi-Academy Trust on 1 October 2018.
- The academy was built to house over 1200 students and had a falling / variable roll as of September 2018.
- The academy is a PFI building which is managed by Interserve and Leeds City Council
- The school has a range of cultures and ethnicities, although White British students make up 62% of the overall cohort.
- 219 (32%) students have English as an additional Language.
- The proportion of disadvantaged students is very high (59.40%).
- The proportion of students with a known medical condition is 19.35%.
- There are 2 children classed as looked after / in care.
- 18.12% of students have SEND needs.
- 16.08% of students have SEND status.
- There are currently 46 teaching staff employed at the academy.
- 6 members of staff are in their first two years of teaching.
- The academy day begins at 8.00 and finishes at 14.50. There are 5 one-hour lessons a day with a 30-minute tutorial, a thirty minute lunch and a twenty minute morning break every day.
- 16 students currently attend Alternative Provision or MNTS

Summer 2019 Results (2018 Figures in brackets)

- Progress 8 -0.53 (0.66)
- Basics 4+: 38% (33%)
- Basics 5+ 19% (13%)
- Attainment 8: 33.11 (32.4)
- Non-disadvantaged students P8: 0.0
- Girls bucked the National trend and have performed half a grade worse than boys on average
- SEND students performed half a grade worse than peers on average
- Disadvantaged students performed -0.85 worse than peers on average
- HA: -0.75
- MA: -0.85
- LA: -0.03
- It is worth remembering that, at the time of the results, the academy had only been part of the Dixons Trust for just 7 months.

CLA / Vulnerable Groups

- Dixons Unity Academy focuses on Quality-First teaching and creating a learning environment which allows students of all backgrounds, needs and cultures to succeed.
- We focus on delivering high quality learning for all and aim to be an inclusive and welcoming environment for all students.
- All students are given access to the Wellbeing Hub, with Mindmate-trained staff as well as having access to the Learning Support Rooms via a LS Pass that they can use at their own discretion. The LS room is a

staffed resource and space for students to take time out, get help with learning or speak to a member of staff to receive support or advice.

- Our high number of SEND and Disadvantaged students and numbers of in-year admissions (169 in the academic year 2018-19) mean that every teacher at DUA must account for a wide range of needs in every single lesson.
- Centrally planned and developed curriculum, LTPs and SOW provide a basis for teachers to develop individual classroom resources to meet the needs of their students.
- Data Day (x 3 every year) gives staff an opportunity to review Cycle assessment performance and plan interventions to meet the needs of their students. Question Level Analysis and all available data is used to identify gaps in students learning that can be plugged through a variety of in-class interventions, ranging from Masterclasses to bespoke 'Learn Nows', one-to-one teaching and additional resources.
- We employ a full time Wellbeing Officer and Child Protection Manager to ensure that students' education is supplemented by expert internal support.
- We have invested in Pastoral support to ensure that the cuts made by the previous academy Trust do not continue to have a negative effect the welfare and personal development of our students. We employ a SSPO and have increased the level of staffing in attendance, SEND (including a new SENDCo) and Child Protection / Wellbeing.
- We have opened our own Internal Alternative Provision (The Hub) to provide an additional layer of support for students who were in a cycle of poor behaviour choices leading to increased instances of Isolation and Exclusion. This has had a significant impact on these students and as a result of this intervention, we are now starting to see them begin to reintegrate gradually back in to Mainstream education.
- We work with the Cluster to ensure that Families receive early help and access to the services they need. We are currently reviewing this with the TSL Amanda Hargreaves and have agreed that Dixons Unity will have its own Support and Guidance meetings due to the number of referrals and level of need. The Cluster team are also going to be housed in our building.
- We also have a dedicated Behaviour Support Mentor who provides a link between Alternative Providers and the Academy. This role includes visiting the provisions on a regular basis for induction, review and support meetings as well as supporting reintegrations back to the academy. We are an active member of the AIP and our Senior Vice Principal Chairs a subcommittee on Quality Assurance of our Local Authority provisions.
- The Principal is active in our most poverty-stricken area, New Wortley, being a Trustee of the New Wortley Community Centre Association and the New Wortley Core Team.

Changes since the results

- We have changed little. The academy is on a journey which requires careful strategic planning over months and years, not constant uncertainty brought about by the introduction of different strategies. We aim for clarity, consistency and aim to have the integrity to believe in what we do for the benefit of our community.
- Following the results, all Heads of Subject produce a presentation which analyses the results and produce an action plan based around the steps needed to be taken to address areas of underperformance. Data Day allows classroom teachers to reflect on how they will do this in the classroom.
- We are resolute in our vision:

The academy is united behind a common purpose of empowering young people from all cultures and backgrounds to improve their life chances and develop a lifelong love of learning which enriches the local community. We all work hard to climb the mountain to university or a viable alternative and to secure a progress 8 score of +1.0.

And Values:

- **Integrity**
We stand up for our beliefs. We are honest with ourselves and each other – even when this is difficult. We do what is right; not what is easy. We do our best every day and ask ourselves, 'How can I be better today than I was yesterday?'
- **Resilience**
We aspire to educational excellence and realise that this is a never-ending journey to climb the mountain to success. We support each other to overcome all barriers to success and recognise that hard work beats talent and that every failure is a lesson.

- **Respect**
We respect ourselves and each other and understand the gravity of our work here. We expect the highest levels of respect and civility from our students, parents and colleagues. We are professional. We are proud of our school.
- We ask ourselves 6 Critical Questions to ensure organisational success:
- Why do we exist? *To challenge educational and social disadvantage in the North.*
- How do we behave? *Work hard; Be good; be kind.*
- What do we do? *Establish high-performing non-faith academies which maximises attainment, value diversity and build cultural capital*
- How will we succeed? *Academic rigour, Aligned Autonomy (the balance between consistency and self-determination and putting Talent first.*
- What is most important right now? *What is the one area we must work towards to be successful?*

We believe that we have the recipe for success at Dixons Unity and have already seen improvement in progress, behaviour and culture. Right now, the greatest threat to success at the academy is attendance.

Culture

- Exclusion were very high for the first academic year as we worked to gain control of the academy, the classrooms and introduce high expectations for all.
- We have seen a dramatic reduction in exclusions as we work towards ensuring all students value their education and, with increased community and parental engagement, we are confident that this will continue to be the case term-on-term and year-on-year; following a pattern we have experienced in our other turnaround schools.
- There have been 75 fewer instances of exclusion (215 – 2018 / 140 – 2019) in the first half term.
- 23 fewer students have been excluded this year compared to 2018 over the same period (79 – 2018 / 56 – 2019). A reduction of 4% of the cohort. This is with increased student numbers.
- Figures for students excluded more than once are now 0.8% below National figures (3.9% vs 4.7%)
- Instances of isolation have reduced by 33% in comparison to 2018 and by 46% in comparison to HT6 of 2017-18.
- Isolation is staffed by SLT.
- Students sit at single tables and work through booklets with a range of tasks produced by each subject area.
- Students spend part days in isolation (p1-3 or p5 and 6) for returns from exclusion and instances of missed detention.
- Students may be issued with a full day in isolation only as a measure to avoid exclusion and often where Reasonable Adjustments might need to be made.
- Students with additional needs also would receive intervention from the Wellbeing Hub and LS rooms as part of their time in isolation.
- Mentoring and step out is also used to enable all students to have the best chance of succeeding in completing their isolation. Non-teaching pastoral teams provide this – usually their Assistant Head of Year.

Community Engagement

- Ultimately, our vision is to have far-reaching, high impact on our community by ensuring that our young people go on to lead happy and successful lives. Improving the educational outcomes of our students has a tangible effect on the opportunities, outlook and sense of worth in our community. Unfortunately, the previous school failed a generation in our community and, as a result, we have had to work very hard to engage our parents and our community.
- We undertake food collections and baby supplies for our families which are delivered by our safeguarding team.
- We provide free uniform to our families who live in poverty.

- We are working with Aldi Armley to provide support to families who are living in difficulty.
- We have a dedicated EAL team / student induction programme and are working with the Refugee / Migrant Team and the *Community Connectors* to reduce barriers to our community. We provide translators for all of our EAL families.
- The academy is a part of the Burberry Foundation Project, aiming to bring experiences of the Arts to young people in areas of high social and economic disadvantage
- The Principal is an active member of Community Action Groups, including Council-led initiatives.
- The Academy will be serving Christmas Dinner this year and providing an *experience of Christmas* for our families who do not have the resources to provide this for their own children.
- Bryan Pearce works with local businesses and community groups to bring their support and expertise in to the building, including local and national employers. We were winners of the National Enterprise Challenge (MOSAIC) in 2019.



Leeds West Academy

Update to the Inner West Community Committee

Christian Wilcocks: Principal, Leeds West Academy

Overview

Context

Student Outcomes

Strategic Planning

Vulnerable Learners

Isolation

Community Engagement

Page 6

Two cycles of Strategic Action

Context

Student Outcomes

Strategic Planning

Vulnerable Learners

Isolation

Community Engagement

Page 7

LEEDS WEST ACADEMY: Strategy for Rapid Improvement (June 2017 – May 2018)

Leeds West Academy

Strategy for Rapid Improvement V3

6 June 2017

Strategic Priorities 2017-18

The key strategic areas for improvement as detailed within this plan have been formulated to improve outcomes for all students. There is an increased emphasis on the performance of key groups within school, particularly students from disadvantaged backgrounds (DS), those students identified with disabilities and/or special educational needs (SEND) and high attaining students (HA). Leeds West Academy's Strategy for Rapid Improvement defines four critical areas of improvement for our school. Each area for improvement is broken down further into the following **12 strategic priorities**:

- AREA A: Teaching, learning and assessment secures better outcomes for all students**
- A1: Secure consistently high standards of teaching, learning and assessment
 - A2: Improve the standard of students' work through consistent and incisive feedback and heightened expectation
 - A3: Grow a culture of Professional Confidence through the provision of **high quality** professional development
 - A4: A consistent approach is embedded across the school to improve students' Literacy and Numeracy
- AREA B: Improved student behaviour and attendance secures better outcomes for all students**
- B1: Improve attendance and reduce persistent absence
 - B2: Improve consistency in the application of Positive Discipline across the Academy
- AREA C: Improved leadership at all levels secures better outcomes for all students**
- C1: Secure consistency and rigour of line management throughout the Academy
 - C2: Secure a curriculum that drives positive outcomes for students and the Academy
 - C3: Ensure Pupil Premium funding is deployed effectively to improve standards for the students it supports
 - C4: Improve the strategic use of progress data to provide effective support and challenge and to raise standards
 - C5: Improve links with local primary schools to secure effective transition and curriculum continuity
 - C6: Improve the management of staff performance to embed a culture of learning across the academy

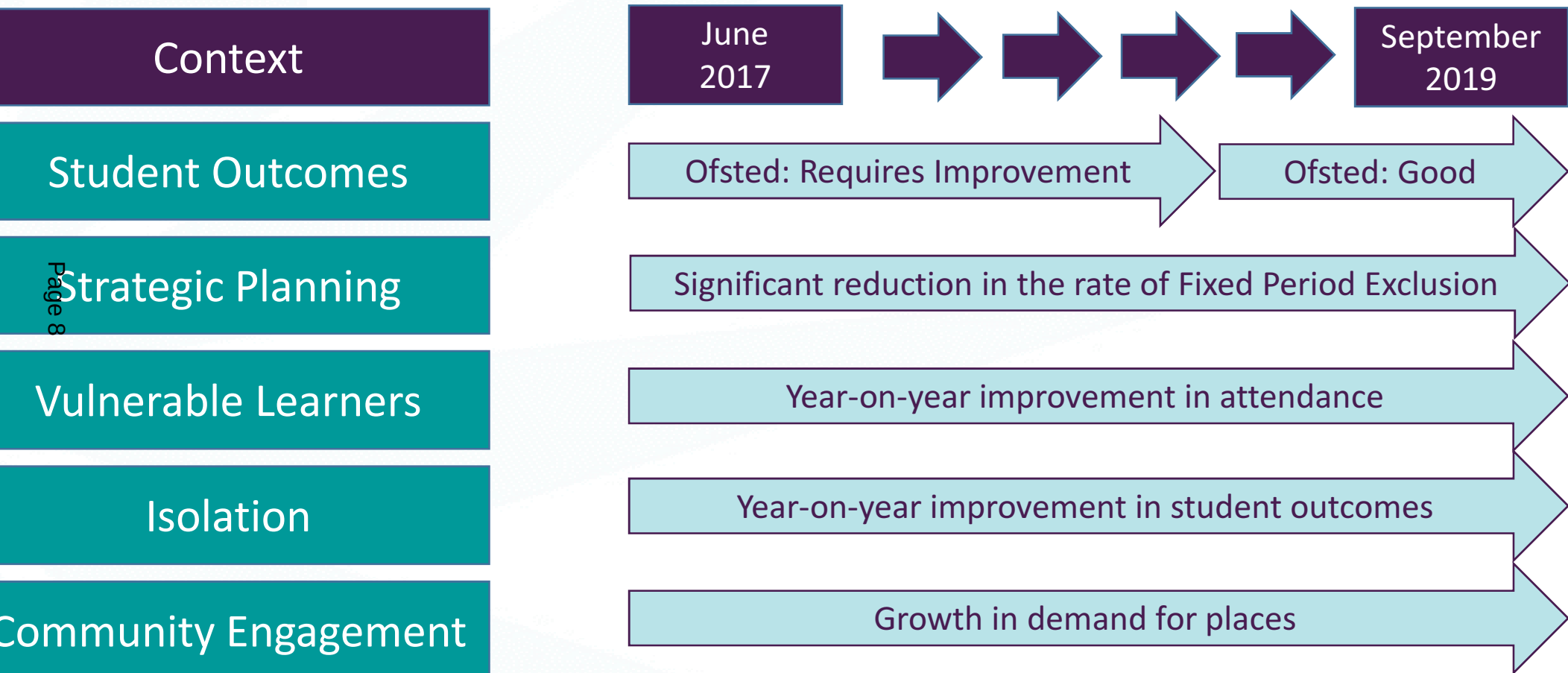
Strategy for Sustained Improvement

Strategic Priorities 2018-19: The BIG SIX

The key strategic areas for improvement detailed within this plan are designed to improve outcomes for all students and respond directly to the 12 key areas for improvement as identified by Ofsted. There is a sustained emphasis on the performance of key groups, particularly students from disadvantaged backgrounds (DS), high attaining students (HA) and those students identified with disabilities and/or special educational needs (SEND). This strategy defines four critical improvements areas for our Academy. Each mission is broken down further into six Strategic Priorities: **The BIG SIX**:

Area	Mission	Priorities "The BIG SIX"	This means...	Ofsted AFI's	Ofsted: What does the school need to do to improve further?
A Leadership & Culture	<i>High expectation. High aspiration. Every leader. Every level.</i>	1 A culture of professional confidence, empowerment and impact	- A world-class learning environment - AIRC (Action Research Communities) - A world-class Leadership Development Programme - Extended school day for Year 7 students - Strong focus on staff wellbeing to underpin effectiveness - Parental engagement programme	AFI 5, AFI 7, AFI 8	Improve pupils' progress more rapidly across the school by: - AFI 1 Using the information available about pupils' starting point to match work to their needs and abilities, particularly the Paying closer attention to the needs of disadvantaged pupils and those who have special educational needs and/or disabilities that these groups make more rapid progress from their points - AFI 2 Sharing the best practice in teaching more widely across school. Improve leadership and management by: - AFI 4 Ensuring that teachers provide pupils with sufficient challenge across all subjects, including in the sixth form - AFI 5 Ensuring that all subject leaders have the skills to monitor effectively pupils' progress and the quality of teaching. Making sure that the school's use of additional funding effectively - AFI 7 Providing pupils with high quality information and guidance they follow appropriate courses in the sixth form or in education - AFI 8 Ensuring that governors hold leaders to account for the performance robustly Improve pupils' behaviour by: - AFI 9 Ensuring that disadvantaged pupils and those who have educational needs and/or disabilities attend more regularly - AFI 10 Improving learner's attendance in the sixth form - AFI 11 Further reducing the number of fixed term exclusions - AFI 12 Ensuring that all pupils show positive attitude towards learning.
B Teaching, Learning & Assessment	<i>Every student challenged.</i>	2 Consistently strong teaching delivers outstanding outcomes	- Refined curriculum mapping - Refined schemes of learning - High challenge through The Purple Zone 50% focused on challenge - Challenge Charts 'Total Recall' homework strategy - Literacy for All	AFI 1, AFI 2, AFI 3, AFI 4	
		3 Revision, retention and recall accelerates learning			
C Behaviour & Engagement	<i>Every student known, valued and supported.</i>	4 A culture of outstanding attendance	- Elevated and refined systems for attendance promotion, tracking and intervention - Engaging the community, through student and family rewards for excellent attendance - Embedding Pivotal Behaviour practices - Promote restorative practices	AFI 9, AFI 10	
		5 A fair and consistent approach to behaviour by every adult, for every student		AFI 2, AFI 11, AFI 12	
D Achievement & Outcomes	<i>Every student achieves.</i>	6 Assessment and data underpins outstanding learning	- Curriculum refinement: 2022 vision - Usable classroom data drives high expectation and personalisation - Meaningful reporting to parents - Strong advocacy for disadvantaged students and those with Special Educational Needs and/or Disabilities	AFI 1, AFI 2, AFI 6, AFI 8	

Impact of Strategic Action



Context

Student Outcomes

Strategic Planning

Vulnerable Learners

Isolation

Community Engagement

Key Attainment Measures

Measure	2016 %	2017 %	2018 %	2019 %	Diff +/-
Basics (E&M) 4+%	40 (A*-C)	44	48	54	+6
Basics (E&M) 5+%	N/A	22	27	38	+11
Basics (E&M) 7+%	N/A	4	3	8	+5
Maths 9-4	50 (A*-C)	56	59	61	+2
Maths 9-5	N/A	31	36	47	+11
Maths 9-7	N/A	5	8	18	+10
English 9-4	51 (A*-C)	52	60	64	+4
English 9-5	N/A	33	40	47	+7
English 9-7	N/A	6	10	13	+3

Update

Context

Student Outcomes

Strategic Planning

Vulnerable Learners

Isolation

Community Engagement

Key Progress Measures

Headlines	2016	2017	2018	2019	Diff
Progress 8	-0.37	0.00	-0.22	-0.01*	+0.18
Progress 8 English	-0.68	-0.65	-0.46	-0.28	+0.16
Progress 8 Maths	-0.46	-0.33	-0.22	+0.08	+0.30
Progress 8 Ebacc	-0.91	-0.36	-0.45	-0.13	+0.30
Progress 8 Open	0.42	+1.00	+0.22	+0.20	-0.08

Strategic Priorities 2019-20

Context

Student Outcomes

Page 11

Strategic Planning

Vulnerable Learners

Isolation

Community Engagement

The BIG6 STRATEGIC PRIORITIES 2019-20 LWA STRATEGY TO SECURE EXCELLENCE

Area	Priorities "The BIG SIX"		This means...
A Leadership & Culture. Everyone exceptional. Every day.	1	Staff	- A culture that promotes personal wellbeing and professional excellence for all staff. - A ambitious and effective Leadership Development programme - CPD and research drives impactful innovation. - A cultural focus on staff wellbeing underpins professional effectiveness.
	2	Students	- A Students' Charter provides broad and enriching experience and opportunities for every student. - A community engagement programme that underpins effectiveness in all areas. - Strong advocacy leads to impactful teaching and provision for disadvantaged students and those with Special Educational Needs and Disabilities.
B The Quality of Education. An ambitious curriculum. Exceptional implementation. Exceptional outcomes.	3	Intent	- A coherently planned and sequenced curriculum that promotes the accumulation of knowledge, skills and cultural capital for future learning and employment. - A coherent learning experience aligning content, assessment and pedagogy. - No limits or barriers; high ambition for all students by all staff. - Enhanced opportunities promote cultural capital informed by locality. - Thoughtfully refined curriculum and schemes of learning mapping; 2022 vision. - A 'deep dive' approach to evaluate the implementation of curriculum intent.
	4	Implementation	- Effective teaching delivers the curriculum intent. - Refined quality assurance, underpinned by a principled coaching approach. - Assessment that embeds knowledge and informs teaching. - Effective implementation of Academy expectations (Purple Zone, Green for Growth, Literacy for All and Total Recall) with effective inclusive focus. - A rigorous approach to improving student's reading.
C Behaviour & Engagement. Every student achieves.	5	Attendance	- A culture that achieves outstanding attendance. - Rigorous systems for attendance tracking and intervention. - Bespoke personalised support to overcome barriers to outstanding attendance. - High profile attendance engagement within the Academy and the community.
	6	Attitudes	- Positive and respectful relationships promote exceptional behaviour. - Mutually respectful relationships and Positive Behaviour practice drive high standards of behaviour. - Student engage system driving positive ethos and engagement.

Strategic Priorities 2019-20

Area	Priorities "The BIG SIX"			This means...
A Leadership & Culture. Everyone exceptional. Every day.	1	Staff	A culture that promotes personal wellbeing and professional excellence for all staff.	- A ambitious and effective Leadership Development programme - CPD and research drives impactful innovation. - A cultural focus on staff wellbeing underpins professional effectiveness.
	2	Students	A wide and rich set of experiences that provide exceptional opportunities for students to develop their talents and interests.	- A Students' Charter provides broad and enriching experiences and opportunities for every student. - A community engagement programme that underpins effectiveness in all areas. - Strong advocacy leads to impactful teaching and provision for disadvantaged students and those with Special Educational Needs and Disabilities.

Strategic Priorities 2019-20

Area	Priorities "The BIG SIX"		This means...
B The Quality of Education. An ambitious curriculum. Exceptional implementation. Exceptional outcomes.	3	Intent	A coherently planned and sequenced curriculum that promotes the accumulation of knowledge, skills and cultural capital for future learning and employment. - A coherent learning experience aligning content, assessment and pedagogy. - No limits or barriers; high ambition for all students by all staff. - Enhanced opportunities promote cultural capital informed by locality. - Thoughtfully refined curriculum and schemes of learning mapping: 2022 vision. - A 'deep dive' approach to evaluate the implementation of curriculum intent.
	4	Implementation	High quality lessons and assessment contribute consistently well to delivering our curriculum intent. - Effective teaching delivers the curriculum intent. - Refined quality assurance, underpinned by a principled coaching approach. - Assessment that embeds knowledge and informs teaching. - Effective implementation of Academy expectations (Purple Zone, Green for Growth, Literacy for All and Total Recall) with an effective inclusive focus. - A rigorous approach to improving student's reading.

Strategic Priorities 2019-20

Area	Priorities "The BIG SIX"			This means...
C Behaviour & Engagement. Every student achieves.	5	Attendance	A culture that achieves outstanding attendance.	• Rigorous systems for attendance tracking and intervention. • Bespoke personalised support to overcome barriers to outstanding attendance. • High profile attendance engagement within the Academy and the community. • Mutually respectful relationships and Positive Behaviour practice drive high standards of behaviour. • Student engage system driving positive ethos and engagement
	6	Attitudes	Positive and respectful relationships promote exceptional behaviour.	

Provision for Vulnerable Learners

Context

Student Outcomes

Strategic Planning

Vulnerable Learners

Isolation

Community Engagement

Nurture Group



Pupil Premium
Pathways



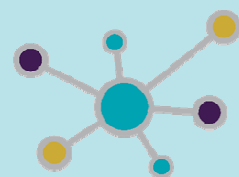
PUPIL PREMIUM
PATHWAYS

ANT System



ADDITIONAL
NEEDS TEAM

The Link



THE LINK

WRAT Trust-wide CPD

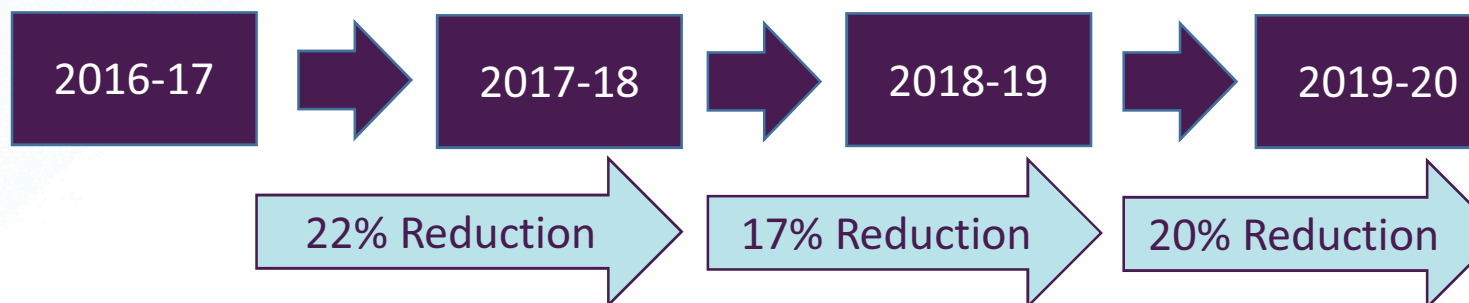


Vulnerable Groups

understanding, nurturing and empowering learners

Isolation: Not an isolated approach

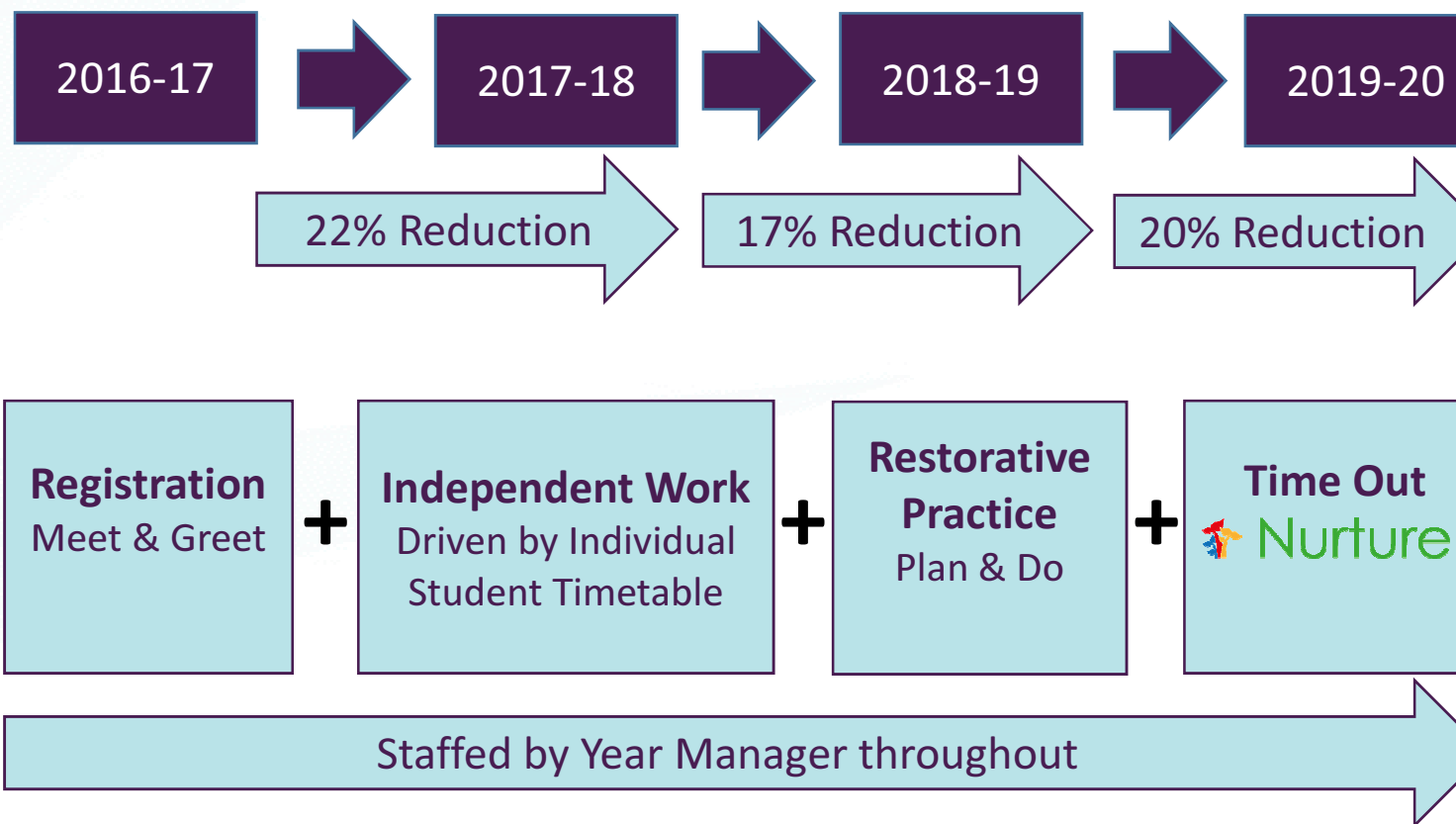
Context
Student Outcomes
Strategic Planning
Vulnerable Learners
Isolation
Community Engagement



Isolation: Not an isolated approach

Context
Student Outcomes
Strategic Planning
Vulnerable Learners
Isolation
Community Engagement

Page 17



Community Engagement

Context	Primary School Parents' Evenings	Radio Aire Christmas Toy Appeal	ENACTUS Project (Social Enterprise in Local Community)	Local Resident Afternoon Tea with 'Aspire' Christmas Lunch Christmas Card distribution Serving lunch to vulnerable local residents LWA Startlight work with 'Aspire' School Productions Special Invitations
Student Outcomes				
Strategic Planning	Year 10 Work Experience	Bramley Cluster Partnership Board	Fundraising (St George's Crypt and BARCA)	
Vulnerable Learners	LED Community Foundation	Free Lettings for Local Community Groups	Funding Primary School Sports	
Isolation				
Community Engagement	Bramley Baths	Funding FOS Clerking	Funding Bramley Cluster Summer Camp	