

DE WARRENNE ACADEMY CURRICULUM OFFER

STATEMENT OF INTENT 2019

CONTEXT & SOCIAL DISADVANTAGE

Delta Academies Trust has the mission statement “Changing Lives”, with the overarching aim being to improve educational outcomes for children in the north of England whilst creating a sustainable organisation that improves our society and the wider environment.

De Warrenne Academy serves the ex-mining communities of Consibrough and Denaby Main, with the majority of pupils living within walking distance and coming from 5 primary schools. The Key Stage 2 APS for every year group is significantly below national average on entry but primary performance is improving.

The academy is smaller than average, and has up to 150 pupils per year group. The majority of pupils live in areas containing significant pockets of deprivation characterised by high unemployment, an inadequate employment base, low average income levels, poor physical and mental health and a degraded urban environment.

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|-------------------------------|------------|------------------------------|
| Index of Multiple Deprivation | Bottom 10% | 43% (12% - national average) |
| Index of Multiple Deprivation | Bottom 30% | 66% (35%) |
| Education & Skills | Bottom 10% | 55% (12%) |
| Education & Skills | Bottom 30% | 96% (34%) |
| IDACI | Bottom 10% | 33% (12%) |
| IDACI | Bottom 30% | 76% (35%) |

The proportion of disadvantaged pupils is significantly above the national average (47% v 29%) as is the number currently in receipt of Free School Meals (27% v 12%). Pupils within the academy are mainly White British, with only 1.2% of pupils having EAL. The number of pupils with an EHCP is 2.2%, and a small number of pupils requiring behavioural and emotional support attend St Wilfrid’s Academy in Doncaster, which is a registered Alternative Provision within Delta Academies Trust.

We serve our local community and work closely with partners to plan a set of learning experiences that meet the needs of our pupils. In addition, we use local, national and international labour market intelligence to plan courses to best prepare our young people for life beyond school. We have the highest standards and expectations for all pupils and we strive to provide a curriculum that respects the needs of all pupils as well as one that encourages young people to seek continuous development and improvement.

Our curriculum: **(Intent)**

- is sequenced to enable pupils to build their knowledge and skills over time
- provides deep, sustained and valuable learning for all pupils, including those with SEND
- provides opportunities to develop levels of literacy and numeracy across all curricular areas
- promotes opportunities across the curriculum for the development of good student health and well being
- recognises the importance of digital literacy and provides opportunities for the development of the skills pupils need to function safely and responsibly in a technological world
- provides a range of academic, technical and vocational courses which challenge, engage and motivate pupils
- develops cultural capital across a wide range of contexts and experiences

- ensures that all pupils make good progress irrespective of their starting point and those young people facing disadvantage are lifted from educational poverty

We recognise that to provide our young people with rich learning experiences in a range of contexts it is crucial to work in partnerships with others. Expertise often lies beyond the school and learning opportunities are regularly planned with partner organisations including, statutory and voluntary organisations as well as employers and charitable organisations.

IMPACT

Our aim, through our curriculum is to develop young people:

- who are not disadvantaged by the social context in which they live
- who have the literacy and numeracy skills needed to succeed at school and beyond
- who have the confidence, resilience and knowledge to stay mentally healthy
- who feel included in their community with an active desire to contribute politically, socially, culturally, environmentally and economically
- who have high expectations of self and an ambitious vision for their future
- who have a work ethic that results in them achieving, and exceeding, their academic potential
- who are respectful, tolerant and empathetic towards the values and beliefs of others
- who are happy and have a desire to pursue a healthy, active lifestyle
- who have a range of transferrable skills to succeed in learning, life and work including: creativity, communication, collaboration, critical thinking and willingness to challenged accepted norms
- who are capable of making informed decisions and are aware of their rights and responsibilities

CURRICULUM OFFER

We have a well-constructed curriculum, tailored to meet the needs of our learners and address social disadvantage on many levels. Our curriculum offer is adapted to meet individual needs where appropriate and therefore offers a range of pathways, which we believe broaden rather than narrow the offer at different points during the five-year journey. This is essential to overcome social disadvantage and remove the barriers our pupils face. As a result, the number of pupils who are NEET has reduced below the national average of 2.8% to 2% (two pupils), and the number of pupils progressing to Further Education College and sixth form has increased from 83% in 2016 to 90% in 2018. Although we are a small school, we continue to develop our offer, with resistant materials, food technology, textiles, art, graphics, photography and performing arts taught in Key Stage Three. In Key Stage Four we offer a broad range of technical, vocational and academic subjects including Health and Social Care, ICT, construction and GCSE Computer Science. We plan to extend to a three year Key Stage 3 in September 2020.

| Y7 & Y8 Curriculum 2019-20 | |
|---------------------------------------|--------------------------------------|
| Subject | No of 1 Hour Lessons Per Week |
| English | 4 or 6 |
| Maths | 4 |
| Science | 3 |
| French | 2 or 0 increasing to 2 |
| LIFE | 1 |
| Geography | 2 |
| PE | 2 |
| History | 2 |

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|-------------------|---|
| ICT | 1 |
| Art | 1 |
| Design Technology | 2 |
| Performing Arts | 1 |

Y9 Curriculum 2019-20

| Subject | No of 1 Hour Lessons Per Week |
|------------------------|-------------------------------|
| English | 5 |
| Maths | 4 |
| Science | 4 |
| Sport / LIFE | 3 |
| Option Subjects | |
| Geography | 3 |
| French | 3 |
| History | 3 |
| ICT | 3 |
| Construction | 3 |
| Health and Social Care | 3 |
| Photography | 3 |
| Hospitality | 3 |
| Performing Arts | 3 |
| Travel and Tourism | 3 |

Y10 Curriculum 2019-20

| Subject | No of 1 Hour Lessons Per Week |
|------------------------|-------------------------------|
| English | 5 |
| Maths | 4 |
| Science | 4 |
| Sport / LIFE | 3 |
| Option Subjects | |
| Geography | 3 |
| French | 3 |
| History | 3 |
| ICT | 3 |
| Construction | 3 |
| Health and Social Care | 3 |
| Art | 3 |
| Hospitality | 3 |
| Performing Arts | 3 |
| Photography | 3 |

Y11 Curriculum 2019-20

| Subject | No of 1 Hour Lessons Per Week |
|--------------------|-------------------------------|
| English Language | 4 |
| English Literature | 2 or 0 |
| LIFE | 2 or 0 |
| Maths | 6 |
| Science | 6 |
| Core PE | 1 |
| Option Subjects | |
| Geography | 3 |
| French | 3 |
| History | 3 |
| Construction | 3 |
| Travel and Tourism | 3 |
| Photography | 3 |
| Computer Science | 3 |
| Sport Science | 3 |

LITERACY & NUMERACY SUPPORT

Upon entry to Year 7, pupils with the lowest literacy skills receive an additional two hours per week of tuition based upon the Miskin Fresh Start scheme, recognised by the EEF as helping Year 7 to make progress in reading. This enables them to enjoy French in Year 8 with more enthusiasm, confidence and success. In addition, all pupils in Year 7 and 8 access the Accelerated Reader programme three times per week, which is designed to encourage a love of reading and move children towards age appropriate reading as quickly as possible, testing for comprehension along the way.

Every child at De Warenne has access to Hegarty Maths, an online programme. Pupils are set specific tasks to complete every week as homework but do not access Hegarty maths in class. A Hegarty Club runs after school so all pupils can complete their homework and in addition pupils can complete extra activities of their choice whenever they wish. By summer 2019 pupils in Year 7 and Year 8 were the highest users in the trust having spent more than twice the national average completing maths activities. Pupils identified as falling behind age related expectations attend after school intervention and also benefit from additional small group tuition during maths lessons.

CURRICULUM FLEXIBILITY

We allow our pupils to choose their options from a wide range of creative, vocational and academic subjects in Year 9 allowing them to personalise their learning and choose subjects which engage and enthuse them.

In addition, all pupils follow a programme of Sports Studies for three hours per week in Year 9 & 10. This is crucial in our community as the programme of study addresses a range of PSHE strands pertinent to local need including health and wellbeing, relationships and careers and the world of work, as well as the role of the media in influencing belief and the theme of diversity through the paralympics. A focus on leadership also encourages pupils to seek out positive role models in their lives as opposed to negative ones found in the community.

Pupils studying humanities plus a language continue their pathway into Year 11, whilst others can complement their academic studies in Year 11 with an additional option, providing an important

creative outlet at a potentially stressful time in their academic career. The benefit of this curriculum model is that it enables pupils to focus on fewer subjects at a time, developing resilience, ambition and supporting mental well-being. Pupils can access additional support where needed which is not available at home, and over the five years they can study a wide range of subjects, keeping their future career options open and supporting them into further employment, education or training.

The early entry option in Year 10 for English literature for our lower ability learners means that throughout Year 11 they can access an intensive personal development programme (mental health, finance, RSE, ethics, crime, governance) preparing them for life after De Warenne when they will undoubtedly have far less, if any support in these areas.

The impact of this model on the most disadvantaged has been overwhelmingly positive, with disadvantaged pupils making more progress than “other” children in Doncaster in 2018 and closing the gap with national others to perform in the second quintile for disadvantaged nationally.

PROMOTING THE EBACC

As the quality of teaching has improved so has the uptake of history or geography plus French. This combination of subjects is offered to all pupils, regardless of ability and has grown in popularity. There are currently 25% of pupils in Year 9 following an EBACC pathway as opposed to 7% in Year 10 which is an encouraging uplift in the right direction.

In addition the number of pupils studying French has increased from just 13.5% in Year 10 to 39% in Year 9.

SUPPORTING INDIVIDUAL NEEDS

The Bridge is a provision in the academy where pupils suffering from physical or mental health difficulties can be taught in a smaller setting. Pupils working in The Bridge follow their normal timetable and work is provided by their subject teachers.

The Personalised Learning Centre is a provision which supports pupils with behavioural, emotional and social difficulties. Pupils in the PLC also follow a broad curriculum but access more personal development opportunities in order to support their return to the mainstream setting.

We have eight learning support assistants and are in receipt of inclusion funding from the local authority to provide additional staffing which enables pupils with SEND to follow a full curriculum pathway in a mainstream setting. In addition to this we have used a temporary leadership allowance to work with pupils in the lowest ability groups running a rewards and recognition system which is bespoke to their class and more immediate than the whole school system.

Our Designated Safeguarding Leader provides pupils with access to a range of external agency support. School nurses visit every week and run drop in clinics, we also work with EPIC to pre-empt young offenders, Project 3 offers support with sexualised and/or drug taking behaviours. We also access and signpost support for Young Carers, Parenting and Family support, CAMHS and Doncaster Children’s Service Trust mentoring.

EXTRACURRICULAR CLUBS, VISITS & RESIDENTIALS

We offer a range of after school clubs which are open to all pupils. Our performing arts club is extremely popular and produces two school productions each year. We have a STEM club, a wide range of sports clubs and activities before and after school, a cookery club and a creative writing group.

We offer a range of educational visits to places such as The Deep, Magna and Careers fairs, as well as rewards trips to venues chosen by the pupils. We have a residential to Homerton College, University of Cambridge for our most able Year 11 pupils and also encourage Year 10 to participate in university summer camps. We regularly run a ski trip to Austria and a cultural trip to Paris.

As an academy in an Opportunity Area we have also been able to access enrichment offers from external providers and ran Level 1 Dance Leaders and Level 1 Sport Leaders courses during holidays in the last academic year.

CEIAG

The CEIAG (Careers Education Information Advice Guidance) provision has been designed to positively support pupils to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work. Our careers programme is developed in conjunction with our partners at Careers Inc. We have been awarded the Prospects Quality Award in CEIAG. This award recognises the high quality of the careers provision at the academy. The Prospects award meets the exacting validation criteria of the national Quality in Careers Standard and stands for 3 years.

All pupils in Years 7, 8 and 9 take part in the National Enterprise Challenge. This is where pupils enjoy a day working in teams on a project set by industry leaders. Projects range from inventing a new type of university to creating a mascot for an advertising campaign. The teams pitch their ideas to a panel of judges who pick the winners. This event ensures that younger pupils gain employability skills and employer encounters. Year 10 participate in an equally exciting employability day which allows them to improve their interview and CV writing skills. Year 10 pupils are given the opportunity to take part in the Building My Skills employer encounter sessions which helps them to improve their interview, self-reflection and employability skills.

We work in partnership with The University of Sheffield's sustained outreach programme, "Discover Us". This is for ten Year 9 pupils who meet specific widening participation criteria from state schools within the South Yorkshire region. The programme is designed to raise participants' aspirations and their awareness of Higher Education over a three year period between Year 9 and Year 11. It aims to help every young person in the cohort discover how university is within their grasp and support them to make considered and informed choices.

Years 8, 10 and 11 are given the opportunity to visit the Doncaster Skills Academy "Skills Fest". This event is designed to motivate young people to think about prospective careers available to them and the relevant progression routes they can take to achieve their 'Dream Job'. Exhibitors include a wide range of organisations for example Higher Education institutions and apprenticeship providers. Pupils are supported throughout the day by academy staff and are able to discover for themselves information on a wide range of different career/progression pathways.

Pupils in all year groups (including Post 16) gain employer encounters through Careers Cafés, which take place throughout the year. This is a very popular and accessible way for Higher Education providers, employers and organisations such as the armed forces to come into the academy and speak informally with pupils. All pupils are given one to one careers advice through meetings with the organisation Careers Inc. A small number of pupils who are identified as being at risk of NEET are scheduled additional meetings until a personalised pathway is developed.

All pupils sign up to Start Uxplore. This innovative careers guidance software helps young people make better, more informed choices about their career path. Pupils are given the opportunity to personalise their experience by completing a profile about themselves. This includes adding information about their interests and skills and helps pupils to research the job market so they can find out who is recruiting locally for the jobs that they are interested in.

Sixth Form pupils visit the UK University Search and UCAS Convention. We offer a wide range of Higher Education and apprenticeship encounters throughout Years 12 and 13.

HeppSY+ work in partnership with us to increase the number of young people progressing to higher education. HeppSY+ is part of a national programme developed to support young people most at risk of missing out on Higher Education. It stands for Higher Education Progression Partnership South Yorkshire Plus and builds on the work of the existing Higher Education Progression Partnership (HEPP) which involves Sheffield Hallam University, The University of Sheffield and the South Yorkshire colleges of further education.

Pupils in Years 9 to 13 are offered a wide range of activities through HeppSY+ one of which is “The Brilliant Club”. This is an academic programme designed for high ability Year 9 pupils. Participating pupils experience six tutorials with a PHD tutor and is a unique opportunity for them to be challenged by high quality university level teaching. Pupils visit two leading universities at the start and the end of the programme and submit a 2000 word assignment on completion. The pupils celebrate their success with a graduation ceremony.

The Mobile Classroom is a double decker bus which enables two simultaneous sessions to take place with different themes and content. It can accommodate between 30-35 pupils, with activities for pupils from Years 9 to 13. The sessions include presentations, workshops, activities, games and quizzes and is tailored to specific year groups. Pupils gain valuable knowledge about UCAS, study skills, graduate programmes and higher education.

Through the HeppSY+ programme, pupils in Year 9 to 13 are able to visit The University of Sheffield where they learn about student life, courses on offer, finance and are able to speak directly to pupils from the university. The visits are scheduled to take place throughout the year. A group of female pupils participate in a “STEM for girls” event which takes place at the university each year.

Motivational speakers are invited into the academy to deliver inspirational sessions. An example of this is Moj Taylor who leads a “PUSH Talk”, each year to one select year group. The talk includes topics on student finance, myth busting, courses and accommodation.

PERSONAL DEVELOPMENT

Life@DWA is a five-year curriculum offer, tailored specifically to meet the needs of the school’s local context whilst at the same time equipping pupils with the knowledge, skills and understanding needed to play their full part in an ever changing world of the 21st century. Our programme includes the delivery of RE, RSE, PSHE, CEIAG and fundamental British Values, delivered through a combination of discrete timetabled lessons, our curriculum for life tutorial and assembly programme, plus a series of progressive “Step Up” days, as well as emphasising a number of cross curricular links across a wide range of subjects.

Life@DWA places social and personal development at the heart of its design, with group discussion, self-expression and the promotion of tolerance & respect towards the opinions of others assessed in each unit of work. Providing opportunities for pupils to develop confidence, resilience and knowledge to stay mentally and physically healthy are also included and developed in topics such as ‘Physical health and fitness’ and ‘Healthy relationships’ and OCR Sport.

At Key Stage 3, pupils explore an array of pertinent issues such as online and offline risks, including gangs, radicalisation and extremism through half-termly topics such as Me and My World, War, Conflict, Peace & Religion and Fitting in & Speaking out. The inappropriate use of mobile technology

and social media is also reinforced through the ICT curriculum as well as being emphasised and revisited in our tutor time and assembly programme, promoting for example national 'Safer Internet Day' across the academy and key stages.

Religious Studies is also embedded throughout Key Stage 3, as pupils are able to explore the religions of Christianity, Islam and Hinduism through the lens of 'What would a religious person do in this situation?' in order to develop skills of reflection, respect and tolerance. Religious quotes are woven into schemes of learning such as Evil and Suffering and are interpreted alongside some religious practices and core beliefs. A key question approach, as referenced in the Doncaster locally agreed SACRE, is also adopted where possible to allow pupils to engage in an enquiry-based approach to learning; appraising varied responses to key questions such as, 'Why is there suffering?' 'Is death the end?' and 'What is good and challenging about being a teenage Sikh/Buddhist/Muslim in Britain today?' as well as allowing pupils to develop responses of their own.

With income deprivation and unemployment levels in the local area significantly above national averages, we are fully committed to ensuring that our Life@DWA curriculum provides sufficient time to achieve all eight of The Gatsby Benchmarks, working alongside organisations such as The Prince's Trust and The National Citizenship Service. This year classes 7e and 7f will access the Junior Citizenship Programme run by the local Stronger Communities team with a focus on early intervention, prevention and resilience. A mixture of tutor time activities and progressive step up days provide opportunities for work experience, employer contact and Enterprise Education to allow the following targets to be met:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our RSE curriculum provision gives due regard to the DfE's statutory guidance on sex and relationship education as well as focussing in more detail on issues most relevant to pupils in our local context. Specific needs, as they arise are responded to and incorporated into our planning, plus curriculum content is once again 'stepped' to ensure that key issues are revisited in later years and in greater depth. Where possible we also aim to bring in outside companies/agencies to deliver bespoke sessions to meet the specific needs of our pupils in Year 10 and Year 11. For higher band pupils we also ensure that our accelerated programme of 'RSE Revisited' runs in Year 11 in order to cover key topics such as Teenage Pregnancy, Consent, STIs & contraception, healthy relationships and domestic abuse through a series of step up days. This 'RSE Revisited' programme also allows Year 11 pupils who do not take English Literature in Year 10 to cover key PSHE components from the 'Your Money Matters' scheme of learning such as financial risk taking, budgeting, interest rates and loan sharks as well as exploring religious studies topics rooted in Islam, Christianity, Relationships and War, Conflict, Peace & Religion.

The Spiritual, Moral, Social and Cultural (SMSC) development of our pupils has always been at the heart of the education offered in Delta Academies. The Academy's approach to SMSC is embedded in the Delta ethos of mutual respect, partnership working and collaboration; an approach that we believe is fundamental to a full and positive participation in life in modern Britain.

Broad PSHE themes are allocated throughout each academic year and revisited so that they can be reinforced and developed over the years:

- Half term 1: Relationships and Risk
- Half term 2 and 3: Diversity, Identity and Careers
- Half term 4 and 5: Rights & Responsibilities, Aspirations and Power
- Half term 6: Healthy Lifestyles and British Values

Examples of how fundamental British Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted across the Academy and include:

- Weekly year group assemblies led by academy leaders or guest speakers
- Student Voice activities
- Student Council and Doncaster Youth Council.
- Personal, Social, Health and Citizenship Education (PSHCE) lessons and Step up Days e.g. First Aid training.
- Religious Education and life topics such as 'A brave new world'
- Healthy schools' initiatives
- Cross curricular initiatives
- After school clubs and enrichment activities
- Charity work
- Sporting events
- Links with the wider community including 'Plastic Free Friday'
- Educational trips and visits and other opportunities for learning outside the classroom.