

Education Facilities Statement

Education Vision and Values

Dixons Newall Green Academy will be a new secondary free school, with five-form entry, located in the Wythenshawe district of Manchester, England. The school will open in September 2023 to Year 7 students and will grow year by year until it has students aged 11 to 16 by 2027. The existing site (which was Newall Green High School) will undergo extensive building works and remodeling to ensure that we can provide a state-of-the-art space for learning.

Dixons Newall Green will be modelled on our latest outstanding free school, Dixons Trinity Chapeltown, that opened in 2017; the secondary opened with 112 students in 2018. Last year Dixons Trinity Chapeltown had nearly 400 applications for 112 places so are now one of the most popular schools in the area. Dixons Trinity Chapeltown has been judged to be an outstanding school in every measure. In doing so, they became the first school in Leeds to secure the judgement under the new framework. Like Trinity Chapeltown, the school will serve an area of disadvantage where there is a shortage of school places and where much of the existing provision has been less than good. The vision is to help more children to get to and through university, or a real alternative.

Dixons is a charitable trust running 15 schools across Manchester, Liverpool, Bradford and Leeds. These consist of 9 secondary academies, 3 primaries, 2 all-through academies and a standalone sixth form academy. We have two schools in Liverpool and another in Manchester. We have an inner-city model and focus on turning around failing schools or opening new ones in areas of educational and social disadvantage. We have doubled in size in the last five years, and for the past few years we have been consistently among the top two or three highest-performing trusts in the country for secondary progress. From this position of strength, we believe we have a moral and social duty to take on more schools, and plan to double again in size over the next four or five years, building hubs along the M62 in Liverpool and Manchester.

At Dixons Newall Green Academy, we are taking the best ideas from successful academies within the trust, wider schools, the independent sector and abroad. No individual element of our practice is revolutionary, but the rigour in which we aim to apply our practice is.

We don't believe in off-the-shelf strategies or practices; there is no silver bullet. It is really about being values driven, having clear vision, focusing relentlessly on results, operating strict routines, doing the simple things well every day, and building strong relationships at all levels.

Our 'warm-strict' 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.

We have no doubt that the achievement-oriented culture at Dixons Newall Green Academy will be the main driver of our success. As Peter Drucker says, "Culture eats strategy for breakfast." Of course, no school is better than the quality of its teachers; however, there is only so much that even the best teacher can do with students who have poor learning habits. Conversely, create a truly aspirational culture with extremely high expectations and all teachers can secure exceptional outcomes for all students.

What we have learnt from the best schools is the power of a vision-led culture – it is not a means to an end, but an end in itself.

Being wholly committed to our mission is not that intellectually sophisticated, it is just common sense and we, as a team, need to have the persistence and humility to return to it every day; to sustain our routines and live our values over and over – the humility to commit is critical.

At Dixons Newall Green Academy we will have a sentence that states the lasting impression we want to leave on the world. Our academy sentence is:

“The academy ensured that all students lived a great life.”

In order to achieve this mission, we 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.

Our practice is thoroughly rooted in this approach and in the following three core values:

1. **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.
2. **Integrity:** we do the right thing because it is the right thing to do. We do this even when people are not watching.
3. **Fairness:** we play by the rules. We are respectful, polite, and courteous at all times. We treat others in our diverse community as we wish to be treated. When we help others, we help ourselves.

Working with parents and presenting young people with common expectations at home and at the academy, will be the key to our success. Therefore, we endeavour to create an impressive culture of success through the operation of strict routines and protocols, an unwavering focus on results, and by offering the very best teaching and support.

Although we always do our best to provide an outstanding all-round education, we cannot always be perfect, and may occasionally get things wrong. We treat mistakes as learning opportunities. Feedback is a gift.

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.

Why do we exist?

Our mission is to challenge educational and social disadvantage in the North.

By the age of 18, we want every student to have the choice of university or a high-quality apprenticeship.

How do we behave?

Although our academies have the autonomy to choose their own vocabulary and nuance, all of them are built around the same three values that we all share:

Work hard: we are determined to get things done

Be good: we behave with integrity and honesty

Be nice: we show humility and are positive team players

What do we do?

We establish high-performing, non-faith academies which maximise attainment, value diversity, develop character, and build cultural capital.

How will we succeed?

Academic rigour

All children are entitled to a curriculum and to the powerful knowledge which maximises life chances. Children need powerful knowledge to understand and interpret the world: without it they remain dependent upon those who have it. Our curriculum is designed to be remembered in detail, and is led by, collaborated on, and delivered by high-quality subject specialists. The curriculum is the entitlement of all, and we resist parental opt-outs

Aligned autonomy

Our Trust seeks the optimal balance between consistency and self-determination. We are aligned because we share the same mission and values, and because all Dixons students and staff should benefit from our best collective practice. But autonomy is also important because leadership and personal accountability are founded on ownership and self-direction, and because standardisation fails to respond to changing needs and fails to adapt to a changing environment.

Talent first

Our talent is our most valuable resource, where nearly 80% of our budget is invested. We deploy our most vital people must be in roles where they can create significant value; we free our people from bureaucratic structures; and we afford our people the training and opportunities to expand their skills.

We see talent not as innate, but as is unleashed, grown, and developed. People have 'inherent growth tendencies', the drive to be better tomorrow than today. We believe that kind, helpful, and honest feedback is a gift. As leaders we want our staff to be intrinsically motivated, cultivating self-determination through our three drivers: Mastery, Autonomy and Purpose.

Several distinctive features of our approach at Dixons Newall Green include:

Learning First

Our three core features of intelligent sequencing, tailored lesson planning and effective formative assessment shape how our students learn and our teachers teach. Within this framework, our teachers have the autonomy to teach as they best see fit.

Powerful Feedback

We harness the power of feedback to increase student learning by ensuring that regular feedback causes thinking rather than an emotional reaction. Moreover, our whole culture is built on tailored and on-going feedback and how we can all improve, learners and teachers alike. We engineer these feedback opportunities in order for everyone to be able to talk about their development in a reflective way.

Developing Crucial Skills

We begin every day with an Ebacc focus at Morning Meeting. We also spend 30 minutes of every day reading during DEAR (Drop Everything And Read) sessions. Our top three literacy strategies are: carrying a reading book (reading); speaking in full sentences (speaking); tracking the speaker/s (listening).

Driven By Data

Teachers and leaders have weekly 'progress summits' and spend a 'Data Day' after each assessment cycle dedicated to creating data-driven instructional plans that target whole class, small

group and one-on-one intervention. Intervention can take place before, during and after the academy day.

Advisory Structure

Advisory groups form the core organisational and pastoral structure of the academy. The advisor is a coach, mentor, teacher and manager. Students within Advisories are coached to support one another in a structured programme that advances their autonomy and self-awareness.

Two Simple Questions

To keep motivation that lasts, we focus on two important questions. First, we ask a big question to orient each of our lives toward greater purpose – *what's my sentence?* In one sentence, we state what lasting impression we want to leave on the world. Then we keep asking a small question for day-to-day motivation – *was I better today than yesterday?*

Stretch Projects

In addition to their more traditional curriculum, Stretch projects allow students to explore an area of interest within a given theme. We aim to develop students' autonomy and grow their love of learning. This project is assessed through a student exhibition at the end of each cycle.

High Expectations, No Excuses

We have very clear rules about homework and equipment because students have to be ready to learn. Our students are expected to wear their uniform with pride and there is a strong attention to detail. Students are also required to be 'on task' and fully engaged in their learning at all times. Over time, our learners pick up strong learning habits in order to be better qualified, more successful and happier in the future.

Parents as Partners

At Trinity Chapeltown, parents, students and school leaders all sign a Home-Academy Agreement that outlines their shared commitment to hard work and consistent support of one another. Parents are given regular information on their child's progress in every subject, as well as our parents' evenings (2 per year), advisors also make regular phone calls to parents (at least 2 per year) to provide general information on their child's progress. Parents receive their child's progress grades 3 times a year and a presentation from their child in Cycle 3. Other ways that the academy communicates with parents include: texting service, academy website and blog, Twitter, Facebook and Newsflash (every 2 to 3 weeks).

More Time

With an extended academy day, students have more time in the classroom to acquire knowledge, skills and understanding, as well as more opportunities to participate in a wide range of co-curricular electives that enrich and broaden the learners' cultural literacy. There are no shortcuts to success.

Co-curricular Electives and the House System

As part of the students' enrichment, they participate in weekly arts and games electives which offer them a broad variety of disciplines to choose from. The House System is designed to engender healthy competition within the electives as students strive towards Mastery in any given area of focus.

Key successes of our approach include:

Mastery

The urge to get better and better at something that matters.

We demonstrate outstanding progress and achievement:

- Dixons Academies Trust has always managed Outstanding free schools.
- For every year we have qualified for the DFE Multi-Academy Trust Performance Tables, we have appeared in the top three. In 2019, the last time the tables were published, we achieved second place, significantly out-performing national averages against all six measures
- Our Free Schools in Bradford achieved an average Progress 8 score of +1.00. This means students attending one of these schools achieved, on average, one grade higher in every subject they studied compared to other students nationally. Furthermore, 62% of all students achieved a strong pass (Grade 5 or above) in English and maths; the national average in 2019 was 40%.
- Two of our Free Schools were in the top 40 highest performing schools nationally; one of the schools, Dixons Trinity, placed 11th.

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

- The three core features of each lesson: intelligent sequencing; highly tailored learning activities; and effective formative assessment ensure learning is both systematically planned for and effectively checked. Teachers do the critical work in planning so that they are enabled to be highly responsive in the classroom.

Autonomy

The desire to direct our own lives.

We create a joyful and disciplined school culture:

- 100% of lessons are graded good, or better, for behaviour; attendance is 97%; punctuality is 99%.

We develop gritty, confident and self-directed learners:

- 100% of students arrive at lessons on time
- 100% of students present an exhibition of their Stretch project at the end of each cycle
- 100% of students received CEIAG

We cultivate effective, autonomous leaders at every level of the organisation:

- 100% of staff, students and parents agree that the school is well led and managed

Purpose

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

We establish a genuine three-way partnership between families, students and staff:

- 100% of parents attend consultation events and would recommend Dixons Trinity Academy to another parent.

We work with the Dixons Academies to replicate best practice and to contribute to continuous improvement:

- Dixons Trinity Academy has worked with all the Dixons Academies and supported over 40 schools nationally this year alone.

We establish a strong reputation for Dixons Trinity Academy:

- Dixons Trinity Academy is heavily oversubscribed – nine students apply for every place.

Which subjects would be taught here and how will they be taught?

Subject	Weekly Lesson Allocation			Weekly Lesson Allocation			Weekly Lesson Allocation		
	Year 7			Year 8			Year 9	Year 10	Year 11
	Group 1 / 2 / 3	Group 4	Group 5	Group 1 / 2 / 3	Group 4	Group 5			
English	5	6	6	5	6	6	5	5	6
Mathematics	5	6	6	5	6	6	5	5	5
Science	4	4	4	4	4	4	5	6	6
History	2	2	2	2	2	2	5	5	5
Geography	1	1	1	1	1	1			
RE	1	1	1	1	1	1			
French / Spanish	4	4	4	4	4	4	3	3	4
Art Design	2	2	2	2	2	2	1 or *option	option	option
DT	1	1	1	1	1	1	option	option	option
Computing	1	1	1	1	1	1	1 or *option	option	option
Music	1	1	1	1	1	1	1 or *option	option	option
PE	2	2	2	2	2	2	2 + *option	2 + *option	1 + *option
Stretch	2	0	0	2	0	0	1	0	0
Prep	0	0	0	0	0	0	1	1	0
CCE	2	2	2	2	2	2	2	2	0
Total	33	33	33	33	33	33	33	33	33

** In Y9 – 11, students will have, at least, two lessons a week in each of the two options they choose. All students continue to have two lessons of PE. If they have not selected art, computing, or music as an option, they will still continue to have the equivalent of one lesson of this subject a week in Year 9 and Year 10 to ensure the curriculum offer remains broad.*

In Year 7 and 8, Groups 4 and 5 will be allocated more curriculum time in English and Mathematics, to ensure that all students are supported to climb the mountain to university or a real alternative. Students who are not on track to achieve their targets in the core may be expected to attend practice sessions in English, Mathematics and Science, before school (from 7.30am).

During Stretch lessons, Groups 1, 2 and 3 are challenged to extend their thinking by participating in weekly dialectic lectures. These lectures will focus on enquiry-based themes around critical thinking, philosophy, politics, and ethics. Groups 4 and 5 will also have an opportunity to participate in these lectures at designated points in the year.

All students are expected to complete one independent 'Stretch Project' each assessment cycle. Projects are mainly completed at home; however, students are supported by their advisor and through regular lectures and stand-alone year group sessions that take place at intermittent points within a cycle. Students are expected to deliver a formal presentation, without the aid of notes, to their peer group.

Co-Curricular Electives (CCE) includes a range of enrichment activities: public speaking, drama, dance, chess, music, art, STEM and sport – some of which offer accreditation upon completion. It is expected that students will represent the academy in their chosen elective.

At what level would subjects be taught?

We expect all students to make outstanding progress over their time at Dixons Newall Green. This will result in nearly every student succeeding in achieving, at least, eight good GCSEs including English and mathematics; the majority will achieve the English Baccalaureate.

By the end of KS3, students will be prepared to sit both high tariff GCSE and vocational qualifications and have mastered the knowledge and skills of each subject domain in readiness for study at A-Level and beyond.

How many students would attend this facility in total? Additionally, how many students would be in each class, how many classes would take place at once and how many students would be in attendance in total at any one time?

700 students would attend the academy in total, at any one time. The average class size will be 28, and an estimated number of classes taking place at once would be 26 (but may change due to options allocations).

A management plan detailing how students congregating outside the building would be prevented

With regard to how students congregating outside the building would be prevented, the running of the day places a focus on supervision. Attached is an example 'run the day' document. Members of the senior leadership team (SLT) are positioned at locations around the school and different times of the day to ensure appropriate supervision, including the entrance gate and yards. This document will be updated daily and reviewed in daily SLT meetings, this approach operates at all schools run by Dixons Academies Trust.

In addition to this management approach, the proposed school will have a separate student and visitor entrance as well as dedicated student lobby to ensure where students have to stop and speak to a member of staff this doesn't create a congregation issue outside of the school building.

Confirmation on who the educational facility is regulated by and registered with, e.g. is it licensed/recognised by the Home Office or Ofsted?

Detail for pre- registration have now been added to GIAS. URN 149697 and DfE number 352/4018.

Ofsted will be the compliance body.

Confirmation if any amplified sounds will be played

There are currently no plans for amplified sounds to be played, other than the potential for a school tannoy system or facility for school bells, if required.