

Context Information - Academy

De Warenne Academy draws directly from the local communities of Conisbrough and Denaby Main, with the majority of pupils living within walking distance. The vast majority of students come from five main feeder primary schools, (three inadequate at last inspection). As a result of historical underperformance it loses a number of prospective pupils to Wath Comprehensive School.

The majority of pupils live in areas containing significant pockets of deprivation characterised by high unemployment, an inadequate employment base, low average income levels, rundown housing estates, poor health and a degraded urban environment. Denaby Main is in the top 200 most deprived areas nationally and Conisbrough is in decline, with Denaby Main ranked 2/194 and Conisbrough ranked 9/194 areas in the Doncaster region in the "Poverty in Doncaster" report written in June 2016.

The proportion of pupils eligible for free school meals is significantly above the national average. Pupils within the academy are mainly White British. The number of students with a statement of SEN & D or an EHCP is above national average and a small number of pupils requiring behavioural and emotional support attend St Wilfrid's Academy in Doncaster which is an Alternative Provision within Delta Academies Trust.

The school changed its name from Northcliffe Comprehensive in 2009 when it became an academy as part of the School Partnership Trust. It moved into a new building in 2013. It is a smaller than average school but the number of students on roll is growing.

In November 2015 the academy received an OFSTED Section 5 Inspection and was graded as 'requires improvement' in all categories. There was a change of leadership in the trust at CEO level in March 2016 and seven academies were restructured. This has resulted in a positive change of culture across the organisation. The trust is now known as Delta Academies Trust. The trust provides effective challenge and support to the Academy. This is co-ordinated by an Executive Principal working directly with the academy on improvement priorities on a regular basis. The Academy is supported by a number of subject directors in Maths, English, Science, Humanities and French.

Recruitment has historically been a significant barrier to improvement but the current profile of teaching is now much improved following new leadership in Maths, Science, Humanities and French. A number of temporary leadership allowances encourage emerging leaders and support succession planning and capacity building.

The Principal retired at Easter in 2016 and the current Principal joined the academy in September 2016. Since the restructure began the key priorities have been improving behaviour, developing leadership capacity, redesigning the curriculum and driving improved first quality teaching. There has been a wide-reaching restructure of both teaching and support staff and the introduction of a curriculum led financial plan. As a result there is now a culture of increasing accountability and professionalism with a shared focus on improving outcomes for students.