THE BOURNE ACADEMY

everyone is a learner and everyone is a teacher
The Bourne Academy Development Plan- 2018-19

At The Bourne Academy we develop literate, numerate global citizens who ASPIRE:
Ambitious, **S**elf-confident, **P**hysically Literate, **I**ndependent Learners, **R**esilient, **E**motionally Literate
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Academy Desired Outcomes

Outcomes for children and learners

Progress:	Progress 8 score of at least +0.25 (2018 +0.13, 2017 -0.24, 2016 +0.02 (FE), 2015 +0.03)
	+Progress +0.25 in English (+0.20 in 2018), Maths (+0.18 in 2018) and Science (GEMS)
	Higher Ability (0.00 in 2018, -0.25 in 2017, +0.08 in 2016) cohort to achieve a positive progress 8 score
	Disadvantaged (PP) cohort to achieve a positive progress 8 score (-0.04 in 2018)
	All SEND students achieve their target grades
Attainment:	Attainment 8 grade – 45.00 or equivalent C+/B- (43.33 in 2018, 41.28 in 2017)
	45% grade 9- 5 in English & mathematics (36% in 2018, NA is 43)
	66%+ grade 9 to 4 Incl EM (60% in 2018)
	Science to be at least in-line with national expectations
	All SEND Support students achieve their target grades
Diminish the difference: (Narrow the gap)	Disadvantaged students achieve at least as well as non-PP with a particular emphasis on narrowing the Gap between boys and girls
	All Higher Ability students achieve grade 9-7 or equivalent in at least 5 subjects

Sixth Form Outcomes:

Progress	+ Progress for sixth form using ALPs measure at least ALPs 4 (2018 ALPs 5, 2017 ALPs 7.00, 2016 ALPs 7.33),
Attainment	A level and Academic point score as a grade to average C+ (C in 2018, C- in 2017, D in 2016)
	Applied and Tech level point scores as a grade to average Dist (Merit in 2018, Dist – in 2017, Dist- in 2016)
	A Level pass rate 100% (26% at A* or A grade and 80% A* to C)
Retention	85% Retention rate
Destinations	100% of students who applied for higher education get accepted, 100% EET

Teaching, Learning & Assessment
- 100% of Teaching has a good or outstanding impact on learning
- Marking Policy used by all teachers, including planned lesson time dedicated to students reading and responding to that feedback in lessons leads to measurable impact on students' progress
- Ensuring that teachers consistently use assessment information to plan learning that provides high levels of challenge for all students, particularly the most able, disadvantaged and other vulnerable students. Teachers must explicitly share differentiated outcomes with students e.g. GCSE grade 9-7 students will have more challenging outcomes than grade 6-4 (mild, medium, hot)
- Learners helped to mastery by building confidence and resilience, including most able and disadvantaged students. Teachers will plan for this through low-stakes testing to rehearse current and prior learning and through planning learning activities that demand higher order thinking
- Professional Development continues to have measurable impact on student outcomes
- Increased breadth of students' reading sources across & outside the curriculum to help build cultural capital

Personal development, behaviour and welfare
- ASPIRE competencies to be at the forefront of everything we do
- Staff consistently apply the new behaviour policy
- All students' attitudes to learning are of an equally high standard across subjects, years & classes
- 100% students report feeling safe at school
- Maintain our zero tolerance approach towards negative behaviour which disrupts teaching and learning and contradicts the ethos of the Academy
- Attendance: 96%
- Persistent Absence: 8.0% (to outperform national figures)
- All students to participate in the Additional, Curricular, Enrichment (ACE) programme
- To provide opportunities to participate in global citizenship

Leadership & Management
All teachers, leaders and managers embed safeguarding practice as an integral part of everyday life
- Academy on route to have 1050 students by September 2019
- Governors know which strategies make the most impact on raising pupils' achievement, including Pupil Premium
- Senior leaders effectively monitor the work of middle leaders so that teachers are held to account for the progress made by pupils.
- 100% EET – to maintain and develop our nationally recognised outstanding careers provision
- Staff recruitment & retention (particularly in maths and Science) to allow continuity of learning but with healthy turnover for promotion
- All resources, including Disadvantaged funding, are used effectively to improve learning
- Alumni to increase membership and active participation
- Continue to develop our relationship with our sponsor, Canford School
- Parental Engagement: Increase attendance at Parent Teacher Consultation sessions to >= 90%
  o Parent Voice actively engaged in promoting and raising money for Academy

Outcomes for Students

Academy Desired Teaching Outcomes	Actions to achieve Outcomes & Descriptors	Impact & next Steps Fully met · Partially met · Not met Blank: no impact yet	Milestones & Final Deadline	Operational people	Accountable person
+Progress in every KS4 or A Level class	Individual Performance Management targets with a personalised CPD programme		Oct 2018	Class teacher	SLs, DoLs, LT
	Meetings between SLT and targeted staff to focus on underachieving groups		Monthly	LT	Class Teacher
	Additional morning briefing added to allow teams to communicate and plan maximise student progress		Weekly	SLs, DoLs	SLs, DoLs, APs
	Progress tracking broadsheet or 4 matrix information to include Progress score for each subject area Use of ALPs connect at KS5 to extend to KS4		Monthly	Data Manager	NL
	Additional learning, Saturday and holiday revision		Ongoing	ASJ	SLs & Class teacher
	Purchase of Pixl vocabulary tool for use across all subjects		Jan 19	NL	SLs & Class teacher
Higher Ability cohort to achieve a positive progress 8 score All Higher Ability students achieve grade 9-7 or equivalent in at least 5 subjects	Provide events and opportunities for higher ability students through STARS programme		Ongoing	STARs Coordinator	SLs & ASJ
	Ensure stretch and challenge through 'HOT' objectives and outcomes in lessons			Class Teacher	SLs,DoLs & RB
	Yr11 focus group "Golden 9"- students identified and monitored to receive targeted intervention in English, maths and science which may include 1:1		Monthly	SLs, Class Teachers, STARs coordinator	NL
	More trips and visits linked to English skills in Yr10 i.e watch "an inspector calls or Macbeth"		Spring / Summer 19	Class Teachers, SL English	DoL English
Progress 8 score of at least +0.25	Yr10 & 11 Progress tracking & Intervention team to continue but take into account Progress 8 on an individual and subject level including a focus on disadvantaged boys		Monthly	Class Teacher	LT HoH, STARs coordinator, SENDCo, DOLs and SL for MA,EN,Sc
	Review curriculum to ensure the lowest ability students can still achieve a +ve P8				
	Ensure outliers are monitored effectively to maximise attainment		Monthly		NL
	Introduction of revision support evening for Parents beyond PP evening		Feb 19		NL
Attainment 8 grade – C+/B- and at least 45.00 score	Focus being higher level grades in Eng, Ma & Sci. Possible 1:1 tutor in Eng		Internal tracking assessment points throughout year, For yr11	SLs, DoLs, LT RSL	English, Maths Class Teachers
	Early identification of students who are not accessing all 3 "buckets" to maximise all available grades				

Outcomes for Students

Academy Desired Teaching Outcomes	Actions to achieve Outcomes & Descriptors	Impact & next Steps **Fully met** **Partially met** **Not met** Blank: no impact yet	Milestones & Final Deadline	Operational people	Accountable person
	Bucket 3 subject teachers to be seen by LT		Monthly		Bucket 3 subject teachers
45% grade 9 to 5 in E&M 66%+ 9 to 4 Incl EM Science outcomes to be at least in-line with national outcomes	Yr10 & 11 Progress tracking & Intervention team with HOH Purchase Hegarty maths & Tassomai Support Pixl initiatives and attendance at conferences GEMS group focus on 5+ and 4+ grades in Maths, English and Science English, maths and science tutor groups Interventions and progress scrutinised in LM meetings between Subject Lead/Director and Senior Leaders, and between SL and maths, English and science teaching staff Progress of each teacher's maths, English and science class to be monitored to ensure expected and better progress made in every group Increase capacity in core subject areas where possible "grow our own" or seek other training providers		Monthly Fortnightly Fortnightly Ongoing	English, Maths Class Teachers SLs & DoLs RB, FG, CT	LT HoH, STARs coordinator, SENDCo, DOLs and SL for MA,EN,Sc English, Maths and Science Class Teachers MA
Disadvantaged students achieve at least as well as non-PP with a particular emphasis on narrowing the Gap between boys and girls	See Disadvantaged students Action Plan attached Subject action plans reflect focus on Disadvantaged students		Monthly	Class Teachers SLs	ASJ
All SEND students achieve their target grades	See SEND Action Plan		Jan/May 2019 Aug 2019	SENDCOs	C Harrison
+ Progress for A level – ALPs 4	Yr12 & 13 Progress tracking & Interventions fully employed. Pop-ins to include sixth form and check actions Individual Performance Management targets with a personalised CPD programme Meetings between SLT and targeted staff to focus on underachieving groups Additional morning briefing added to allow teams to communicate and plan maximise student progress Progress tracking broadsheet or 4 matrix information to include Progress score for each subject area Additional learning, Saturday and holiday revision		Oct 2018 Monthly Weekly Monthly Ongoing	Class teacher LT SLs, DoLs Data Manager ASJ	SLs, DoLs, LT Class Teacher SLs, DoLs, APs NL SLs & Class teacher

Outcomes for Students

Academy Desired Teaching Outcomes	Actions to achieve Outcomes & Descriptors	Impact & next Steps Fully met Partially met Not met Blank: no impact yet	Milestones & Final Deadline	Operational people	Accountable person
A Level pass rate 100% (26% at A* or A grade and 80% A* to C	See Sixth Form Action Plan Yr12 & 13 Progress tracking & Interventions fully employed. Continue to implement PIXL 6 strategies Additional learning, Saturday and holiday revision		Jan/May 2019 Aug 2019	Class teachers SLs and class teachers	HOD Sixth Form SLs, DoLs, LT DoLs, LT
85% Retention rate in 6th Form 100% of students who applied for higher education get accepted 100% EET	Ensure 6th form provision allows students to access appropriate Level 3 courses Investigate T Levels for future opportunities Increase number of students who gain offers for Russell Group universities		Jan/May 2019 Aug 2019	Class teachers SLs and class teachers	HOD Sixth Form SLs, DoLs, LT DoLs, LT
KS3 KPIs used to intervene and report to parents Investigate a flightpath approach to GCSE Monitoring KS3 progress for high expectations and excellent standards.	KS3 tracking fit for purpose Teachers accurately assess progress of students in their classes, using testing and moderation Use of FFT flightpaths Subject Leads to ensure that all KS3 assessments have clear success criteria/model exemplars/mark schemes. Line management meetings, department meetings and additional briefing time to be used for moderation (particularly useful for inexperienced staff). Under-achieving students to be identified and intervention(s) in place for 5 students (focus on PP). Progress to be discussed and evidenced during LM, etc. Rigorous monitoring throughout the year.		Ongoing Assessment Calendar points	N Leech SLs, DoLs, Class Teachers	A St John N Leech

Quality of Teaching, Learning & Assessment

Academy Desired Teaching Outcomes	Actions to achieve Outcomes & Descriptors	Impact & next Steps Fully met Partially met Not met Blank: no impact yet	Milestones & Final Deadline	Operational people	Accountable person
100% of Teaching has a good or outstanding impact on learning. Focus on S5: Adapt teaching to respond to the strengths and needs of all students with a focus on PP particularly under-achieving boys.	Collaborative re-write of 'Subject Teachers responsibilities' in T&L policy stressing importance of embedding S5 into daily practise. September INSET to remind and reinforce summer term training.		Sept 2018 INSET 1	R Bennett & DoLs	M Avoth
	LT weekly pop-ins monitoring the practise and impact of improved planning on both attitude to learning and progress.		Sept 2018 ongoing	LT	R Bennett
	Half-termly DOL/SL drop-ins to monitor impact and support practise of improved planning.		Sept 2018 ongoing	LT, DOLs, SLs,	R Bennett
	Line Management form revised to ensure the impact of teaching on learning is monitored and evaluated.		Sept 2018 ongoing	LT, DOLs, SLs	M Avoth
	Additional weekly briefing slot for academic teams to meet for sharing of best practise, team planning, team marking, peer book looks and moderation.		Sept 2018 ongoing	DoLs/ SLs	R Bennett
	Every teacher allocated a 'golden ticket' of one cover lesson to enable observation of good practise to support individual CPD.		Sept 2018	R Bennett	C Harrison
	Professional Needs sheet (Performance Management Document) completed by all staff and actioned through year.		October 2018	Line Managers	C Harrison
	CPD session focusing on personalising a positive approach to under-achieving Yr11 PP students.		October 2018	R Bennett	A St John
	INSET from Geoff Hannan on 'Closing the gap with a focus on improving progress of under-achieving boys'.		7 January	R Bennett	C Harrison
	CPD session follow up to INSET for team planning of suggested strategies.		14 January	R Bennett	C Harrison
To raise levels of literacy with a focus on enriching and extending students' vocabulary and ability to decode language.	Staff made aware of research in this area and why this is our focus as part of raising students' attainment, particularly closing the PP gap.		June INSET Sept 2018 INSET	S Lovett	R Bennett/N Barr
	Tutor literacy programme in place. Time given in INSET on 30/11 to ensure all tutors feel empowered/skilled to deliver it.		Ongoing	S Lovett	N Barr
	'Word burst' homework activities to be set across the curriculum. Performing Arts, PE & OE and Maths particularly piloting this strategy.		Sept 2018	DoLs and SLs	R Bennett & LT
	TBA CPD programme to offer three Literacy CPD sessions focusing on ways to extend and enrich vocabulary, particularly		05.11.18 28.01.18 13.05.18	S Lovett	R Bennett C Harrison

Quality of Teaching, Learning & Assessment

Academy Desired Teaching Outcomes	Actions to achieve Outcomes & Descriptors	Impact & next Steps Fully met Partially met Not met Blank: no impact yet	Milestones & Final Deadline	Operational people	Accountable person
	closing the PP gap in reading for understanding. WRAT tests identify students to have LEXOMIC intervention. Monitoring pop-ins, drop-ins and Learning Walks to specifically look for the development of language within lessons including the quality of students' verbal responses.		Ongoing Sept 2018 ongoing	S Lovett LT, DoLs/SLs	N Barr R Bennett
Revised Marking Policy used consistently by all teachers, including planned lesson time for Dedicated Improvement and Reflection Time (DIRT) and R commands, positively impacting on students' social and academic progress. Particular focus on pushing progress of under-achieving PP boys.	Weekly LT pop-ins include a mini book look to monitor consistency and impact of practise. Half-termly DoL/SL drop-ins to include a book look and plan support where needed Termly team book looks written into assessment calendar. Joint DoLs/ LT book look schedule in place Additional weekly briefing utilised for sharing best practise particularly with strategies for managing marking workload.		Sept 2018 ongoing Sept 2018 ongoing Jan 2019 ongoing Nov 2018 ongoing Sept ongoing	DOL's, SL's and LT LT, DOLs, SLs R Bennett R Bennett/N Leech DOLs/SLs	R Bennett R Bennett A St John R Bennett R Bennett
Ensuring that teachers consistently use assessment information to plan learning that provides high levels of challenge for all students, particularly the most able, disadvantaged and other vulnerable students.	Data team to produce class lists with all assessment information on. Year 7 data to be shared with class teachers as early as possible to ensure appropriate challenge is in place. LT weekly pop-ins monitoring the practise and impact of improved planning on both attitude to learning and progress. Half-termly DOL/SL drop-ins to monitor and support improved practise with lesson planning. Additional weekly briefing slot for academic teams to meet for sharing of best practise and team planning. Review and planning time allocated in November INSET and CPD follow up to ensure new policy and practise is embedding	4 matrix and progresso	September 2018 Sept 2018 ongoing Sept 2018 ongoing Sept ongoing Nov 30 Dec 10	C Wigg/N Leech LT LT, DOLs, SLs DOLs, SLs	A St John R Bennett R Bennett R Bennett

Quality of Teaching, Learning & Assessment

Academy Desired Teaching Outcomes	Actions to achieve Outcomes & Descriptors	Impact & next Steps Fully met Partially met Not met Blank: no impact yet	Milestones & Final Deadline	Operational people	Accountable person
Learners helped to mastery by building confidence and resilience, including most able and disadvantaged students. This will include refreshing and upskilling classroom staff with 'HoT/Thinking Hard' and knowledge organiser resources/strategies available from PiXL.	Whole staff INSET on working memory load, importance of rehearsal for long term-memory encoding and storage.		July 2018 Sept 2018	R Bennett	C Harrison
	Introduction of Equipment Policy (including equipment shop to support students)		Sept 2018	Tutors/ Class teachers	R Bennett
	Monitoring of the consistency of practise and impact of TBA presentation policy.		Sept 2018	LT, DOLs, SLs	R Bennett/C Harrison
	Low stakes starters planned into all lessons across all year groups.		Sept 2018 ongoing	Teachers, DOLs, SLs	R Bennett
	NL to lead DoLs/SLs through Huddle to locate HOT/Thinking Hard resources.		Wed briefing time	APs/DOLs/SL's	R Bennett/N Leech
	To be discussed and actioned at Subject Lead meeting.		3 Dec 2018	APs/DOLs/SL's	R Bennett
	A CPD session to support staff with planning and implementing these resources/strategies.		10 Dec 2018	R Bennett/ N Leech	C Harrison
	ASPIRE Days (x3) to explicitly measure the Academy competencies: ambition, self-confidence, physical literacy, independent learning, resilience, emotional literacy of each student over the year		November 2018 March 2019 July 2019	V Woodings	K Franklin/A St John
Increased breadth of students' reading sources across & outside the curriculum to help build cultural capital	See English Action Plan – Ensure lessons contain specific opportunities for "cultural Capital" to boost vocabulary Increase use of library through celebration launches, book clubs, silent reading and visits from every subject area Lexonic – high intensity intervention for students whose reading age is below their chronological age with the intention to improve outcomes Maintain and increase Canford Book Club participation		Sept 2018 onwards	M Lever Class Teachers	Lit Coordinator DoLs
Professional Development continues to have measurable impact on student outcomes	Teach First Programme now in its 6th year, with more experienced able to help coach new participants		Sept 18		
	Schools' Direct ITT in its first year.		Sept 2018		
	Use of IRIS Connect to produce development videos RQTs Project (internal) Middle Leadership development programme (internal) Senior Leadership Programme NPQSL		Ongoing Sept 2018		
	Action Research Circles Staff Bursaries				

Personal Development, Behaviour & Welfare

Academy Desired Teaching Outcomes	Actions to achieve Outcomes & Descriptors	Impact & next Steps Fully met Partially met Not met Blank: no impact yet	Milestones & Final Deadline	Operational people	Accountable person
All students' attitudes to learning equally high across subjects, years, classes & staff **ASPIRE competencies** to be at the forefront of everything we do	• Introduce and monitor use of Progresso rewards system • ARC group to explore rewards • Wider use of student mentors to support underachieving students. • Increase further profile of yellow 'doing the right thing' slips. • Early intervention in use of behaviour reporting system to ensure that all students are working towards outstanding behaviour • Multiple slips follow up • Increase provision and profile of Academy wide careers service • Sharing of anonymous CP concerns • Introduce timetabled LT walkabout duties/pop-ins To develop a structured tutor time to include literacy, numeracy, ASPIRE competencies and SMSC content to focus minds on learning		Sept 2018 onwards	K Franklin, HoH & Behaviour Manager V Woodings HoH/ESW LT K Franklin/V Woodings	C Harrison
Ensure all staff are Safeguarding trained, which includes the "Prevent" agenda at whole Academy level	Safeguarding training for all staff Prevent up-date for all staff Place opportunities into the curriculum to discuss extremism Up-dates on all aspects of child exploitation eg County Lines My Concern training for all new staff		Sept 2018 Sept 2018	K Franklin/J Beer	C Harrison
All teachers, leaders and managers embed safeguarding practice as an integral part of everyday life	Ensure all staff have ability and training to log any concern. Use of My Concern Safe Recruitment protocols followed		Sept 18	All Staff LT, HR	M Avoth C Harrison Safeguarding Team
100% students report feeling safe at school	Peer mediators group to be started up again Continue Bully Buster's or alternative programme and raise profile eg Anti-bullying week Raise profile of Bourne Leaders All vulnerable groups feel "safe Strengthen health and wellbeing team in response to local need Appointment of Pastoral Support Workers (PSW) to support students before, after and throughout the Academy day		Sept 2018 onwards Sept 2018 onwards Sept 2018 onwards	K Franklin/H Villegas T Peacock HoH/SENDCo/ESW/WC	C Harrison J Perkins C Harrison

Personal Development, Behaviour & Welfare

Academy Desired Teaching Outcomes	Actions to achieve Outcomes & Descriptors	Impact & next Steps Fully met Partially met Not met Blank: no impact yet	Milestones & Final Deadline	Operational people	Accountable person
Exclusions reduce to: Days lost ≤248 No of exclusions ≤177 No of students ≤56 (Based on halving the 2017-18 figures)	Have intervention groups for students with high number of Green Slips (sent out of lessons). Monitor Internal exclusion room (InEx) and produce data regarding repeat "visitors" Identify staff who require training on behaviour management techniques such as de-escalation Explore 'reasonable adjustments' to sanction system for EHCP students Utilising the Isolation and InEx rooms more to reduce FTEs, Verbal abuse adult, physical abuse student and persistent disruptive behaviour Analyse data to identify groups of students with a high number of slips/placed in ISO/INEX and Identify individual students who require support modifying their behaviour Seek alternative internal and external provision to avoid FTEs Strategic use of alternative provision to ensure students can turnaround behaviour Develop a tangible reward system that links with progresso and recognises individual behaviour points Director of Personal Development, Behaviour & Welfare role to be embedded Develop' The Bourne Academy Citizenship Award'		Summer term 2018 On going throughout year September 2018 September 2018 September 2018 Ongoing	All teaching staff with HOH Behaviour Manager K Franklin SENDCo HOH Behaviour Manager & K Franklin Network Manager/ Student rewards coordinator	C Harrison C Harrison & M Avoth C Harrison C Harrison C Harrison J Perkins
Attendance = 96%	Continue weekly attendance meetings and follow up with VP, EWO & HOH Year 11 "passport to the Prom" Non authorisation of term time holidays and prosecution. Tutor mentoring scheme for students whose attendance falls below 96%, but is above 90%		September 2018	J Beer with tutors & HOH	C Harrison
Persistent Absence = 8% to outperform national figures)	Continue weekly attendance meetings and follow up with VP, EWO & HOH Year 11 "passport to the Prom" Prosecution Target students whose attendance is ≥92% and <96% HoH complete an Attendance Action Plan and meet regularly with identified students		September 2018	J Beer with tutors & HOH	C Harrison

Personal Development, Behaviour & Welfare

Academy Desired Teaching Outcomes	Actions to achieve Outcomes & Descriptors	Impact & next Steps Fully met Partially met Not met Blank: no impact yet	Milestones & Final Deadline	Operational people	Accountable person
	Continue to reward students whose attendance is ≥96%, but on a more regular basis [not just at the end of term] Action Plan for students who are Persistently Absent (PA), including use of Parenting Contracts HoH available P1 to prioritise attendance Mentoring scheme for students whose attendance is below 90% [HT6 2018] Review of Local Authority procedures for issuing a penalty notice				
Encourage Global Citizenship by continuing to establish links with international schools so that Academy students can experience different cultures	Develop further links with Osiligi Charity (Kenya) including the building of a teachers house and a visit to Kenya Develop further cultural opportunities with our International schools programme		Autumn Term 2018	Bourne Leaders K Franklin/L Burbidge	C Gobell M Avoth
Develop a whole school approach to Health and Well being	Use YST support material to incorporate PE Work with the Sandwell project to create an evidence base, eventually leading to Charter Mark		Ongoing	Director of Arts & Well being, HOD PE A Prince	R Bennett

Effectiveness of Leadership & Management

Academy Desired Teaching Outcomes	Actions to achieve Outcomes & Descriptors	Impact & next Steps Fully met Partially met Not met Blank: no impact yet	Milestones & Final Deadline	Operational people	Accountable person
Academy on route to have 1050 students by September 2019 Increase numbers in the Sixth Form	Primary collaboration continues under JP Increase taster sessions at Academy through SLs in core subjects and Sixth Form Increased tours around the Academy Use of social media to promote the Academy in the wider community Marketing activity aimed at attraction into 6th form + annual survey of current 6th formers to find out likes/dislikes – aiming to improve our service CIF bid where appropriate as capacity in the sixth form will be a concern Investigate possibility of a resource centre on site to cater for ASD students		On going Summer 19 Oct 18 Dec 18 Oct 18 to Mar 19 Oct 19 Jan 19	J Perkins Class Teachers Marketing Coordinator Marketing Coordinator Head of Sixth Form & Careers Leader C Turner C Turner	LT SLs, DoLs, LT C Gobell C Gobell A St John M Avoth M Avoth
Governors know which strategies make the most impact on raising pupils' achievement, including Pupil Premium	Recruit a Pupil Premium Governor through a new Link Governance scheme Regular reporting of strategies used from PP plan to raise achievement Introduce a "link" governors scheme		All Governor meetings Dec 18	A St John DoLs, SLs	M Avoth
Senior leaders effectively monitor the work of middle leaders so that teachers are held to account for the progress made by pupils.	Regular pop ins Line Management meetings focus on pupil progress particularly vulnerable groups Engage the services of a School Improvement Partner (SIP) to support and challenge leaders Leadership discussions/challenge built into the assessment calendar (to follow progress data drops) Book look data recorded and acted upon when no improvement shown		Weekly LM meetings Once per term	SLs, DoLs SLs, DoLs	LT
100% EET – to maintain and develop our nationally recognised outstanding careers provision	Continue to widen opportunities for KS3 students to access Careers advice. Continue and develop our College liaison programme at KS4 Have college students and employees from range of occupations speaking to year 8 students, as requested by students Develop work with Oak Academy following successful SUN bid Continuing developing an outstanding careers provision using the Gatsby model for evaluation Develop Tycoons in schools programme		Sept college placements Ongoing Ongoing	Careers Leader Careers Leader Careers Leader	A St John A St John A St John

Effectiveness of Leadership & Management

Academy Desired Teaching Outcomes	Actions to achieve Outcomes & Descriptors	Impact & next Steps Fully met Partially met Not met Blank: no impact yet	Milestones & Final Deadline	Operational people	Accountable person
Staff recruitment & retention (particularly in maths and Science) to allow continuity of learning but with healthy turnover for promotion	Continue to restructure support and teaching staff roles to allow for expansion of the Academy and greater promotional opportunities.		Sept 18 Aug 18	F Gilson M Avoth	M Avoth
	Continue to look at ways Senior and middle Leadership Development programme continues Look for wider opportunities Investigate welfare / Health support for staff		Sept 18 Ongoing	R Bennett / J Perkins C Turner	C Harrison M Avoth
	Continue to investigate ways to reduce workload without impacting on student outcomes		Sept 18	All staff, staff Governor	M Avoth F Gilson
Alumni to increase membership to include "Academy" ex students	Regular invites to students who have just left and anniversary reunions		Jan 18 On going	Marketing Coordinator	C Gobell
	Expand the Year 13 and Alumni Ball		Summer 18	K Franklin	C Gobell / A St John
Continue to develop our relationship with our sponsor, Canford School	Another Joint INSET held to promote similarities and differences in each sector. Focus on Outcomes for learners		Summer 19	C Harrison R Bennett	C Harrison
	Year 10 Twinning programme to continue and develop		Ongoing	All Staff	A St John
	Increase opportunities for staff to engage in extra-curricular activities with each other		Ongoing	T Peacock	M Avoth
	Ensure at least one Academy student is successful in their sixth form application to Canford.		December/ April	V Woodings/C Gobell	A St John/ M Avoth
	Development Activities ie. International Students and Funding/Opportunity Collaboration		Ongoing	C Gobell	M Avoth
	Canford students to visit The Academy every Monday PM as part of their community service (supporting in Science and mathematics)		Ongoing	A St John	M Avoth
	Oxbridge and potential medical student workshops/preparation support		HoD Sixth Form	A St John	M Avoth
All resources, including Disadvantaged funding, are used effectively to improve learning	All depts. to allocate PP spending in their Development Plans PP Success evening		Ongoing	SLs & DoLs	A St John Finance Manager: CT
Work to remove unnecessary workload for teachers and leaders, so they can focus on teaching and their own development.	Use the DfE workload toolkit Create an action plan, through working groups, to implement		Ongoing	Staff Gov, DoLs, Head of HR	M Avoth
Parent Voice actively engaged in promoting Academy and raising money	Business Director to continue meetings with Chair of PV to encourage more parents to join and more events with PV Principal to continue to attend			T Peacock & S Taghizadeh	C Gobell M Avoth

To be Outstanding – The Bourne Academy Post-Ofsted Action Plan

- The quality of teaching is improved and achievement raised across the curriculum, particularly in science, as a result of:
    – teachers having higher expectations of what pupils can achieve
    – teachers setting work that meets the needs of pupils of different abilities, including those who are disadvantaged.

- Behaviour improves by:
    – reducing fixed-term and permanent exclusions
    – reducing persistent absenteeism
    – staff consistently applying the new behaviour policy.

- Leadership improves as a result of:
    – governors having sufficient oversight of pupil premium spending, knowing which strategies make the most impact on raising pupils' achievement
    – senior leaders effectively monitoring the work of middle leaders so that teachers are held to account for the progress made by pupils.

THE BOURNE ACADEMY

Monday Twilight Induction/CPD Programme – 2018-2019

Induction sessions will be held on **Mondays 4:10-5:00pm (venue will be listed on the weekly bulletin).**
All teachers are expected to attend sessions where **safety or priority teaching strategies are being developed**. Any teacher who requires improvement in any aspect of their practice will be expected to attend the relevant sessions. **ALL sessions are compulsory for NQTs, Teach 1st graduates and teachers new to the Academy.**
Any member of staff is welcome to attend any session.

Date	Theme	Facilitator	NQT	RQT	Teach First	Teachers new to Academy	All teaching staff	Cover Supervisors	TA	Associate staff
Monday 03.09.18	Start of the Year Day 1	MA	Compulsory for ALL staff							
Tuesday 04.09.18	Start of the Year Day 2	Teams	Compulsory for ALL staff							
Weds 05.09.18	Middle Leaders Development programme	JPe	Middle Leaders – Big picture, vision and leadership styles							
Weds 05.09.18	RQT meeting in HU2	RB		✓						
10.09.18	Safeguarding	CHa, KFr & JB	✓	✓	✓	✓	✓	✓	✓	✓
17.09.18	Educational Visits ARC groups		✓	✓	✓	✓	✓	✓	✓	✓
Weds 19.09.87 [2:15-4:15]	Performance Management	All								
24.09.18										
Weds 26.09.18 [2:15-4:15]	Performance Management	All								
01.10.18	New staff catch-up	RB, FG & CHa				✓				
08.10.18	Teaching & Learning and Skills Choose one workshop from: 1. Planning for progress 2. Behaviour man. 3. Marking & feedback	RB CHa NB	✓	✓	✓	✓	✓	✓	✓	
15.10.18	Role of tutor	Outstanding tutor(s)	✓	✓	✓	✓	✓	✓	✓	
22.10.18	Half term									
Date	Theme	Facilitator	NQT	RQT	Teach First	Teachers new to Academy	All teaching staff	Cover Supervisors	TA	Associate staff

Review & Reboot Dates:

Date	Theme	Facilitator	NQT	RQT	Teach First	Teachers new to Academy	All teaching staff	Cover Supervisors	TA	Associate staff
29.10.18	Student Leadership	RB, JPe & students	✓	✓	✓	✓	✓	✓	✓	✓
Weds 31.10.18 [2:15-5:15]	Coaching Team	RB								
Weds 31 .10.18 [2:15-5:15]	Middle Leaders Development programme	JPe	Middle Leaders – Motivating others and accountability							
05.11.18	Literacy Training (1)	SL/NB	✓	✓	✓	✓	✓	✓	✓	✓
12.11.18	Numeracy Training (1)	RG	✓	✓	✓	✓	✓	✓	✓	✓
Weds 14.11.18 [2:15-5:15]	T&L Strategy Group	RB								
19.11.18	eSafety Protecting young people online.	SSC Team	✓	✓	✓	✓	✓	✓	✓	✓
Weds 21.11.18 {2:15-3:15}	RQT meeting in HU2	RB		✓						
26.11.18	Embedding careers and labour market information in curriculum areas and lessons	VWo	✓	✓	✓	✓	✓	✓	✓	✓
Friday 30.11.18	INSET DAY 1		Compulsory for ALL staff							
Monday 03.12.18	INSET DAY 2		Compulsory for ALL staff							
Weds 05.12.18 [2:15-5:15]	Subject Leaders meeting	RB								
10.12.18	INSET Day follow-up	Teams	✓	✓	✓	✓	✓	✓	✓	
17.12.18	Reflection on 1st term	LT, RB & Mentors	✓		✓					
24.12.18			Xmas holidays							
31.12.18			Xmas holidays							
Monday 07.01.18	INSET DAY 3 Canford?? [2:00-3:00 RQT meeting in HU2]	T&L – Planning RB								
14.01.18	INSET follow-up	RB	✓	✓	✓	✓	✓	✓	✓	
Weds 17.01.18 [2:15-5:15]	ARC meeting	LTs					✓			
21.01.18	Technology & pedagogy	DO	✓	✓	✓	✓	✓	✓	✓	✓
28.01.18	Literacy Training (2)	NB & RB	✓	✓	✓	✓	✓	✓	✓	✓
04.02.18	RAISE on-line data dashboard	MA	Subject Leaders and Middle Leaders							
06.02.18 [2:15-3:15]	Subject Leaders meeting	RB								
Date	Theme	Facilitator	NQT	RQT	Teach First	Teachers new to Academy	All teaching staff	Cover Supervisors	TA	Associate staff

Date	Event	Lead									
11.02.18	Teaching & Learning Skills (2) Workshops to be offered dependant on feedback from T&L(1) session on 09.10.17	RB	✓	✓	✓	✓	✓	✓	✓		
18.02.18	Half term										
25.02.18	NQT Evidence Folder	RB	✓		✓						
Weds 27.02.18 [2:15-3:15]	T&L Strategy Group	RB									
04.03.18	Numeracy Training (2)	RG & AM	✓	✓	✓	✓	✓	✓	✓		✓
06.03.18	RQT meeting in HU2	RB		✓							
06.03.18	Middle Leaders Development programme	JPe	Middle Leaders – A shared facilitation on either parental engagement, learning talk, schools of the future or relationship management								
11.03.18	CAD CAM & The Laser-cutter	TED Team	✓	✓	✓	✓	✓	✓	✓		✓
Weds 13.03.18 [2:15-3:15]	Subject Leaders meeting	RB									
Thursday 14.03.18	INSET DAY 4	Outreach	Compulsory for ALL staff								
18.03.18	INSET follow-up	Teams									
Weds 20.03.18 [2:15-3:15]	ARC meeting	LT					✓				
25.03.18	Philosophy for Children	RB	✓	✓	✓	✓				✓	
01.04.18											
08.04.18	Easter holidays										
15.04.18	Easter holidays										
22.04.18	Bank Holiday										
29.04.18	Assessment 4 learning	RB	✓	✓	✓	✓	✓	✓			
01.05.18	T&L Strategy group meeting	RB									
01.05.18	Middle Leaders Development programme	JPe	Middle Leaders – Vision check, coaching skills & scenarios								
06.05.18	Bank Holiday										
Weds 08.05.18 [2:15-3:15]	Subject Leaders meeting	RB									
Weds 08.05.18 [2:15-3:15]	RQT meeting	RB		✓							
13.05.18	Literacy Training (3)	NB	✓	✓	✓	✓	✓	✓	✓		✓
Weds 15.05.18 [2:15-3:15]	ARC Presentations	LTs					✓				
20.05.18											

27.05.18			Half term							
Date	Theme	Facilitator	NQT	RQT	Teach First	Teachers new to Academy	All teaching staff	Cover Supervisors	TA	Associate staff
03.06.18	NQT Evidence Folder	RB	✓		✓					
05.06.18	Middle Leaders Development programme	JPe	Middle Leaders – Time management, agendas and meetings							
Weds 05.06.18 [2:15-3:15]	Coaching Team meeting	RB								
10.06.18	Technology & pedagogy	DO	✓	✓	✓	✓	✓	✓	✓	✓
17.06.18	Progress measures/assessment	NL	✓	✓	✓	✓	✓	✓	✓	
Weds 19.06.18 [2:15-3:15]	Subject Leaders meeting	RB								
19.06.18	Middle Leaders Development programme	JPe	Middle Leaders – a shared facilitation on either creative leadership, student leadership/voice or a new area of your choice from session 3.							
24.06.18										
01.07.18	Curriculum/assesment review	In teams	✓	✓	✓	✓	✓	✓	✓	
Weds 03.07.18 [2:15-3:15]	T&L Strategy group meeting	RB								
Weds 03.07.18 [2:15-3:15]	RQT presentations	RB & LT								
Friday 05.07.17	INSET Day 5	Induction								
08.07.18										
15.07.18	Celebration Tea	LT, RB & Mentors	✓		✓					
22+23.07.18	Planning Days									
24.07.18	Summer holidays									

Review & Reboot Dates:

Teacher Continuing Professional Development Pathways at The Bourne Academy

Academy Development Plan, Teachers' Standards and Ofsted Criteria

	Autumn 1	Monitor	Autumn 2	Spring 1	Monitor	Spring 2	Summer 1	Monitor	Summer 2
Leadership	Exams Analysis Action Planning Subject Lead Meetings Middle & Senior Leadership Development Programme	Action Plan Review	Subject Lead Meetings Progress tracking Mtg Middle & Senior Leadership Development Programme	Subject Lead Me Progress tracking Mtg Middle & Senior Leadership Development Programme	Action Plan Review	Subject Lead Meetings Progress tracking Mtg Middle & Senior Leadership Development Programme	Subject Lead Meetings Progress tracking Mtg Middle & Senior Leadership Development Programme	Action Plan Review	Subject Lead Meetings Progress tracking Mtg Middle & Senior Leadership Development Programme
All teaching staff	Participation in an Action Research Circle		Participation in an Action Research Circle	Participation in an Action Research Circle		Participation in an Action Research Circle			
UPS	Coaching Co-leading an Action Research Circle (ARC)	Coachee Review	Coaching Co-leading an Action Research Circle (ARC)	Coaching Co-leading an Action Research Circle (ARC)	Coachee Review	Coaching Presenting ARC outcomes	Coaching	Coachee Review	Coaching
Mainscale	Opportunity for LDP	*See Below	Opportunity for LDP	Opportunity for LDP	*See Below	Opportunity for LDP	Opportunity for LDP	*See Below	Opportunity LDP
New Teachers to the Academy	Induction Programme Buddy/Coaching support	Coach Obs	Coaching continues (if needed)	*Buddy continues throughout the year. Join relevant pathway…*					
RQTs	Action Research Project	Impact Review	Action Research Project	Action Research Project	Impact Review	Action Research Project	Action Research Project	Impact Review	Action Research Presentation
NQTs/ ITTs (Teach First and PGCE)	Monday CPD Induction Programme Mentors	Mentor Obs/ Ass 1	Monday CPD Induction Mentors	Monday CPD Programme Mentors	Mentor Obs/ Ass 2	Monday CPD Programme Mentors	Monday CPD Programme Mentors	Mentor Obs/ Final Ass	Monday CPD Programme Mentors

**Bi-weekly Line Management Meetings   Team Meetings
Ongoing Book Looks   Continuous Drop Ins
Action research   Monday CPD Sessions   Training Courses   Partnerships with other
Schools   Leadership Development   Academy INSET Days   Coaching   SaLPs**