

HIGHEST PERFORMING  
STATE SCHOOL ACROSS BRADFORD & LEEDS

AN OFSTED OUTSTANDING SCHOOL  
DIXONS TRINITY ACADEMY



We think the school is absolutely brilliant; the staff at Trinity support the children 100% to be successful and we love how the school is underpinned by fairness. Malaika is really happy and you can see that in her every day when she comes home. Trinity is just fantastic!  
Mum of Malaika, 10Y

## 2018 GCSE Outcomes

**+1.55**

grades better per subject than other students nationally (all students)

**+1.47**

grades better per subject than other students nationally (disadvantaged students)

**B**

is the average GCSE grade 6.3

**71%**

achieved a strong pass in English and mathematics combined

**86%**

entered for the English Baccalaureate\*

**54%**

achieved a strong pass in the English Baccalaureate\*

**44%**

of all grades were 7 / A or above

**28%**

achieved at least one grade 9

**100%**

are proud to be a Dixons Trinity student

\*The EBacc is made up of English, mathematics, the sciences, history or geography, and a language

Placed 3rd nationally for Progress 8, 2018.  
Ofsted Outstanding in every criteria.

Progress 8 measures a student's progress between KS2 and KS4 across 8 subjects. Our students achieved an average of 1.55 grades better than other students nationally with similar prior attainment.

A strong pass is a grade 5, or above, which is equivalent to a high C or low B in the old grading system.

In our second set of GCSE results, 71% of students achieved a strong pass in English and mathematics combined and 54% in the EBacc – higher than any other state school in Bradford or Leeds.

The new grade 9 is a higher grade than the old A\*. Nationally, around 2.6% of students achieved a grade 9 in English and 3.6% in mathematics. 28% of students at Dixons Trinity achieved at least one grade 9.

## WHAT OTHERS HAVE SAID

The values and drivers are visible in every part of the school and it is easy to see why students leave with examination results and aspirations that will change their lives.

Katie Hunter,  
Ryedale School

I do not believe anyone could visit your school and not leave unequivocally convinced you place life chances of every child at the centre of everything.

Gary Green,  
City Academy Norwich

You are driving your community, your school and your children. You love your children like it is the last thing you will ever do.

Glen Denham, Principal,  
Massey High School, New Zealand

What most impresses me, is the way all staff share the same sense of purpose and urgency, this is what children need and this is what Trinity delivers. It transforms the lives of those students who walk through its doors.

Sebastian Chapleau,  
Founding headteacher of La Fontaine Academy,  
Bromley

100% EVERY DAY

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OFSTED OUTSTANDING SCHOOL

## CLIMBING THE MOUNTAIN TO UNIVERSITY

IMPACT REPORT 2018  
HARD WORK / TRUST / FAIRNESS

### Dixons Trinity Academy's Progress 8 Scores Explained

A student who is predicted eight grade 5s (strong pass) in a normal school would achieve four grade 6s and 4 grade 7s (the equivalent of an A) at Dixons Trinity.



# OUR MISSION

## HARD WORK / TRUST / FAIRNESS

At Dixons Trinity, we all have a sentence that states the lasting impression we want to leave on the world. Our academy sentence is:

“All students succeeded at university, thrived in a top job and had a great life.”

In order to achieve this, our practice is rooted in our three core values:

### Hard Work

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

### Trust

We are honest. We do what we say we'll do and do not make excuses. We are loyal and have the courage to do the right thing.

### Fairness

We play by the rules. We are respectful, polite and courteous at all times. We don't take advantage of others and helping a member of our team is helping ourselves.

Through rigour, simplicity and a relentless focus on success, all students work hard every day to climb the mountain to university.

At Dixons Trinity, teachers can teach, students can learn and it is cool to be smart.

# FAIRNESS

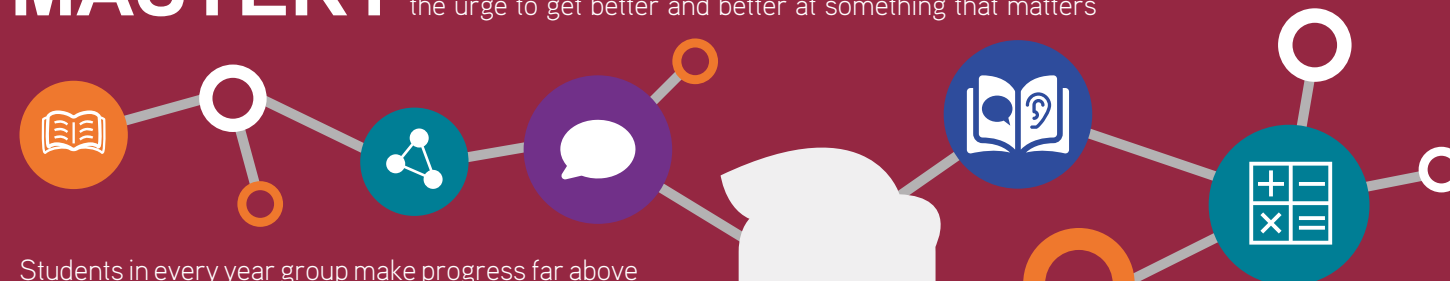


Dixons Trinity is different to many schools; they have a real focus on how their children will grow as people and put a lot of work into preparing them for life beyond school. I love how Trinity is strict but fair in everything they do and how any issues that arise are dealt with immediately. The homework, teaching and preparation for GCSEs has really helped Rihanna make progress since she arrived. I can see how much her confidence has increased and I am kept well informed of her academic achievements.

Mum of Rihanna, Y8

# MASTERY

the urge to get better and better at something that matters



Students in every year group make progress far above national expectations. For example, students make 2 months of progress in reading for every month at Dixons Trinity.

More than 1 in 4 students learn a musical instrument.

During Year 9, over 95% of students achieve a Bronze Duke of Edinburgh's Award.

There are no significant differences in the progress made by different socio-economic, gender, ethnic or ability groups.

# AUTONOMY

the desire to direct our own lives



96.3%  
Last year, attendance was 96.2%.

99%  
of students enjoy school.

100%  
of parents agree the school is well led and managed.

100%  
of students received CEIAG\*

100%  
of students present a Dream Team report.

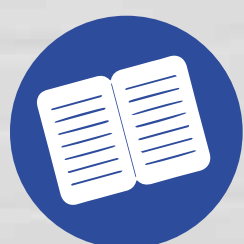
\*Independent Careers Education, Information, Advice and Guidance

# PURPOSE

the yearning to do what we do in the service of something larger than ourselves



# DISTINCTIVE FEATURES



### Learning First

Our three core features:  
- intelligent sequencing  
- highly tailored learning  
- effective formative assessment  
shape how students learn and how teachers teach.



### Powerful Feedback

Regular, powerful feedback increases students' learning. Our whole culture is built on feedback that ensures everyone is reflective and positive about their next steps.



### Developing Crucial Skills

All students must carry a reading book (reading), speak in full sentences (speaking) and track who is speaking to them (listening). We focus on EBacc revision at Morning Meeting and have daily 30 minute DEAR (Drop Everything And Read) sessions.



### Driven by Data

Following analysis at weekly meetings and regular Data Days, we create plans to target whole class, small group and one-to-one intervention to improve students' learning. Intervention can happen before, during and after the academy day.



### Advisory Structure

Pastoral care is structured around Advisory Groups. Each group consists of students and an advisor. Advisors support the development of students' autonomy and self-awareness.



### Two Simple Questions

Two questions provide lasting motivation. First, we consider our greater life purpose summarising in one sentence the lasting impression we want to leave on the world. We ask: **What's my sentence?** Then, for daily motivation, we keep asking: **Was I better today than yesterday?**

I am so grateful that Ismail got a place at Dixons Trinity. The teachers motivate Ismail to put 100% effort into everything he does and he enjoys coming to school every day. Ismail has lovely relationships with all his teachers and I know that he is in the right place to be successful. Thank you to all Trinity staff for what you have done for my son; what you do is 100% genuine, 100% of the time.

Mum of Mohammed Ismail



### Stretch Projects

Stretch projects help to develop students' autonomy and love of learning. Each student explores an area of interest within a given theme and exhibits their work for assessment at the end of each cycle.



### High Expectations, No Excuses

Our 'no excuses' approach instils strong learning habits ultimately helping students become better qualified, more successful and happier. We expect students to follow homework and equipment rules, wear uniform with pride and always be 'on task', fully engaged and ready to learn.



### Parents as Partners

Parents, students and school leaders each sign a Home-Academy Agreement to indicate their shared commitment to hard work. Individual student progress is discussed in parents' evenings, telephone conversations and Dream Team presentations.



### More Time

The extended academy day gives students more classroom time to apply their skills and understanding deepening their learning. It also provides opportunities to take part in a wide range of co-curricular electives which enrich and broaden students' cultural literacy.



### Co-curricular Electives and the House System

Students choose activities, from a broad variety (such as drama, chess and STEM), to pursue in weekly arts and games. Through the House system, they learn to enjoy healthy competition, taking part in inter-House competitions in their chosen discipline - striving for mastery.



### Culture of Revision

Every day, students are required to revisit prior learning in order to interrupt the forgetting of knowledge. This approach means that a culture of revision is at the heart of students' everyday practice. The students' 100% Book is a key part of this process. Revision can take place in lessons, in Morning Meetings, in Prep and at home.

