



**DIXONS
TRINITY**
ACADEMY

IMPACT
REPORT
2013

CONTENTS

- 3 Mission, Values and Drivers
- 4 Teaching
- 6 Feedback
- 7 Behaviour
- 8 Pupil Premium
- 10 Literacy
- 11 SMSC
- 12 Transition
- 13 Parents as Partners
- 14 Student Case Studies

Introduction

Dixons Trinity Academy opened with 112 Year 7 students on 4th September 2012, and will rise to its full capacity of 720 students by September 2018. The Academy aims to replicate its heavily oversubscribed sponsor, Dixons City Academy. However, it also draws inspiration from the Charter School movement in the US.

This is our first ever impact report and so it tells the story of our first year and details what makes our academy distinctive, as well as sharing our successes and key next steps.

The report is a direct reflection of our commitment to performance transparency and accountability for student results and achievement in our academy.

‘The Academy ensured that all students succeeded at university, thrived in a top job and had a great life’

OUR MISSION

As a Dixons Academy, our mission is simple: we celebrate diversity and relentlessly focus on the highest standards of student achievement.

We achieve this mission through the operation of strict routines and protocols, an unwavering focus on results, and by offering the very best teaching and support. Students learn, behave and are well mannered. Teachers teach with skill and rigour, showing great courtesy. Staff and students enjoy what they do together.

Our core values of hard work, trust and fairness, permeate all that we do. From the moment a student arrives at Dixons Trinity we ask them to live these values. We also focus on three key drivers: Mastery, which is the drive to get better at things that matter; Autonomy, or the drive to direct our own lives; and Purpose, which is the drive to connect to a cause larger than ourselves.

In our achievement-oriented culture, it is cool to be smart, and **all students work hard to climb the mountain to university or a real alternative.** However, we want our students to have a great life, not just a top job or a place at a great university. Therefore, we are deeply committed to opening the hearts and minds of our young people in every way.





TEACHING

The Challenge

Academic literature shows that teacher quality and student performance are inextricably linked.

McKinsey's report, 'How the world's best-performing school systems come out on top', showed that quality of teaching is the most important driver of quality in any education system – more important than any other factor.

Teacher quality across the country is highly variable and changing teacher practice is difficult. Therefore, the academy must go to great lengths to recruit, develop, recognise and retain a team of talented teachers.

The Action

Our practice is rooted in our three core values: hard work, trust and fairness. Our teachers have real respect for their learners as people with ideas of their own. They are passionate about teaching and learning, and able to present challenging learning tasks. Their expertise allows them to 'read' their classrooms and to be more responsive to learners. They are flexible and take every opportunity to maximise learning. They are great seekers and users of feedback. Key elements of our teaching strategy include:

- All staff are observed formally at least once each cycle (i.e. 4 times per year). New staff are observed twice each week for their first 3 weeks to ensure high standards and to quickly identify priorities for improvement. Under-performing members of staff are observed and coached weekly until their performance improves.
- We draw upon the outstanding expertise across the Dixons Group to deliver a highly tailored CPD programme for all teaching staff.
- A consistent approach to detailed long and medium term planning established across all departments and subjects.
- Staff complete a daily lesson plan for every lesson, which is structured around our 3 core features of learning (highly tailored learning activities, effective formative assessment and explicit progress).

- Effective formative assessment is one of our 3 compulsory core features of learning. Formative assessment was the focus of our TLC in Year 1 and observation data suggests that effective formative assessment is the norm in the vast majority of lessons.
- Embedded routines such as a no hands-up rule, lollipop sticks and the use of RAG prisms help to promote effective formative assessment.
- KS2 data has been used to generate challenging KS3 & 4 targets in the core subjects (4 levels of progress). Equally challenging targets in the non-core subjects have been set using a combination of KS2, FFT (top 10%), TA data and targets in the core.
- Assessment data is collected and analysed centrally 4 times per year. All assessment data has been moderated across the Dixons Group and assessment data in the core has been moderated externally. Moderation shows that our assessment data is accurate across all subjects.
- Intervention and support through withdrawal is sharply focused and highly responsive (not just from the teacher and additionally employed teachers, but through the increasingly astute deployment of staffing and resources as part of the Pupil Premium – deployment of an Intervention Teacher and IN Coordinator, Evolve pause button therapy, Lexia before and during school, McGraw Hill withdrawal).
- Academy 'data days' and 'the cycle of highly effective teaching and intervention' ensure that evidence about learning is used to adjust instruction to better meet student needs.

The Future

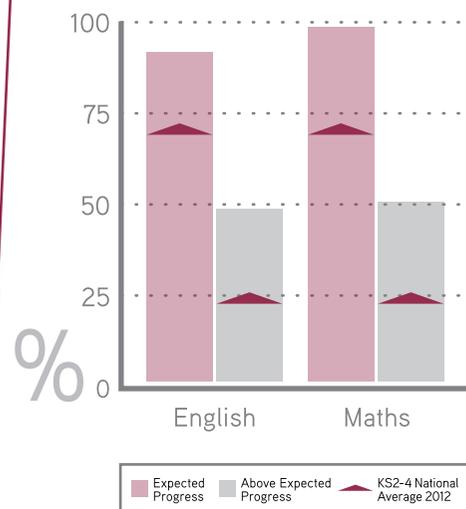
Create a culture of practice (by breaking down barriers, everybody doing it, normalising error and making it safe and fun) so that all our teachers get even better – particularly around the academy foci of data driven and highly tailored lesson planning, formative assessment and literacy.

Standards in English and mathematics are

exceptionally high

with the majority of students demonstrating standards at the end of Year 7 that are more typical of the end of Year 8.

Class of 2019 Progress KS2
End of Year 7



THE IMPACT

- Formal lesson observations in 2012-13 (33 in total) led by senior leaders from across the Dixons Group (who have all been trained by Anthony Briggs – former Principal Inspector at CfBT) graded 33% of lessons outstanding, and 58% good (therefore 91% good or better). There was no sustained requires improvement or inadequate teaching.
- Standards in English and mathematics are exceptionally high with the majority of students demonstrating standards at the end of Year 7 that are more typical of the end of Year 8. For example, 85% of the Class of 2019 have already achieved L5+ in English. This is higher than the 2012 national average at the end of Year 9 and represents a 45% increase in one year. 35% are already achieving L6.
- Performance in mathematics is equally as impressive. For example, the percentage achieving L5+ has already exceeded the 2012 end of KS3 Bradford average and 44% are already achieving L6.
- The Class of 2019 made rapid progress in Year 7. For example, over 90% of students made at least 2 sub-levels progress in English, mathematics and science. Over 40% made 3+ sub-levels in English and mathematics. Therefore, over 90% are on track to make at least 2 levels progress between KS2 and KS3 in the core (significantly above FFT higher estimates and the latest available national data).
- In 2012-13 the Class of 2019 low prior attainers made stronger progress on average than high and middle attainers in mathematics and science (no significant difference in English).
- SA+ students made stronger progress in English, mathematics and science than any other sub-group in Year 7 (2.83, 3.5 and 2.83 sub-levels progress respectively).
- Class of 2019 gap analysis shows that there were no significant differences in the progress made by different gender or ethnic groups.

FEEDBACK

The Challenge

Feedback that moves learning forward can have very high effects on learning (+8 additional months progress). However, providing effective feedback is challenging and some studies show that feedback can have negative effects and actually make things worse (Sutton Trust-EEF Toolkit).

Feedback should be specific, accurate and clear. It should cause a cognitive reaction rather than an emotional reaction.

The Action

The main thing is to keep the main thing the main thing - and the main thing at Dixons Trinity is progress. The best way to ensure students make strong progress is to provide effective feedback, so we made this one of just three key priorities for the year. We worked hard to harness the power of feedback by:

- Establishing a common approach to marking through a very clear feedback policy and the use of a marking sticker.
- Ensuring that feedback causes thinking by expecting students to evidence their next steps.
- Providing formal feedback on teachers' marking at least every 9 weeks and sharing best practice across subjects.
- Holding staff to account for poor marking, but also providing support with effective professional development.
- Engineering effective learning environments that allow teachers, learners and their peers to ensure that the learning is proceeding in the intended direction.
- Providing feedback to parents through regular phone calls home, two parents' evenings and a highly personalised written report.
- Introducing student appraisal meetings after school every 9 weeks to encourage students to reflect on what they are doing well and what they need to do next to make even more progress.
- Actively encouraging students to contact their teachers for support and feedback in the evenings and at weekends via the academy email system.

The Future

As a growing school we have to recruit a proportionally large number of teachers each year. 50% of our teaching staff started in September. This means our staff induction, QA and CPD has to be robust to ensure that the feedback we provide to students continues to be consistently effective across all subjects.

We also need to further develop the use of the student evidence box on the marking sticker to help ensure that feedback compares what a learner is doing right now with what they have done wrong before.

96%

of the Class of 2019 agree (54% strongly agree) that adults explain to them how to improve their work.



THE IMPACT

- The quality of our feedback to students can be inferred from the fact that almost all students are making rapid and sustained progress across all subjects. Standards in English and mathematics are exceptionally high with the majority of the Class of 2019 demonstrating standards at the end of Year 7 that are more typical of the end of Year 8.
- Quality assurance data suggests that marking and feedback is a real strength of the academy. 96% of work scrutinised during 2012-13 was graded at least Good and 32% Outstanding.
- 96% of the Class of 2019 agree (54% strongly agree) that adults explain to them how to improve their work.
- 96% of parents agree (70% strongly agree) that they receive valuable information from the school about their child's progress.

BEHAVIOUR

The Challenge

At Dixons Trinity the proportion of students eligible for support from the pupil premium is above average and over 50% of students live in the 5 most deprived wards in Bradford, which is one of the most deprived cities in the UK.

Behaviour problems are significantly more common among children from disadvantaged backgrounds and such children are far less likely to get good GCSE results. The chance of getting into a good university is 25 times higher for independent school students than those from disadvantaged backgrounds at state schools.

Therefore, it is vital that we create a disciplined and joyful school culture. We must teach students how to learn, not just what to learn.

The Action

Instead of excusing bad learning habits we insist on good learning habits day-in-and-day-out with high expectations and no excuses.

Our view - and it has been shown to work in the best schools in the country and abroad - is that, over time, almost all learners can pick up good learning habits for themselves and will end up happier, better qualified and more successful.

From the first day at Dixons Trinity, students are expected to pick up and keep to 6 good learning habits:

- No answering back
- Uniform
- Homework
- On task
- Punctual
- Equipment

We praise and reward those who demonstrate these habits (using positive postcards, letters, student of the week nominations and reward events) and punish (for their own good in the long run) those who don't. We do not want any child to under-achieve by the time of Year 11 in Dixons Trinity Academy.

In many urban schools, teachers and leaders "pick their battles," only addressing egregious instances of poor behavior. Dixons Trinity, on the other hand, has adopted sociologist James Q. Wilson's "broken windows" theory that even small details can have a significant effect on overall culture, and we believe that students will rise to the level of expectations placed on them (inspired by Achievement First in the US).

The message at Dixons Trinity is that ALL students are going to university (or a real alternative) and we continuously expose students to university. In our achievement-oriented culture, it is cool to be smart, and all students work hard to climb the mountain to university.

At Trinity, class time is sacred. Clear attendance goals are set, and strong, swift intervention with students and parents occurs if student attendance falters. A significant part of the Deputy Head of School's appraisal consists of his ability to maintain 97 percent or greater student attendance.

Other key elements of Trinity's strong school culture include:

- The recruitment and deployment of high quality pastoral support staff (inc. a Student Support Coordinator and a Health Mentor) to help foster positive relationships.
- All new parents are expected to complete an induction led by a senior leader to ensure that they fully understand and agree to the academy expectations for behaviour and attendance.

The Future

Maintain a disciplined and joyful school culture both as the academy grows and as we adapt to our new building by extending and embedding our strong routines and inflexible protocols. However, we must also ensure that staff focus on student and family investment as much as (if not more than) enforcing strong discipline. We hope to achieve this by further developing and embedding our advisory system.

THE IMPACT

- Behaviour was graded as good or outstanding in 100% of lessons formally observed during 2012-13 (38 lessons – Cycles 1 to 4). Behaviour was judged to be outstanding in 64% of lessons in 2012-13 (38 lessons – Cycles 1 to 4) and 100% of lessons in Cycle 4.
- Reduction in corrections from 446 in Cycle 1 to 271 in Cycle 4 which proves that students are developing excellent learning habits.
- Only 4 different fixed term exclusions in 2012-13 (8 days in total).
- Absence rate in 2012-13 was just 3%; persistent absence was 0%; punctuality was 99.8%.
- All key stakeholders and the many visitors to the academy (inc. from the DfE, NCSL, IAA, and Future Leaders) are unreservedly positive about both behaviour and safety:
 - 100% of staff and students strongly agree that behaviour is good.
 - 97% of parents agree (75% strongly agree) that the school ensures the students are well behaved. No parent disagreed.

89%

89% of parents agree (46% strongly agree) that the academy has had a positive impact on their child's behaviour and attitude outside of school.



PUPIL PREMIUM

The Challenge

Nationally, only 36.3% of disadvantaged students eligible for free school meals achieved five or more A*-C grades at GCSE including English and maths in 2012 - the national average was 58.8%.

By the age of 14, young people from the poorest backgrounds are on average two years academically behind their counterparts from the most affluent areas.

The chance of getting into a good university is 25 times higher for independent school students than those from disadvantaged backgrounds at state schools.

Around seven out of ten of the poorest children still leave school without five good GCSEs.

The proportion of students eligible for support from the pupil premium at Dixons Trinity is above average.

The Action

The academy received £15,627 of pupil premium funding and drew on research evidence (such as the Sutton Trust toolkit) to allocate funding to activities that were most likely to have an impact on improving achievement.

We never confused eligibility for the pupil premium with low ability, and focused on supporting our disadvantaged students to achieve the highest levels. For example, we employed a primary trained intervention teacher with a good track record in raising attainment in English and mathematics to work with any child that was not on track in the core. To support this intervention we invested in Lexia software and the McGraw Hill literacy and numeracy schemes.

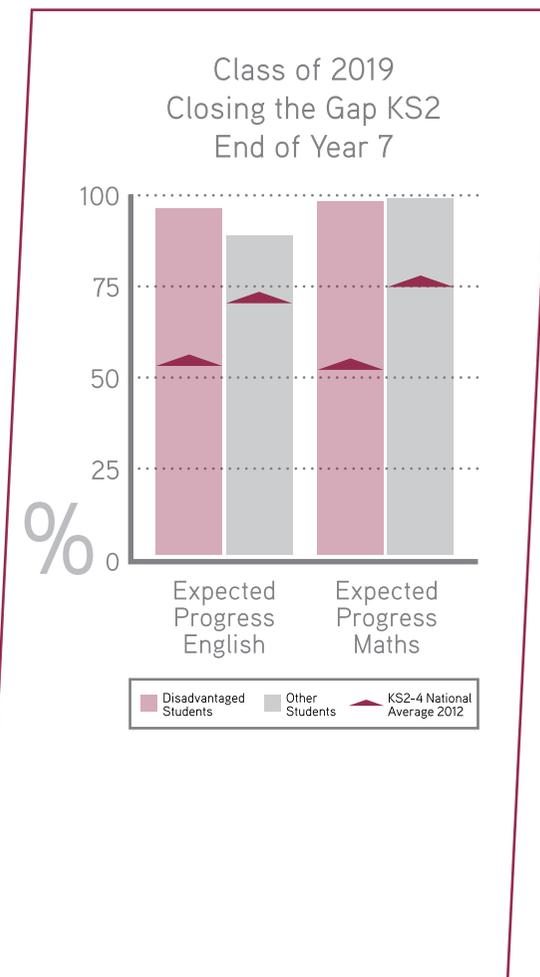
The funding also allowed the academy to provide a free breakfast every morning to ensure all students were ready to learn and to offer a wide range of additional studies to raise self esteem and foster good relationships.

The Future

We expect to receive £38,700 of pupil premium funding in 2013-14 and our development plan for this funding has been

produced in line with Ofsted's publication - The Pupil Premium: how schools are spending the funding successfully to maximise achievement.

We plan to continue to invest in key interventions in the core and have extended the hours of our highly effective intervention teacher. We have also employed a Behaviour and Attendance Officer, as well as a Health Mentor, to provide well-targeted support to improve attendance, behavior or links with families where these are barriers to a student's learning.



THE IMPACT

- Over 95% of pupil premium students made or exceeded expected progress in English and mathematics. This is significantly higher than the 2012 national averages for expected progress of pupil premium students between KS2 and KS4 (56% in English and 52% in mathematics).
- A higher proportion of pupil premium students made 2+ sub-levels progress in English than non-pupil premium students (95% compared with 89%). The gap between the rate of progress for pupil premium and non-pupil premium students in each of English, mathematics and science was no more than 0.2 of a sub-level.
- In 2012-13, reading ages for pupil premium students increased by 19 months on average – compared with 18 months for non-pupil premium students.

Over 95%

of pupil premium students made or exceeded expected progress in English and mathematics.



LITERACY

The Challenge

The case for promoting literacy across the secondary curriculum is urgent and essential. Too many students still emerge from our schools without the confident and secure literacy skills they need to thrive as adults (Ofsted, 2013).

Research from PIRLS shows that 'reading for pleasure outweighed every social advantage, including parent's income, in the future success of the child'. Children's success in life depends not on whether they can read, but on whether they do – and derive enjoyment from doing so.

On entry, 44% of students had a reading age below their chronological age and 16% of students had a KS2 overall English level below 4b, meaning that literacy and creating a reading culture had to be a priority for the academy from the outset to ensure students make rapid progress across all subjects areas.

The Action

Literacy is a key academy priority and we make this priority visible to all staff, students and parents. Staff receive training on developing student literacy in their subject areas, such as: using glossaries to encourage wider vocabulary and accurate spelling, using the marking for literacy codes, using the 12 literacy strategy codes in lesson planning, and encouraging the use of dictionaries and thesauruses.

Many whole-school literacy strategies are embedded at the academy, such as: DEAR (Drop Everything and Read) time each day, track the speaker, and speaking in full sentences, using Standard English. We focus on the importance of public speaking as all students exhibit their Stretch projects and take part in debate to improve student oracy. The English curriculum includes a module on the English language, to teach students explicitly about Standard English, levels of formality, received pronunciation and dialect.

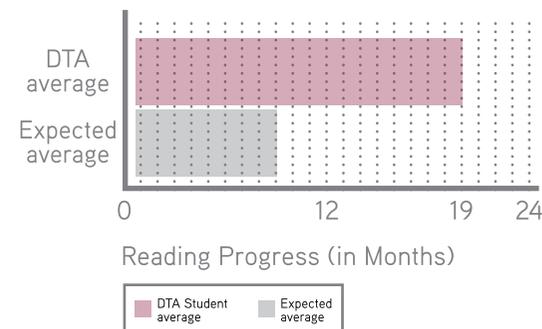
Several literacy intervention packages are used to target students with specific literacy needs: students with a reading age of 10.3 or below use the Lexia reading programme; students who achieve a level 3 or below for their KS2 SATS reading paper receive 4

extra literacy sessions each week; and students who are working below a 4b in English work with a Primary specialist in small group intervention sessions. In addition, weekly catch up English lessons are run after school to target those who are not on track to achieve their end of year target. Therefore, literacy intervention is sharply focused and targets real student need.

The Future

We will continue to run and monitor the impact of intervention programmes such as Lexia and Mc Graw-Hill English lessons across both year groups. We have employed a SENCO who will help to manage and co-ordinate intervention as the academy grows. Further strategies during DEAR time will be used to target and engage those with slower reading age progress, boys, and those with very low reading ages, and there will be more focus on students discussing their reading. Some students will be trained to become literacy leaders and peer mentors to help with this process. In addition, we have employed a librarian who will be able to help monitor and ensure students are reading challenging texts. Further whole-school initiatives will be implemented to support the teaching of writing across all subject areas.

On average, students made 19 months progress in reading in a 9 month period.



THE IMPACT

- 90% of students met or exceeded their end of Year 7 English target; 48% exceeded their end of Year 7 target.
- The average reading age is now 13.57 (15 months above the average student age). On average, students made 19 months progress in a 9 month period. 68% of students now have a reading age at, or above, their chronological age, which is a 12% increase in 9 months. Students receiving the Lexia intervention increased their reading age by 23 months in this time.
- Pupil premium students made stronger progress than non-pupil premium students in Year 7 – 20.5 months progress compared with 19.2 (therefore the reading age gap has closed by ½ month).
- Outstanding lesson observations and strong achievement in English and the humanities subjects inherently confirms effective acquisition of skills in reading, writing and communication.
- 85% of parents agree (39% strongly agree) that since starting at the academy their child is now reading more independently at home.

SMSC - SPIRITUAL, MORAL, SOCIAL AND CULTURAL

The Challenge

With such a diverse student intake spiritual, moral, social and cultural development is at the core of what we do. 91% of students are from minority ethnic backgrounds, with the large majority being of Pakistani heritage. Dixons Trinity aims to truly reflect the mix of cultures around it, and as a secular school it should not be owned by any one of them, but by them all.

The proportion of students eligible for support from the pupil premium is above average. Children with a high level of social deprivation are more likely to have low aspirations, consequently restricting their levels of attainment and life opportunities.

The Action

- Our established routines, rewards, sanctions, protocols and artefacts as well as family dining and our morning reflection all continue to contribute strongly to SMSC.
- All students understand the moral code that underpins the academy's behaviour policy and, almost without exception, make the right choices. We are a values-driven school. Our practice is thoroughly rooted in our three core values of hard work, trust and fairness. They appear in every classroom and are taught, cultivated and reinforced as explicitly as academics. All students can fully articulate the meaning behind our core values.
- All students have developed personal insight, meaning and purpose. For example, they have each asked a big question to orient their life towards greater purpose – what's my sentence? In one sentence they state what lasting impression they want to leave on the world. Then, they keep asking a small question for day-to-day motivation – was I better today than yesterday. Their 'sentence' is often inspired from their visit to a high performing university on transition day.
- Every child is expected to participate in our powerful residential visit during Cycle 1 of Year 7. This core

experience is essential for ensuring our students become confident learners back in the classroom. The residential is located in a rural area, which is a real contrast to most of the students' home setting of urban Bradford.

- The curriculum allows students to engage in regular and thoughtful reflection. Every morning students and staff observe a period of silence following a short input (and stimulus) from a member of the SLT. Four times a year students complete a structured reflection activity in every subject, which is captured in the students' planner. This enables students to identify what they are currently doing well and to set their own next steps in light of their goals and ambitions in life.
- Students experience a multi-faith & multi-cultural RE curriculum, which encourages students to appreciate others' beliefs as well as develop their own beliefs and views (enhanced by regular visits to places of worship).
- All students learn Spanish, which includes learning about Spanish culture. Some students visit Spain to gain a real insight into life in another European country. Hardship funds have enabled a number of disadvantaged students to experience this fantastic opportunity.

The Future

Ensure students take a lead role in the development of SMSC e.g. through leading advisory assemblies, leading our morning reflection time and by establishing peer mediation. Introduce a weekly competitive games afternoon to contribute positively to students' physical wellbeing.

100%

of students agree (41% strongly agree) that adults in this school care about them.

THE IMPACT

- Outstanding lesson observations and strong achievement in the humanities subjects inherently confirms strong contribution to SMSC.
- Nearly all students in Year 7 attended the highly successful compulsory induction residential. This experience along with other trips and extra-curricular provision ensure students develop the necessary social skills and confidence to transfer into adult life.
- Active citizenship is incredibly strong across the academy. 20% of students have at least one student leadership responsibility (e.g. Academy Representative, Student Council Representative, Music Primary Helper, Year 7 Buddy & Librarian).
- We believe we have a cohesive and supportive ethos where conflict is extremely rare.
- 100% of staff strongly agree that children are safe at this school.
- 99% of parents agree (and 56% strongly agree) that the academy is helping their child to develop a good, strong character.
- 98% of parents agree (63% strongly agree) that their child is well looked after at this school (2% don't know).
- 100% of students agree (56% strongly agree) that they are proud to be a Dixons Trinity student.
- 100% of students agree (41% strongly agree) that adults in this school care about them.

TRANSITION

The Challenge

The transition from primary to secondary school is important in the lives of children and their families, yet research has shown that transition can be stressful for children, that continuity of curriculum between primary and secondary school may suffer during transition and that there is a measurable dip in some students' academic attainment following transition to secondary school.

At Dixons Trinity we have over 50 feeder primary schools, which can pose obvious problems for partnership working and gathering information.

The Action

The academy has planned extensive KS2 to KS3 transition arrangements:

- A new intake evening that includes presentations by key staff and students.
- Visits from feeder primary schools throughout April, May and June.
- Two exciting transition days:
 - On the first transition day students visit the University of Leeds as every student at Dixons Trinity is climbing the mountain to university or a real alternative.
 - On the second day students experience a typical day at Dixons Trinity and start to learn some of our key routines.
- Parent inductions throughout the final week of June to ensure that every parent clearly understands our expectations.
- A two week summer camp in August organised in partnership with two of our sister academies.
- A one week induction at the start of September to help all our students begin to develop good learning habits.

Our Student Support Coordinator, along with our Health Mentor, organise further visits for our more vulnerable

children. They also gather comprehensive information about every child in order for the academy to set targets, plan intervention and develop a lively curriculum with some sense of continuity to give all students a flying start.

The Future

We need to develop stronger curriculum links with our key feeder primary schools in order to ensure greater curriculum continuity and to learn from primary teaching methods. We also intend to devise bridging projects that students begin in primary and continue into secondary. Finally, we need to ensure best practice is shared effectively with Dixons Music Primary.

100%

of the Class of 2019 agreed (61% strongly agreed) that the academy induction helped them to be successful in Year 7.



THE IMPACT

- The success of our transition arrangements can be inferred from the fact that almost all students are making rapid and sustained progress across all subjects.

National expectation is 1.5 sub-levels of progress in each year of Key Stage 3. Our students do much better - for example, in 2012-13 the Class of 2019 made an average of:

- 2.49 sub-levels of progress in English
- 2.84 sub-levels of progress in mathematics
- 2.68 sub-levels of progress across EBacc subjects
- 2.96 sub-levels of progress across all subjects

- 97% of the Class of 2019 agreed (49% strongly agreed) that the University of Leeds transition day helped to raise their aspirations.
- 100% of the Class of 2019 agreed (61% strongly agreed) that the academy induction helped them to be successful in Year 7.
- 100% of the Class of 2019 agree (28% strongly agree) that they enjoy school.

PARENTS AS PARTNERS

The Challenge

Although parental involvement is consistently associated with students' success at school, the evidence about how to increase involvement to improve attainment is much less conclusive. This is particularly the case for disadvantaged students (Sutton Trust-EEF Toolkit).

Focused approaches which support parents in working with their children to improve their learning are beneficial. The challenge is in engaging and sustaining such involvement.

The Action

- At Dixons Trinity, parents, students and school leaders all sign a contract that outlines their shared commitment to hard work and consistent support of one another (following our parent inductions). This contract is a symbolic commitment and plays an important role in strengthening the relationship between parents and the academy.
- As well as parents' evenings (twice a year), Advisors also make at least two phone calls to parents to provide general information on their child's progress. We also text home every time a student fails to demonstrate one of our key learning habits.
- Parents receive their child's progress grades 4 times a year and a highly personalised written report about their child towards the end of the academic year.
- A member of the senior leadership team is available every Thursday morning to meet parents without appointment.
- Parents can access our policies, homework timetable and subject specific long-term plans on our website and blog. Students' books are regularly marked and specific next steps are provided for students to act upon to maximise their progress in each subject. We encourage parents to view their child's work at home and discuss their next steps with them.
- We joined Twitter and Facebook in order to connect with families and share information rapidly.

- Our Friends of Trinity group was established in February 2013 and meets regularly to discuss the development of the academy and to organise events e.g. fundraisers and discos. Representatives from the Friends of Trinity are present at each parents' evening.

The Future

- Maintain a high level of family investment as the academy grows.
- Launch online reporting to provide parents with secure access to our MIS.
- Use focus groups of parents to test new policies and overall satisfaction with the academy.
- Involve parents in the development of our updated e-safety policy.

100%

of parents agree (78% strongly agree) that the school is well led and managed.



THE IMPACT

- In 2012/13, 98% of parents attended parents' evenings (110/112). Separate meetings were carried out with those parents that failed to attend.
- 94% of parents agree (64% strongly agree; 6% don't know) that the school responds well to any concern that they raise.
- Parent attendance rates at stretch project final exhibitions were in excess of 90%.
- 100% of parents agree (78% strongly agree) that the school is well led and managed.



STUDENT CASE STUDIES

Cameron

Being at this school has been a massive opportunity and whilst being here my levels have improved greatly because at my primary school they weren't that great but now they are. My levels have risen because of the help of all my great teachers. They spend hours planning fun lessons and students don't mess around in lessons.

Cameron's Mum

Cameron's transition into secondary school has gone far better than I had ever anticipated. Since he was 3 years old he has had speech problems and as a result of this was always shy and quiet. However, he's now a confident person, more outgoing, takes part in activities and makes friends quickly. I feel this in part due to Trinity and how they encourage children to interact with each other and praise them when they do a good job. I have noticed not only a difference in Cameron's personality but also his work and attitude towards learning. The school instils discipline and encourages hard work and that if you work hard you can achieve what you want. I am pleased Cameron was given a place at Trinity and feel he has not only come on leaps and bounds academically but also developed a good attitude towards learning and that he must always try his best.

Cameron's Advisor

Cameron was a shy and quite boy at the start of the year who has slowly come out of his shell to become an effective communicator and a confident person all round. He has demonstrated abilities that he didn't know he had and has proven to himself and others that he can achieve and will achieve.

Alexandra

During my first year at the academy, I achieved some quite high levels which I didn't know I was capable of. My achievements are due to my teachers who encouraged and supported me throughout the year. They shared feedback with me in order to identify ways in which I could improve, therefore allowing me to better my classwork, assessments and exams.

Alexandra's Parents

We have been extremely pleased with Alex's first year at Dixons Trinity. Alex enjoys school very much and it is a very positive and happy environment. She has always worked hard at school but Dixons Trinity is continuously encouraging all children to fulfill their potential. The high expectations can be slightly daunting but the school is fair and everything is done with the aim of preparing children for success in a very competitive world, which we as parents as well as Alex herself do appreciate. The completion of the school's infrastructure will undoubtedly make the school an even more rewarding place in which to learn. Many thanks to all staff at Dixons Trinity for all the help, support and feedback over the past year.

Alexandra's Advisor

Alexandra has excelled during her first year and has impressed me immensely with her mature approach towards work, staff and peers. She is an asset to the academy, consistently demonstrating our values of hard work, fairness and trust. She has participated fully in life at Trinity, going above and beyond what is expected. She is a delight to teach, approaching every task with a smile and can-do attitude.



Cameron

"My levels have risen because of the help of all my great teachers."

Alexandra's Parents

"We have been extremely pleased with Alex's first year at Dixons Trinity. Alex enjoys school very much and it is a very positive and happy environment."

Haseeb

Dixons Trinity is a really good school. It supports me in achieving a good education and attaining my goals. I feel really happy in this school and feel confident about myself. Teachers and students are friendly towards each other and everybody gets on well with each other through team work in basic things like family dining. I would especially like to thank Mr Sparkes, Mr Davies and Mrs Butters who have supported and encouraged me in all areas. I am really grateful for my place at Dixons Trinity. I hope to achieve more in Year 8.

Haseeb's Mum

The changes that have come across in my child have been tremendous, and as a parent this has delighted me. Dixons Trinity is a school that instils excellent principles and values in its pupils. This has come across to me in basic things such as etiquette, behaviour and the way in which Haseeb approaches situations with more confidence and raised self-esteem. Not only have I seen changes in his behaviour but also how Haseeb has improved academically. This has happened due to the unwavering support of teachers and leaders in the school. The updating of information and communication between home and school has played a major part in this success. I am very happy with this school and can't think of a better place for Haseeb. Choice of school either makes or breaks you. This school without a doubt will be the making of my child – a special thanks to Mr Davies whose support has been incredible.

Haseeb's Advisor

Haseeb started Dixons Trinity Academy late into the first term and initially found it difficult to settle in. He wouldn't engage in conversation and struggled with our systems and routines. Tailored provision was provided for Haseeb through our pastoral

care system. He was supported and mentored through our three way partnership and as a result Haseeb began to gain in confidence, make friends and adjust to academy life. He now considers himself to be a "Changed Man".

Halima

This school has made me a successful student because of the three core values and the idea that I should always have a growth mind-set. Another reason is because I met with my Advisor and had a conversation about changing and being a bright student. This school has also helped me be successful because of the strict rules that have helped me learn from my mistakes. Finally the key drivers have helped too, especially autonomy.

Halima's Dad

This school has helped my child succeed and be successful in numerous ways, such as by encouraging her to work hard every day. I believe this school has changed her attitude, as she wasn't so successful at primary school.

Halima's Advisor

At the start of the year, Halima was disengaged and had no clear focus or aspiration. The strong advisory structure and advisory support has helped Halima to improve her attitude towards learning, so that she is now a motivated and enthusiastic learner. Her focus has improved dramatically and as a result her reading age has increased by 1 year and 10 months. Introducing the concept of 'climbing the mountain' has raised Halima's aspiration and self-belief; she now believes that she can achieve and has many ambitions for the future.



Haseeb
"Dixons Trinity is a really good school.."

Halima's Advisor
"...she now believes that she can achieve and has many ambitions for the future..."



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