



Assessor's Evaluation for the IQM CoE Award



School Name De Warenne Academy
Gardens Lane
Doncaster
DN12 3JY

Head/Principal Mr John Hall

IQM Lead Ms Stephanie Benton-Miller

Date of Review 22nd June 2023

Assessor Ms Kathryn Sugden

IQM Cluster Programme

Cluster Group Inclusion Pioneers 2

Ambassador Mr Matthew Cuss

Next Meeting S Benton Miller to liaise with S Linari regarding the Cluster meeting date and focus.

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Spring 2022	28 th February 2022	Yes
Summer 2022	8 th July 2022	Yes
Autumn 2022	17 th November 2022	Yes
Spring 2023	23 rd March 2023	No

The Impact of the Cluster Group

Autumn 2022 - 17th November 2022

Attended Outwood City Academy with a focus of Special Educational Needs and Disability (SEND) and primary reading strategies and shared some secondary reading strategies from De Warrenne Academy with a reflection on roles and responsibilities of key staff to support streamlining.



Assessor's Evaluation for the IQM CoE Award



Summer 2022 - 8th July 2022

Attended Kingswood Academy with a focus on whole-school approaches to literacy and with a presentation from De Warenne Academy with developing reasonable adjustments to avoid exclusions.

Spring 2023 - 23rd March 2023 - Did not attend.

Staff could not attend the Cluster Group due to staffing capacity however communication has been made with the Ambassador to support attendance at the next Cluster Group where the newly appointed Assistant Special Educational Needs and Disability Co-ordinator (SENDCo) will attend.

Evidence

Meetings with:

- Principal
- Assistant Principal Deep Support
- Deputy Director for Inclusion – Delta Trust
- Assistant Principal – SENDCo
- Assistant Principal – Personal Development
- Associate Assistant Principals



Summary of Targets from 2021-2022

Target 1

Create a LGBTQ+ support group to enhance current individual offer and work towards principles of the Stonewall school and college champion Award.

At De Warenne, weekly LGBTQ+ support groups have been held with a small group attended regularly after launching and come weekly. The group is promoted through assemblies and tutor time schedule. In addition, display is promoting the group and awareness. Five Pupils at De Warenne Academy are now known by names different to their birth and gender and appears openly accepted with no issues raised in the safeguarding and anti-bullying pupil voice as an area of concern. Furthermore, at the Prom last year pupils expressed themselves freely and were confident with this. The Stonewall Award is under way working towards the key areas which the Associate Assistant Principal shared. The policies at De Warenne are LGBT-inclusive and staff are trained and supported to champion LGBT inclusion actively. Their LGBT learners are supported to be themselves at school or college and can participate fully in all aspects of school or college life as LGBT inclusion is a core value across the whole setting.

Next Steps

- To continue with the development of the group and achieve the Stonewall award and continue to promote LGBT inclusion at De Warenne Academy.

Target 2

Develop Responsible and Respectful Citizens.

The 'De Warenne Dozen' has been implemented, using topics selected by De Warenne staff. Each week, a different focus, linked to a local, national or world event is discussed. Examples have been Liverpool and the Beatles tied to Eurovision; Wembley stadium tied to the end of season football finals; the rise of veganism tied to healthy eating week. Evidence provided by the Eco council has been relaunched, with students meeting twice each half term. An eco-audit has taken place. Key messages, tied to eco awareness days are publicised using the academy TV screens. However, the Academy will continue to provide further celebrations and Diversity Day has been difficult to organise, with a lack of presenters willing to engage this year.

Next Step:

- The target will continue into the next year as can be built upon further.



Assessor's Evaluation for the IQM CoE Award



Target 3

Implementation of Peer Mentoring Programme:

The Peer Mentor Programme has not delivered in the way that it was outlined in the targets from last year, due to staffing capacity. However, anti-bullying is a priority in the Academy, with half termly assemblies on anti-bullying and safeguarding issues. The Academy Council has been the focus and will highlight any current issues. De Warrane Academy use CPOMS to log all incidents of peer-on-peer issues or bullying and break down the categories of bullying and logs therefore reports are all dealt with in a timely response with actions. Data is analysed monthly with reports on pupils and outcomes and from this they then implement interventions when needed. Pupil voice is collated on a half termly basis the safeguarding and anti-bullying feedback has shown that pupils feel safe, and bullying is not an issue and where incidents are reported, pupil feedback stated that it was dealt with promptly.

Next Step:

- The implementation of Peer Mentoring Programme has currently been put on hold due to staffing capacity and may be revisited in future years.:

Agreed Targets for 2022-2023

Target 1

Implementation of Duke of Edinburgh Award

To further improve the pupil success through personal development, and encourage independence and resilience, the Academy plans to introduce the Duke of Edinburgh Awards for pupils in the next academic year due to increased capacity.

Target 2

Staff training and implementation of SNAP profiling

The Academy is introducing SNAP profiling assessments to ascertain behaviours and provide specific strategies of support for school and home. Staff are attending training in order to use the assessment tools effectively.

Target 3

Implementation of a tailored literacy intervention plan to develop oracy and bridge the gap for pupils who are not at the age-related expectation for reading.

This academic year, De Warenne Academy has raised the focus of literacy, school wide and for interventions however they have seen a need for further interventions and are employing three further tutors to provide structured specific support for the pupils identified.



Overview

De Warene Academy is part of the Delta Academy Trust and is a secondary provision with 758 on roll due to an increase in appeals for admissions last academic year. 4.7% of students with SEND Support (K) which equates to 36 pupils with a further 20 joining in Year 7 in the new academic year. They have 1.7% of pupils with Education Health Care Plans (EHCP). The Academy currently has a high percentage of Pupil Premium (PP) students at 49%, double the national average as the Academy is in an area of high deprivation with issues around criminality with the staff have working hard to raise the profile of the Academy, raising standards and achievements with a close working relationship with the police and Doncaster Council creating a stronger community team. The GCSE data shows a +0.40 upward trend in English and Maths, showing that pupils achieving Grade 4 and above in English and Maths was 71.4% for 2021-22, and pupils achieving Grade 5 and above in English and Maths was 59.5% which was the second highest school in Doncaster.

I found De Warrenne Academy to be extremely welcoming. This was evident from the outset, with a warm welcome at the school entrance, and reception staff ensuring that appropriate 'signing in' arrangements are undertaken. At the Blue Line, staff were greeting pupils and providing breakfasts. Safeguarding is given high priority; it is clear to all visitors, who can support if there are any worries or concerns with clear displays at the front of school and around the Academy. The Principal of the Academy was very welcoming, showing me all areas of the building and the new Football pitch which, in the future, will be available for community use. All meetings with staff were extremely hospitable and enthused about their school and their work with the pupils with the Principal commenting on the continued success of the pupils due to the staff commitment to them. To further improve the pupil success, independence and resilience, the Academy plans to introduce the Duke of Edinburgh Awards for pupils.

Attendance at the Academy has improved and is currently 89.3%. The attendance data is tracked on Power Bi and provides the leadership team with real time attendance data. This supports the Attendance Benchmark which pulls the weekly data through in line with the Local Authority (LA) and National average data, therefore the Academy is able to constantly review their attendance to provide relevant intervention. The data management system can identify patterns of absence and punctuality to support this further. Currently the Looked After Children (LAC) attendance stands at 90.4%, with SEN K at 83% however the EHCP pupils above the national average at 93.2%. Rewards and celebrations support the pupil's attendance with prizes for pupils with persistent absence and their Learning Managers. In addition, attendance draws are completed for form classes and year groups.

De Warrenne Academy offers the students a graduated individualised approach and fully inclusive. This was evident in discussions with pupils from the Student Council, one of whom described how 'everyone is treated fairly' and described how no one gets special privileges unless they need it and reported how they were taught about differences in Ethics, Philosophy and Culture (EPC). They described how they were



Assessor's Evaluation for the IQM CoE Award



selected to be on the student council through an application process and stated they have been involved in fund raising and on a student panel during interviews. They described how they liked to be on the school council as they like to have a say in things and have meetings with the Principal to discuss matters arising from student voice. The students explained how the transition procedures in place have helped them settle into the school stating, "They went out of their way to make us feel welcome and not feel scared."

Behaviour in the Academy has a consistent and graduated approach identified in the Behaviour Policy. De Warenne Academy provides a pro-active approach and strategies to reducing exclusions. The Assistant Principal for Deep Support described the graduated approach to behaviour. Pupils are greeted daily on the Blue Line to ensure they are set up for the day and that they are regulated. This allows a quick response and communication with parents and carers. The Academy has a number of strategies in place to support pupils at risk of exclusion with a physical presence in lessons from the Leadership Team, identifying key areas of difficulties and support for students who are excluded, report cards which are evaluated by Learning Managers and Leadership and consistent communication with parents. In addition, pupils can be placed on a Conduct Support Plan to support their behaviours with a 2 weekly review and access support areas in the school such as key worker sessions, anger management and behaviour support and the Bridge and Personal Learning Centre (PLC). The PLC provides a blended approach to learning with support from external agencies to support external referrals. Pupils at risk of exclusion are subject to the possibility of off-site direction to support suspension which can be up to 4 to 6 weeks with a planned return with a slow build-up of provision to holistically address their behaviour with intensive support. In total the Academy has had 456 suspensions this academic year, which is slightly up on last year however they have had a challenging Year 7 cohort with 9 pupils responsible for 200 of the suspensions. The Academy is introducing SNAP profiling assessments to ascertain behaviours and provide specific strategies of support for school and home. Staff are attending training in order to use the assessment tools effectively.

In discussion with the SENDCo, she described how the Academy has now employed an aspiring SENDCO to support awareness of the four categories of SEND. Data is used effectively to identify spikes in the four areas of need and providing focussed intervention. For support, the Academy Trust has developed a network of SENDCo's to share good practice and support. The SENDCo described the needs of the Year 7 cohort are growing therefore they are providing a more robust transition from Year 6 to Year 7 by going into feeder primary schools earlier with extra transition days for SEND pupils and more anxious and vulnerable pupils. Additionally, they have communicated with parents regarding the children's needs in terms of medical and those with EHCP's, for whom they attended the Annual Reviews and have had additional meetings. The Academy has provided transition programmes for all years and also developed a Year 7 transition programme and booklet to support anti-bullying, social expectations, consent and boundaries. For Year 10 and Year 11 they have a SEND specialist careers advisor for extra sessions with support for completion of application forms for Key Stage 5. In addition, De Warebne has an Accessibility Register to provide access arrangements



Assessor's Evaluation for the IQM CoE Award



from Year 7 to embed their normal way of working with official testing taking place in Year 10. Every pupil on the SEND register is provided with a key worker who they meet on a fortnightly basis followed by a personal phone call home. The SENDCo stated, 'We are there to remove barriers to independence.'

The Associate Assistant Principal with responsibility for promoting and supporting the LGBTQ+ community has audited the Academy for application for the Stonewall Award. Currently a weekly LGBTQ+ support group has been held with a small group of pupils attended regularly. The group has been promoted through assemblies and tutor time schedule and displays around the school promote the group and awareness of LGBTQ+. Five Pupils at De Warenne Academy are now known by names different to their birth and gender and appears openly accepted with no issues raised in the safeguarding and anti-bullying pupil voice as an area of concern. Their LGBTQ+ learners are supported to be themselves at school or college and can participate fully in all aspects of school or college life as LGBT inclusion is a core value across the whole setting and this has supported pupils to express themselves freely and with confidence at the Year 11 Prom. The Stonewall Award is under way and working towards the key areas shared by the Associate Assistant Principal. The policies at De Warenne are LGBTQ+ inclusive and staff are trained and supported to actively champion LGBTQ+ inclusion.

To support the pupils to become responsible and respectful citizens, the Academy has introduced a number of events to highlight and support in this area. The Associate Principal for Personal Development described how the 'De Warenne Dozen' has been implemented to support ownership for the 'This is Culture' focus for all subject areas, with topics selected by De Warenne staff who, in their subject areas, have 'chosen twelve things every student should have an awareness off.' This is linked to a focus area for each week and awareness is promoted through tutor time lessons, display around the Academy and in assemblies. The focus area is driven by the Assembly calendar in line with the Personal Development calendar and nationwide awareness. Each week, there is a different focus, linked to a local, national or world event with examples such as Liverpool and the Beatles tied to Eurovision; Wembley stadium tied to the end of season football finals; the rise of veganism tied to healthy eating week. This will continue to be developed into the next academic year with the Academy and will continue to provide further celebrations and Diversity Day has been difficult to organise, with a lack of presenters willing to engage this year.

The Associate Assistant Principal described how the Eco council has been relaunched, initially with an audit carried out by the pupils for the Green Flag Award. The pupils meet twice each half term and create displays and deliver assemblies to provide key messages tied to eco awareness days, which are also publicised using the academy TV screens. All pupils have the chance to experience trips to raise awareness of their environment and all Year 7 pupils will be receiving a reusable water bottle to be able to reuse and reduce waste and the canteen has a plant-free option or meat-free day. The next steps are to recycle more waste and plan to have a Net Zero week in order to apply for the Green Flag Award.

I endorse the school's application for Centre of Excellence status and look forward to reading the developments in their Action Plan in 12 months' time specifically with embedding the SNAP Profiling assessments and the outcomes of these on understanding behaviour and strategies for intervention and further expansion around 'developing



Assessor's Evaluation for the IQM CoE Award



responsible citizens' which will be good practice to share with others in the Cluster group.

I continue to be firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Ms Kathryn Sugden

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

.....
Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd