



Self Evaluation

2022/23

Executive Summary

Ofsted Criteria	Ofsted Rating	Evidence Summary	Key Actions 2022/23
<i>Quality of Education</i>	Good	<ul style="list-style-type: none"> Results 2022 <ul style="list-style-type: none"> 4+ inc. En & Ma: 71% (2019 63%) 5+ inc. En & Ma: 44.4% (2019 36%) Positive feedback in end of year ELA surveys In their verbal feedback , Ofsted inspectors complemented the broad and well-constructed curriculum across the school. They were impressed by the ambition of each subject to go beyond the national curriculum and how sequencing was carefully planned to allow subjects to reinforce key concepts and skills. Inspectors discussed a judgement of "outstanding" in this area (April 2022) 	<ul style="list-style-type: none"> CPD for staff in preparing students for exams Making lessons engaging & impactful SoL to integrate "study skills" with particular emphasis on developing long term memory Specific and dedicated support for teachers who need it Assessment profile in KS5 is robust and quality-assured in every subject Support for subjects where students did not perform as well PP and SEND attainment
<i>Behaviour and Attitudes</i>	Good	<ul style="list-style-type: none"> Rate of suspension and permanent exclusion lower than in 2020/21 and lower than pre-pandemic Norfolk and national averages Attendance was above national average for all student groups in 2021/22. Nearly one quarter of students maintained attendance over 96% in 2021/22 Inclusive events and ethos eg. Pride march Rainbow Flag Award recognition Positive feedback in end of year ELA surveys Praise for conduct of students in Ofsted inspection (April 2022) 	<ul style="list-style-type: none"> Embed new "DMA DNA" values CPD for Personal Tutors with new vertical groups Support for staff to develop positive relationships with students Rigorous approach to anti-bullying Early and efficient intervention around poor attendance Early and sustained support and challenge for patterns of poor behaviour

<i>Personal Development</i>	Good	<ul style="list-style-type: none"> • Five year plan for PSHE and RSE expanding on all statutory elements • Gatsby benchmarks mostly met • Nearly two thirds of students attended at least one club in 2021/22 • Over fifty clubs offered over the course of the year • New rewards system implemented to recognise student achievement and effort • Praise for extensive opportunities for personal development in Ofsted inspection. Inspectors were impressed by the cohesive PSHE curriculum and how it complemented the academic curricula. Inspectors closely considered a judgement of "outstanding" in this area (April 2022) 	<ul style="list-style-type: none"> • Provide opportunities for community engagement • Volunteering opportunities for all Athena students • All Gatsby benchmarks met • Peer support in vertical PD groups • Clear promotion of PD curriculum and opportunities with community • High profile celebration of success in the media and through in school events
<i>Leadership and Management</i>	Good	<ul style="list-style-type: none"> • Regular and relevant CPD that engages staff • Positive feedback in end of year ELA survey • Regular wellbeing initiatives • Ofsted inspectors were impressed by the unity of leadership at senior and middle level such that key messages and ambition were clearly articulated by all staff. They commented that Trust support for the school was "ground breaking" and seriously considered a judgement of "outstanding" in this area (April 2022) 	<ul style="list-style-type: none"> • Embed new vision for DMA • New SLT grow as a team to lead the school to improve • Personalised CPD that engages all staff • Local perks for staff wellbeing • Retention of staff • Engage with the local community and parents/carers
<i>Sixth Form</i>	Good	<ul style="list-style-type: none"> • Results 2022: A*/A 24%; C+ 67% (13% and 59% in 2019) • Average grade C+ (C in 2019) • 80% of UCAS applicants will attend first choice universities • 100% of UCAS applicants placed • New and experienced leadership in place to drive the provision forwards 	<ul style="list-style-type: none"> • Enhance pastoral provision and PD programme for students • Introduce new courses for September 2023 • Marketing for September 2023 intake: Athena in Action • Enrichment opportunities for students

School summary

Quality of Education	Ofsted Rating	Evidence	Key Actions for 2022/23
<p><i>The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</i></p>	<p>Good</p>	<ul style="list-style-type: none"> All curriculum leaders and teaching teams can clearly articulate and justify their schemes of learning Curriculum leaders share their intent and implementation with peers Teaching teams are well-qualified, both academically and pedagogically Ofsted praised the well-constructed and ambitious curriculum, with particular mentions for the skill with which curriculum leaders coordinate topics for more holistic learning Curriculum overviews are shared on the website Ebacc uptake and certification is improving. <p>2017 – 12% achieved 2018 – 8% achieved 2019 – 16% achieved 2022 – 18% (25.6% entered) 2023 – 37.6% entered</p>	<ul style="list-style-type: none"> Produce student-friendly topic overviews so that students can articulate their learning Further ELA curriculum development opportunities Proactively share curriculum overviews with parents/carers at regular intervals throughout the year Provide regular and easy to understand information regarding Pathways and expectation for Ebacc to parents/carers
<p><i>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i></p>	<p>Good</p>	<ul style="list-style-type: none"> Schemes of learning across most subject areas were enhanced over the course of 2021/22 with cross-trust collaboration between curriculum leaders Each lesson builds on previous learning with "Can you still..." activities designed to link current topics with those studied last lesson, last week and last year Every lesson includes opportunities for students to demonstrate learning within the lesson and over time 	<ul style="list-style-type: none"> Quality assure KS5 schemes of learning Dedicated "learning walk" rota with specific foci each week that are shared in advance with staff Subject spotlights each half term to evaluate intent, implementation and impact CPD focus on developing long term memory
<p><i>Pupils' work across the curriculum is consistently of a high quality.</i></p>	<p>Good</p>	<ul style="list-style-type: none"> Weekly scrutiny of feedback books by SLT demonstrates improving quality of work within feedback books 75% of parents said that DMA has high expectations for their child and 81% said that their child is doing well at DMA (ELA survey, June 2022) 	<ul style="list-style-type: none"> Ensure activities to promote independent revision and long-term memory are embedded within schemes of learning so that end of unit grades reflect within unit common assessment progress Quality assure KS5 assessments, marking and grading to ensure estimated grades are accurate

<p><i>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</i></p>	<p>Good</p>	<ul style="list-style-type: none"> At KS4 both PP and SEND students achieved less-well than their non-disadvantaged counterparts at each grade threshold Estimated Progress 8 score is -0.46 vs. -0.07 for non-disadvantaged Estimated Progress 8 score is -0.73 (E) and -0.44 (K) vs. -0.10 for non-SEND students 	<ul style="list-style-type: none"> SLT link for PP in place with sole-focus PP champions in departments PP focus at each data drop PP focus in LM meetings EAL coordinator to provide personal profiles for all EAL students to staff EAL coordinator to review abilities on induction and arrange appropriate intervention/tuition to improve functional English SEND student profiles updated including student voice SEND focus to CPD in Autumn 1
<p><i>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life</i></p>	<p>Good</p>	<ul style="list-style-type: none"> All subject areas teach above and beyond the national curriculum expectations and include topics with local context as well as those designed to broaden horizons Small group provision for students with additional needs ensures that they still access a broad curriculum, taught by expert teachers Adaptations to the curriculum mean that the most academically weak students are given additional time in improving core knowledge and skills in English and Maths 	<ul style="list-style-type: none"> Ensure that schemes of learning are enhanced with local trips Ensure that suitable resources for scaffolding are included in schemes of learning to support SEND students Ensure that access arrangements are in place for students with SEND for all assessments and this is evident in feedback books Ensure that individual profiles for students with SEND include subject-level intervention and more holistic support around study skills
<p><i>The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</i></p>	<p>Good</p>	<ul style="list-style-type: none"> The curriculum has been collaboratively planned across three schools for the majority of subject areas to go beyond the scope of the National Curriculum 	<ul style="list-style-type: none"> CPD on teaching for long term memory Study skills taught explicitly in lessons and Personal Development
<p><i>The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs</i></p>	<p>Good</p>	<ul style="list-style-type: none"> The vast majority of students follow the full curriculum for their whole timetable Where appropriate, individual students may have an adapted curriculum to access alternative provision for part or all of their timetable Some students access their curriculum through Beech House Ebacc entries for 2023 will be 49% Ebacc entries for 2024 will be 50% 	<ul style="list-style-type: none"> Ensure that relevant and regular checks are in place for all students on alternative provision Ensure that a broad curriculum is taught and assessments completed for students working in Beech House
<p><i>Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary</i></p>	<p>Good</p>	<ul style="list-style-type: none"> Key stage 3 is taught over three years with preferences for key stage 4 only being confirmed at the end of year 9 85% of parents said there were a good range of subjects available to their child at DMA (ELA survey, June 2022) 	<ul style="list-style-type: none"> Ensure accurate and timely information is provided to students and parents in year 9 about limitations on preferences eg around Ebacc

		<ul style="list-style-type: none"> 85% of staff said that DMA challenges all students to make at least good progress (ELA survey, June 2022) 	
<p><i>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise</i></p> <p><i>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches</i></p>	Good	<ul style="list-style-type: none"> The vast majority of teachers have a degree in the subject that they teach SoL provide the basis for lesson planning for non-specialists Weekly CPD in department meetings provides support for teachers in subject knowledge and pedagogy Observed in Learning Walks and formal appraisal lesson observations Progress 8 improvement over time: <ul style="list-style-type: none"> 2017: -0.47 2018: -0.26 2019: -0.15 2022 (estimate): -0.12 	<ul style="list-style-type: none"> All Curriculum Leaders will attend exam-board training in an area that will have greatest impact to improve teaching, learning and outcomes Member of SLT with responsibility for 1:1 coaching to improve T&L; ASM will work with individual staff over a number of weeks to improve teaching practice in a defined area of need for development Learning walks will have a weekly focus with daily feedback at SLT early bird and timely advice, intervention or praise as appropriate Clear expectations for CPD engagement with choice of times, sessions and content All staff will contribute to the CPD programme
<p><i>Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts</i></p>	Good	<ul style="list-style-type: none"> The curriculum has been collaboratively planned across three schools for the majority of subject areas to go beyond the scope of the National Curriculum 	<ul style="list-style-type: none"> A key action for this year to improve long term memory: <ul style="list-style-type: none"> CPD for staff Clear and consistent advice for students and parents Revision skills explicitly taught
<p><i>Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners</i></p>	Good	<ul style="list-style-type: none"> Common assessments are centrally-set There are three data collection points each year per year group which provides useful information that is used by teachers and leaders. Assessments provide opportunities for students' reflection and improvement in areas of weakness. 	<ul style="list-style-type: none"> Fully audit all assessments across subjects and year groups to check consistent practise with other ELA schools Continue to refine KS3 curriculum and modify assessments to ensure they are fit for purpose Ensure that all assessments are signposted with students and parents/carers and that activities in lessons preceding allow success Provide aspirational and explicit expectations of parents/carers to support learning at home
<p><i>Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and</i></p>	Good	<ul style="list-style-type: none"> SoL and resources are shared across ELA schools with an emphasis on collaborative planning with refinement of resources to suit the students being taught 	<ul style="list-style-type: none"> Ensure ongoing reflection and improvement of resources in curriculum meetings Curriculum leaders present their "III" to the group each week ELA Horizons "communities" promoted and used to develop inter-school collaboration at a teacher level

<p><i>clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</i></p>															
<p><i>A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge</i></p>	<p>Good</p>	<ul style="list-style-type: none"> All KS3 students read in one English lesson each fortnight All students read during Personal Development each week All teachers ask students to read out loud in lessons 	<ul style="list-style-type: none"> TLR post-holder to implement reading strategy in place by October 2022 CPD for staff on using reading age information and selecting accessible and challenging texts "Bedrock" software used for all year 7 and targeted year 8 English homework to improve functional vocabulary All year groups will do a National Reading Test. 												
<p><i>Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained</i></p>	<p>Good</p>	<table border="1" data-bbox="786 517 1301 703"> <thead> <tr> <th>Measure (07.09.22)</th> <th>DMA 2022</th> <th>DMA 2019</th> <th>Norfolk 2022</th> </tr> </thead> <tbody> <tr> <td>4+ inc. En & Ma</td> <td>70.6</td> <td>63.0</td> <td>67.4</td> </tr> <tr> <td>5+ inc. En & Ma</td> <td>44.4</td> <td>36.0</td> <td>46.4</td> </tr> </tbody> </table> <ul style="list-style-type: none"> All thresholds demonstrated a significant improvement on 2019 	Measure (07.09.22)	DMA 2022	DMA 2019	Norfolk 2022	4+ inc. En & Ma	70.6	63.0	67.4	5+ inc. En & Ma	44.4	36.0	46.4	<ul style="list-style-type: none"> Whole staff CPD on stretch and challenge for the most able Clear and focused action plans to improve underperformance in key subject areas: Ebacc; Science
Measure (07.09.22)	DMA 2022	DMA 2019	Norfolk 2022												
4+ inc. En & Ma	70.6	63.0	67.4												
5+ inc. En & Ma	44.4	36.0	46.4												
<p><i>Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.</i></p>	<p>Good</p>	<p>Post-16 Destinations 2021</p> <ul style="list-style-type: none"> College of West Anglia 83 Athena Sixth Form College 42 6th Form/College outside Norfolk 16 Easton College 2 Springwood High School 2 King Edward VII Academy 2 <p>Post-18 Destinations 2022</p> <ul style="list-style-type: none"> 24 – first choice University 1 - insurance choice University 1 - placed in clearing. <p>26 who wanted to go to University all received places.</p>	<ul style="list-style-type: none"> Ensure post-16 preferences are ambitious and realistic for all students 												

Behaviour and Attitudes	Ofsted Rating	Evidence	Key Actions for 2022/23
<p><i>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.</i></p>	<p>Good</p>	<ul style="list-style-type: none"> • DMA's first ever Pride March was attended by approximately 70 students and 10 members of staff. • Pride club well attended on average 15 students per week. • Students confident to change pronouns & preferred name, with 8 students supported to change their name on the register to date. • The school was awarded the Rainbow Flag Award in June 2022 in recognition of our extensive work towards inclusivity and promotion of the LGBTQ+ community. • 80% of students said that behaviour in lessons was at least good and 82% of students said behaviour around the school was at least good (ELA survey, June 2022) • 98% of students said that DMA encourages them to respect people from other backgrounds and to treat everyone equally (ELA survey, June 2022) • 80% of parents said that their child is happy at DMA (ELA survey, June 2022) • 83% of parents said their child feels safe at DMA (ELA survey, June 2022) • 84% of staff felt that behaviour at DMA is at least good and 96% of staff felt able to manage the behaviour of students well (ELA survey, June 2022) 	<ul style="list-style-type: none"> • Launch and embed "DMA DNA" in place of ethos • Monitor vertical tutor groups through learning walks; student feedback & staff feedback • HoH/pastoral appraisal • Students with particular needs highlighted during SLT briefing each morning • Highly visible and proactive student leadership team with a purpose • Proactive support for students with emerging behaviours • Structured and coordinated support for students with entrenched behaviours or particular needs that is regularly reviewed and evaluated • Formal reintegration programme for any student who is suspended • Student "Young Health Champions" launched • Anti-bullying high profile throughout the year with Anti-Bullying Champion roles
<p><i>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.</i></p> <p><i>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to</i></p>	<p>Good</p>	<ul style="list-style-type: none"> • PSHE programme includes self-regulation and self-help techniques such as anger management • 82% of students enjoy going to DMA (ELA survey, June 2022) • 87% of students said that teachers listen to what they have to say in lessons (ELA survey, June 2022) 	

<p><i>their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.</i></p>																											
<p><i>The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct</i></p>	<p>Good</p>	<table border="1" data-bbox="786 256 1301 533"> <thead> <tr> <th>Measure</th> <th>DMA</th> <th>National (20/21) (18/19)</th> <th>Norfolk (20/21) (18/19)</th> </tr> </thead> <tbody> <tr> <td>% rate of PEX</td> <td>0.19</td> <td>0.10 0.20</td> <td>0.21 0.35</td> </tr> <tr> <td>% rate of suspension</td> <td>9.10</td> <td>8.48 10.75</td> <td>8.70 12.00</td> </tr> </tbody> </table> <ul data-bbox="786 568 1379 858" style="list-style-type: none"> • The rate of permanent exclusion has fallen from 1.20% in 2017/18 to 0.19% last year at DMA • The rate of suspension has fallen from 20.16% in 2017/18 to 9.10% last year at DMA • The rate of both permanent exclusion and suspension are in line with national averages from 2020/21 and significantly below national averages for 2018/19 	Measure	DMA	National (20/21) (18/19)	Norfolk (20/21) (18/19)	% rate of PEX	0.19	0.10 0.20	0.21 0.35	% rate of suspension	9.10	8.48 10.75	8.70 12.00	<ul data-bbox="1406 432 2132 687" style="list-style-type: none"> • Ensure that proactive support is in place for students with identified needs • Evaluate support regularly • Use Beech House and Internal Exclusion as an alternative to suspension • Analysis of behaviour trends at student & group level. SLT to discuss each morning and ensure support in place for staff as needed to manage any difficult groups 												
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<p><i>Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements</i></p>	<p>Good</p>	<ul data-bbox="786 927 1379 1054" style="list-style-type: none"> • 92% of students said teachers help them to do their best (ELA survey, June 2022) • 96% of students said teachers give them work that challenges them (ELA survey, June 2022) 	<ul data-bbox="1406 911 2132 1062" style="list-style-type: none"> • Weekly rolling programme of study skills tuition with Personal Tutors to include all year groups during assembly time • Explicit teaching of study skills across the curriculum in preparation for assessments 																								
<p><i>Learners have high attendance and are punctual</i></p>	<p>Good</p>	<table border="1" data-bbox="786 1118 1301 1366"> <thead> <tr> <th>Measure</th> <th>DMA</th> <th>National (from FFT)</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>90.1</td> <td>89.7</td> <td>+0.3</td> </tr> <tr> <td>PP</td> <td>85.9</td> <td>84.9</td> <td>+1.1</td> </tr> <tr> <td>SEND K</td> <td>85.9</td> <td>85.5</td> <td>+0.4</td> </tr> <tr> <td>SEND E</td> <td>88.4</td> <td>83.1</td> <td>+5.3</td> </tr> <tr> <td>PA</td> <td>32</td> <td>35</td> <td>-3</td> </tr> </tbody> </table> <ul data-bbox="786 1406 1379 1460" style="list-style-type: none"> • Attendance at DMA has been below the national average for many years. In 2021/22, 	Measure	DMA	National (from FFT)	Difference	Overall	90.1	89.7	+0.3	PP	85.9	84.9	+1.1	SEND K	85.9	85.5	+0.4	SEND E	88.4	83.1	+5.3	PA	32	35	-3	<ul data-bbox="1406 1134 2132 1422" style="list-style-type: none"> • SRN to begin each day in Reception, signing students in and ensuring that late detentions are issued and completed • Attendance interventions implemented early • Clarity of message about attendance • Challenge to staff where registers are not accurately recorded each lesson • Attendance highlighted during personal reflection and mentoring in PD time
Measure	DMA	National (from FFT)	Difference																								
Overall	90.1	89.7	+0.3																								
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		<p>attendance was above the national average in all areas</p> <ul style="list-style-type: none"> • 23.2% of students achieved 96% attendance or greater in 2021/22 • 2% of students achieved 100% attendance in 2021/22 • Punctuality to school is good. In 2021/22, on average, just two students arrived after the register was closed in the morning and 41 on average arrived within 30 minutes of the start of the day 	
<p><i>Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.</i></p>	<p>Good</p>	<ul style="list-style-type: none"> • ELA "5Rs" framework introduced and regularly referred back to – resulted in disclosures of peer on peer abuse and victims now fully supported • All safeguarding concerns triaged by DSL • 88% of students said they could identify an adult in school that they would talk to if something was worrying them (ELA survey, June 2022) • 93% of students said that they feel safe at DMA (ELA survey, June 2022) • 1.8% of all logs of concern were alleged bullying concerns which were investigated, support in place and 3 follow reviewed 	<ul style="list-style-type: none"> • Ensure restorative conversations happen quickly between staff and students and that these are mediated • Revisit 5Rs framework • Ensure bullying log is up to date and all instances follow the protocol and reach satisfactory conclusion • Introduce topics for PSHE focus awareness weeks along the lines of peer on peer abuse • Continue to proactively seek student feedback on PSHE and give them easy ways to report incidents. Ensure all comments are addressed personally • Develop pastoral support staff roles so that any incidents are thoroughly investigated in a timely manner • Ensure safer@ meetings allow sharing of concerns and good practise

Personal Development	Ofsted Rating	Evidence	Key Actions for 2022/23
<p><i>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</i></p>	Good	<ul style="list-style-type: none"> • 57% of Year 7-11 pupils attended at least one club throughout the year. 20% of attendees were Pupil Premium pupils, 5% were EAL pupils and 18% were pupils with SEND. • 75% of students said that they had participated in at least one club over the course of the year (ELA survey, June 2022) • 88% of parents felt there was a good range of clubs available for their child to participate in (ELA survey, June 2022) • 60% of parents said that DMA supports wider personal development (ELA survey, June 2022) 	<ul style="list-style-type: none"> • Ensure that DofE participation at Bronze and Gold level is high • Clubs fayre • Community events for student participation eg. DM parade, coffee mornings, monthly market stall • Ensure volunteering by Athena students is celebrated and shared • Begin lecture series through Gresham's and in-house staff for Athena and HAP KS4 students
<p><i>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</i></p> <p><i>The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents</i></p> <p><i>The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy</i></p>	Good	<ul style="list-style-type: none"> • The PSHE programme has been mapped by a specialist so that all areas are visited over a student's five-year journey at DMA. This includes independent, group and whole cohort level input by Personal Tutors, expert teachers and external visitors • 89% of students said that DMA encourages them to look after their physical health (ELA survey, June 2022) • 100% of students were offered the opportunity to go on at least one school trip. 63% of students attended at least one school trip throughout the year. By February, 13% of students who attended trips were Pupil Premium and 18% were SEND. 	<ul style="list-style-type: none"> • CPD for teachers in how to engage mixed age groups in discussion of PSHE topics • CPD for teachers in how to teach sensitive or emotive topics in the PSHE curriculum • CPD to allow expert groups of staff to evolve and lead on PSHE topic planning in the future • Every term, every student goes on a local trip • Residential trips organised for each year group in 2023/24 • Every subject area has an event or focus at least once a year to showcase their subject and share success with students, staff and the community
<p><i>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</i></p>	Good	<ul style="list-style-type: none"> • DMA provision for PSHE, RSE and Careers shared across ELA • 92% of students said that DMA encourages them to be independent and take on responsibilities (ELA survey, June 2022) • New rewards system implemented • House Points awarded 2021-2022: <ul style="list-style-type: none"> ▪ 100% Attendance: 998 Points ▪ Academic Achievement: 10599 ▪ Attitude to Learning: 25739 ▪ Citizenship: 1453 	<ul style="list-style-type: none"> • Trust PSHE coordinator, based at DMA, to continue to share resources and approach • Mentor programme for disaffected KS4 students by SLT • Assembly rota for SLT for whole-school messages to be delivered with clarity • Evolution of rewards policy to highlight DMA DNA values • End of half term celebrations • Rewards evenings for KS4 and KS5 • Rewards events throughout the year for all age groups and subjects

		<ul style="list-style-type: none"> ▪ Outstanding Attitude to Learning: 415 ▪ Positive Postcards: 1650 ▪ Representing DMA: 641 ▪ Leadership: 225 ▪ Total: 41720 	
<p><i>At each stage of education, the provider prepares learners for future success in their next steps</i></p>	Good	<ul style="list-style-type: none"> • 1:1 guidance meetings for KS4 pathways, post-16 and post-18 options. All Athena and Year 11 students received a Level 6 unbiased careers meeting 1:1 • NEACO held 73 careers events with 2,267 participants across the year • Regular presentations and opportunities for trips for Further & Higher education providers • 65% of students said that DMA provided them with enough information about their next steps (ELA survey, June 2022) • Careers opportunities embedded within SoL • Careers projects during summer term in PD sessions 	<ul style="list-style-type: none"> • Work experience for all Year 12/13 students • All Gatsby benchmarks fully met • Consider use of support services such as Unifrog • Ensure all Year 11 students are placed in post-16 providers by Christmas • Ensure all Year 10 & 11 students have at least one 1:1 careers interview with support from NEACO • Peer-mentoring/advice within vertical tutor groups
<p><i>The provider prepares learners for life in modern Britain by:</i></p> <ul style="list-style-type: none"> • <i>equipping them to be responsible, respectful, active citizens who contribute positively to society</i> • <i>developing their understanding of fundamental British values</i> • <i>developing their understanding and appreciation of diversity</i> • <i>celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</i> 	Good	<ul style="list-style-type: none"> • PSHE programme incorporates all these values and has mapped where they are taught across academic curriculum areas. • British values are cemented into each department's SoL across the school and regularly audited by the PSHE lead. 	<ul style="list-style-type: none"> • Use of restorative and educational processes when dealing with incidents where these values are not upheld. • PSHE continue to audit departments' engagement with British Values and support any departments who are embedding them less effectively.

Leadership and Management	Ofsted Rating	Evidence	Key Actions for 2022/23
<p><i>Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</i></p> <p><i>Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time</i></p>	Good	<ul style="list-style-type: none"> • 90% of staff felt that CPD encourages, challenges and supports staff improvement (ELA survey, June 2022) • Every week: <ul style="list-style-type: none"> ○ Briefing for all staff ○ Department meeting ○ ECT CPD ○ Teacher CPD ○ PGCE CPD ○ National College • ELA Leadership course – two successful • CPD focused on pedagogy; pastoral support • Curriculum leaders across ELA met to refine schemes of learning, resources and assessment 	<ul style="list-style-type: none"> • Continue to offer varied CPD that provides choice to individual staff and opportunities for direction where needed • Share CPD topics half term ahead • Involve all staff in delivering some SPD to colleagues • Further ELA collaboration • CPD from exam board specialists for preparing for specific assessments • All curriculum leaders to attend exam board training • Ensure pastoral CPD included in each half term • Ensure SEND CPD included in each half term • Ensure all disaggregated hours are used effectively and productively in CPD
<p><i>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</i></p>	Good	<ul style="list-style-type: none"> • 94% of staff said they felt trusted to take risks and innovate in ways that are right for the students (ELA survey, June 2022) • 83% of staff felt that DMA is well-led and managed (ELA survey, June 2022) • All curriculum leaders meet regularly with a line manager 	<ul style="list-style-type: none"> • Regular line management meetings for support staff • Staff Handbook produced • Refine communication channels
<p><i>Staff consistently report high levels of support for well-being issues.</i></p> <p><i>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload</i></p> <p><i>Leaders protect their staff from bullying and harassment</i></p>	Good	<ul style="list-style-type: none"> • 85% of staff are proud to work at DMA (ELA survey, June 2022) • Wellbeing Wednesday • End of term celebrations with staff • Open door policy for all staff to discuss matters with Head of School • SAS wellbeing package promoted 	<ul style="list-style-type: none"> • Half termly help and hinder surveys • Regular staff social events • Local perks • Promotion of ELA Horizons
<p><i>Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice</i></p>	Good	<ul style="list-style-type: none"> • School improvement plan written which is ambitious but achievable 	<ul style="list-style-type: none"> • New vision for DMA launched in September 2022 inset days with staff, students and community • New "DMA DNA" values launched

<p><i>Leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling</i></p>	<p>Good</p>	<ul style="list-style-type: none"> • 1:1 advice for all Year 9 and Year 11 students before and during process of choosing KS4 and KS5 courses • 1:1 support to prepare applications for University, apprenticeships and work at Athena • Off rolling does not occur. Gaming does not occur. 	<ul style="list-style-type: none"> • High scrutiny of subject choices and combinations at KS4 and KS5 to ensure success for the student • Continue to monitor admissions to DMA so that quality of experience is not diminished by too-great numbers on roll
<p><i>Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services</i></p>	<p>Good</p>	<ul style="list-style-type: none"> • 70% of parents said that concerns they had raised were dealt with effectively (ELA survey, June 2022) • 73% of parents said that they felt informed about how their child is doing (ELA survey, June 2022) • 67% of parents felt they had opportunities to voice their feedback to the school (ELA survey, June 2022) 	<ul style="list-style-type: none"> • Engagement with the Leading Parent Partnership Award (accredited) <ul style="list-style-type: none"> ○ 360 audit of parent engagement ○ Action plan ○ Expert support ○ Implementation ○ Evaluation
<p><i>Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training</i></p> <p><i>Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners</i></p>	<p>Good</p>	<ul style="list-style-type: none"> • Half termly meetings of the Local Governing body • All governors complete regular training • All governors visit the school and their linked area at least once every half term 	<ul style="list-style-type: none"> • Governors to meet students and staff whilst visiting DMA • Ensure support staff are represented on the LGB
<p><i>The provider has a culture of safeguarding that supports effective arrangements to:</i></p> <ul style="list-style-type: none"> • <i>identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation</i> • <i>help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help</i> 	<p>Good</p>	<ul style="list-style-type: none"> • High quality safeguarding induction for all new staff • Regular safeguarding training for all staff • Safeguarding updates each week in briefing notes • Safer@ meetings of DSL team • Regular support supervision for DSL team • ELA collaboration on safeguarding topics and processes • Regular contact with DCEO (ELA lead on safeguarding) 	<ul style="list-style-type: none"> • All staff confident to support students with low-level welfare concerns and report actions • Introduction of low-level concern reporting framework for staff • Development of Student Welfare Officer role

<ul style="list-style-type: none">• <i>manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.</i>		<ul style="list-style-type: none">• Regular compliance checks on safer-recruitment processes including upkeep of the single central record	
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Sixth Form	Ofsted Rating	Evidence	Key Actions for 2022/23
<i>The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.</i>	Good	Outcomes 2022: <ul style="list-style-type: none"> • A*/A 24%; C+ 67% (13% and 59% in 2019) • Average grade C+ (C in 2019) • 80% of students placed in 1st choice university. Only one student accessed clearing to secure a place • 86% of students felt supported to apply for post-18 destinations 	<ul style="list-style-type: none"> • Full time tutors delivering to mixed tutor groups. Clear tutor expectations with tutor handbook • Learning walks with a KS5 focus / lesson observations • CPD focus on KS5 and small group teaching • Review of courses on offer for 2023/24
<i>The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.</i>	Good	Outcomes 2022: <ul style="list-style-type: none"> • A*/A 24%; C+ 67% (13% and 59% in 2019) • Average grade C+ (C in 2019) 	<ul style="list-style-type: none"> • GPT to continue to update cohort tracker • Increased rigour on results day and focus in the first 4 weeks – initial assessment a priority • Aim to eliminate the “U” grades with targeted intervention
<i>Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.</i>	Good	<ul style="list-style-type: none"> • 86% of students said they use independent study time to keep on top of workload • Observations and interactions with students who can now act as more-visible positive role models for younger students following site relocation in February 2022 	<ul style="list-style-type: none"> • New attendance timeline introduced • Student handbook and agreement in place. Students held to account
<i>The sixth form consistently and extensively promotes learners’ personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form’s offer.</i>	Good	<ul style="list-style-type: none"> • Ofsted • PD plan in place for next year • Futures Audits in place • Transition Skills to help students in year 12 	<ul style="list-style-type: none"> • Foreign trip planned for summer 2023 • Team building trip planned October 2022. Social events and fundraising groups • New recruits to Executive committee • Review transition skills • Introduce mirror timetables for independent study • Work experience for all year 12 • More rigour in UCAS applications and acceptance of places
<i>Teachers encourage students to use subject-specific, professional and technical vocabulary well.</i>	Good	<ul style="list-style-type: none"> • Ofsted and lesson observations 	<ul style="list-style-type: none"> • Academic appraisals to take place at each data drop
<i>The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.</i>	Good	<ul style="list-style-type: none"> • 75% of UCAS applicants will attend first choice universities • 100% of UCAS applicants placed • Futures week and UCAS trip • Work experience and futures audits in place 	<ul style="list-style-type: none"> • Hone guidance on UCAS ref firm and insurance offers • Hone use of predicted grades to ensure UCAS predictions are accurate. • Send UCAS applications prior to December 2022 • Use NEACO info to develop careers guidance, developing from futures week • Complete 1 cycle of futures audits and review • More diversity in post-18 advice to include work & apprenticeships as well as UCAS

