

# LEARNING THAT COMES FROM THE CHILD



PRIMARY PHASE

IMPACT REPORT 2016

## OUR VISION

'AT DAAP, I AM PREPARED TO BE SUCCESSFUL IN THE NEXT PHASE OF MY EDUCATION BECAUSE I HAVE JOYFUL MEMORIES OF EXCITING, PURPOSEFUL AND CHALLENGING LEARNING EXPERIENCES WHERE I ALSO LEARNED TO RESPECT MYSELF, OTHERS AROUND ME AND MY ENVIRONMENT.'

As a Dixons Academy, our shared mission is to lead educational system improvement in Bradford and the surrounding district, primarily by establishing high-performing, non-faith academies which value diversity and maximising student achievement.



## OUTDOOR LEARNING

Outdoor learning is an integral part of our curriculum at Dixons Allerton Academy. Children learn outdoors every day, in all weather, as long as it is safe to do so. We provide wet weather suits for our children and expect all children and adults to have wellington boots as part of their uniform. Learning outdoors develops grit, determination, purpose and teamwork as the tasks are often on a larger scale. Teaching children how to play team sports effectively and build or construct on a large

scale are features of our outdoor classrooms. Engaging with nature and understanding the world around us is vital as young people learn the value of making a positive contribution. In our outdoor classrooms, children learn science in practical and real life ways as they plant, grow, harvest, dig and experiment. Our outdoor classrooms contain areas for children to garden, woodwork sheds, art sheds, tinkering sheds and a range of resources to develop mathematical thinking.



## DISTINCTIVE FEATURES

### PRIDE

Children, parents and staff are extremely proud to say that they are part of the Dixons Allerton Academy community. We have a strong identity and a real sense of purpose as we strive to offer our children a unique and enriched education that develops a range of skills. We are proud to say that children at Dixons Allerton Academy are among the happiest and most independent in Bradford.

### DEVELOPING ESTEEM AND MINDFULNESS

Our aim is for every child to develop into healthy and positive young people. This means developing good physical health but also good mental health. Our focus on mindfulness and esteem enables children to see themselves and talk about themselves in positive ways. Children learn to value and showcase their strengths and then use these strengths to develop their areas for improvement. Our children learn to see themselves as 'experts or masters' in at least one area of specialism.

### FAMILY DINING

At Dixons Allerton Academy, children eat their lunch in a calm, supportive and positive environment which also develops independence and an ability to make good choices. At Family Dining, children serve themselves and always have a job or task to be completed. Lunch is eaten as children and adults talk about their day and as everyone shares and enjoys the same meal. Family Dining helps us to consolidate our sense of pride, purpose and respect.



## CASE STUDIES

### KATIE'S JOURNEY

"When I first started school I was a bit shy but then I made lovely friends. After 4 years I have loved it. This school has been amazing even when teachers leave it has always been fun. This school is enormous and we all like doing assemblies and going on trips, and especially learning." - Katie (Student Yr 3)

"Katie started at Dixons Allerton Academy in Reception class and each day loves going to school, really likes all of her teachers and is very popular with lots of friends across the different year groups. Katie has gained lots of confidence and is a very happy girl when she comes home from school each day." - Karen (mum of Katie)



### AYMAN'S JOURNEY

"When I first started school I was very tearful. Soon I stopped. The teachers were very helpful and respectful. Now I have lots of friends. I always feel safe and respected. I LOVE MY SCHOOL!" - Ayman (Student Yr 3)

"There were tears aplenty when Ayman started in Reception. However, the teachers were absolutely fantastic, reassuring us and supporting us in every way to ensure he settled in well. Today, Ayman has evolved from a timid and anxious little boy into a confident and happy young man. He thoroughly enjoys school life and is thriving in his learning. DAA is providing an excellent platform for Ayman to grow and develop, which is key for him to reach his full potential." - Saira (mum of Ayman)

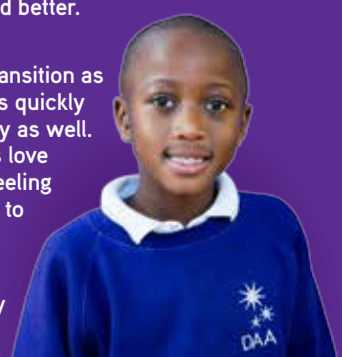


### TRISTEN'S JOURNEY

"I like things in school because they are helpful and fun things. They help me to learn so like if I'm doing maths it starts to get fun. When I'm writing, I get better and better and better. School helps me and my friends learn." - Tristen (Student Yr 2)

"When Tristen first started to attend DAA in Reception I was worried about his transition as he had spent the two previous years in a different school nursery. Those worries quickly vanished as I saw my son blossom in Reception, not just academically but socially as well. Tristen continued to improve each year and I believe this is hugely because of his love to school and his love to learn. When Tristen was in year 1 one day he was not feeling too well and I gave him the option to stay home which he replied "If I don't go to school, I'm gonna miss all the exciting learning".

Tristen's happiness is the most important thing to me and thanks to DAA I don't have to worry about that aspect when he is at school because I know he is happy there." - Josett (mum of Tristen)



## WHAT OTHERS HAVE SAID

"Children benefit from extremely positive relationships with adults, who are entirely focused on the children's interests and who model language extensively and accurately. As a result children rapidly develop independence and the ability to play, focus and cooperate for extended periods of time". Christine Birchill, Lead External Reviewer

"The teaching and learning are underpinned by innovative and well thought out plans which enable all groups of pupils to rapidly develop their skills. These plans explicitly identify the roles of all adults in ensuring highly effective learning. The pupils'

work is rigorously marked with clearly identified areas of what they have done well and what they need to do to improve". Champak Chauhan, Bradford Partnership Review Team

"Dixons Allerton Primary have hosted a number of training events for trainee teachers. It has been a fantastic venue to train in as the trainees have been able to visit the rooms and staff as part of their training day. They have been able to see what theory into practice looks like in an outstanding environment for young children. - Sarah Gordon, Bradford Birth to 19.



DIXONS ALLERTON PRIMARY ACADEMY  
RHODESWAY  
BRADFORD  
BD8 0DH  
PHONE: 01274 770 230  
EMAIL: info@dixonsaa.com

Head of Primary: Chris Currie  
Principal: Gary Dreher

Follow us on Twitter: @DixonsAA

# HAPPINESS

## HAPPINESS: HAVING A SENSE OF PURPOSE, BELIEVING IN YOURSELF AND KNOWING

We develop resilient, confident and independent children.

- Our curriculum is centred on valuing children's original ideas. We support children to act upon them and make them a reality. Making these ideas a reality requires a strong sense of purpose and discipline.

We develop children's belief in themselves and their sense of esteem.

- Our curriculum is centred on valuing children's original ideas and supporting them in acting upon them to make them a reality. Making these ideas a reality requires a strong sense of purpose and discipline.

We create joyful memories of school and of childhood.

- You are only a little boy or a little girl once! We want our children to leave school believing that school days were the best and most enriching days of their lives.



# RESPECT

## RESPECT: CARING FOR AND TRUSTING THOSE AROUND YOU

We create a joyful and disciplined school culture.

- 100% of lessons are graded good or better for behaviour, attendance is 96%; punctuality is 98.5%.

We create a culture of peer critique where children give feedback to each other on what has gone well and what could be even better.

- Peer critique develops trust among children and feeds a culture of striving to continually improve.

We create a sense of pride in our school community.

- During Family Dining, we each have a role to fulfil. We have a strong sense of community because we trust and rely on each other to complete these roles to the highest standard. Our children understand that they can make choices that benefit themselves as well as others.



# ACHIEVEMENT

## ACHIEVEMENT: DEVELOPING THE SKILLS THAT MEAN THAT YOU CAN MAKE A POSITIVE CONTRIBUTION WHEN YOU ARE A GROWN UP.

Our children catch up quickly throughout their Early Years and Key Stage 1 years.

Attainment on entry is below national average with significant weaknesses in key areas of learning. By the end of Year Two, children achieve in line with national for combined reading, writing and maths.

We ensure that learning is rigorous, engaging and underpinned by meaningful feedback.

Teachers provide same day feedback and intervention to ensure no child goes home with a misconception.

Every child has a unique talent. We provide our children with a range of opportunities to learn and develop skills in order for them to find out what they are the best in the world at. They have the opportunity to access painting, woodwork, clay work, design, programming and gardening every day. Achievement across all areas of the curriculum is celebrated and valued equally.

