

everyone is a learner and everyone is a teacher

The Bourne Academy Development Plan- 2017-18

At The Bourne Academy we develop literate, numerate global citizens who ASPIRE:

**A**mbitious, **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: **Overall + Progress 8 score** (2017 -0.24, 2016 +0.02 (FE), 2015 +0.03)

 **+Progress** in English, Maths and Science (getting English maths and science, GEMS)

 **Higher Ability** (-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

All **SEND** students achieve their target grades

Attainment: **Attainment 8 grade – C+ or equivalent** (41.28 in 2017)

 **42% grade 9- 5 in English & mathematics (FFT 5 44%, FFT 20 is 38%)**

 **60%+ grade 9 to 4 Incl EM**

 **Science to be at least in-line with national expectations**

 **All SEND** Support students achieve their target grades

Diminish the difference: **Disadvantaged** students achieve at least as well as non-entitled

 (Narrow the gap) **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 6** (2017 ALPs 7.00, 2016 ALPs 7.33),

Attainment **A level and Academic** point score as a grade to average C (C- in 2017, D in 2016)

 Applied and Tech level point scores as a grade to average Dist (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 curriculum, and teaching of reading, writing, communication and maths **cohesively planned & implemented across curriculum**

**Personal development, behaviour and welfare**

* **ASPIRE competencies** to be at the forefront of everything we do
* 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 in KS3 to participate in at least one ACE activity per week
* To plan a reciprocal visit to our international partners in Kenya so that our students can experience different cultures

**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 2018**
* **100% EET –** to maintain and develop our nationally recognised outstanding careers provision
* **Staff retention stabilised** (particularly in maths and Science/Computer 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%
	+ **Parent Voice** actively engaged in promoting and raising money for Academy

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| **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 subject | See Subject Action PlansProgress tracking broadsheet to include Progress score for each subject areaAdditional learning, Saturday and holiday revision  |  | Oct 2017Aug 2018 | SLs C WiggN Leech | Line ManagersA St John  |
| **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 | See Subject Action Plans Provide events and opportunities for higher ability students through STARS programmeEnsure stretch and challenge through ‘HOT’ objectives and outcomes in lessons |  | ongoing | SLs Kelly Franklin | Line Managers |
| + Progress 8 score | Yr10 & 11 Progress tracking & Intervention team to continue but take into account Progress 8 on an individual and subject levelReview curriculum to ensure the lowest ability students can still achieve a +ve P8 |  | Internal tracking assessment points throughout year, For yr11 Aug 2018 | Senior LeadersHoH, STARs coordinator, SENDCo, Disadvantaged coordinator and DOL’s and SL for MA,EN,Sc | M AvothA St John |
| 42% grade 9 to 5 in E&M60%+ 9 to 4 Incl EM Science outcomes to be at least in-line with national outcomes  | See individual action plans for maths, English and scienceYr10 & 11 Progress tracking & Intervention team with HOH GEMS group established and led and monitored by Senior LeadersMaths, English and Science interventions and progress scrutinised in LM meetings between Subject Lead/Director and Senior Leaders, and between SL and maths, English and science teaching staffProgress of each teacher’s maths, English and science class to be monitored to ensure expected and better progress made in every groupIncrease capacity in science overseen by a Senior Leader |  | Jan/May 18Internal tracking assessment points throughout year, For yr11 Aug 2018 | A St John leading; SL’s for MA,EN,Sc | M AvothDOL’s of MA,Sc |
| Attainment 8 grade – C+ or equivalent grade | See individual action plansYr10 & 11 Progress tracking & Intervention team with HOH – monitor and intervene with key marginal students Early identification of students who are not accessing all 3 “buckets” to maximise all available grades |  | Internal tracking assessment points throughout year, For yr11 Aug 2018 | Senior LeadersHoH, STARs coordinator, SENDCo, Disadvantaged coordinator and DOL’s and SL for MA,EN,Sc | M AvothA St John |
| Disadvantaged students achieve as well as non-E students | See Disadvantaged students Action PlanSee Subject action plans |  | Jan/May 2018Aug 2018 | E RobertsSLs | R Grinyer  |
| All “other” vulnerable groups, incl EAL, Young Carers and LAC, achieve as well as other students | See appropriate Action PlanAdditional learning, Saturday and holiday revision |  | Jan/May 2018Aug 2018 | H Gaj, J Beer & N Leech  | C Harrison |
| All Higher Ability students achieve≥ grade 9-7 or equivalent  | See More Able and subject Action PlansAdditional learning, Saturday and holiday revision |  | Jan/May 2018Aug 2018 | K FranklinSLsDOL’s | A St John M Avoth |
| All SEND students achieve their target grades  | See SEND Action Plan |  | Jan/May 2018Aug 2018 | H Gaj | C Harrison |
| + Progress for A level – ALPs 6 | See Sixth Form Action PlanYr12 & 13 Progress tracking & Interventions fully employed.Continue to implement PIXL 6 strategies Additional learning, Saturday and holiday revision |  | Jan/May 2018Aug 2018 | K Franklin,A St John, all SL’s and DOL’s | A St John & M Avoth |
| A Level pass rate 100% (26% at A\* or A grade and 80% A\* to C | See Sixth Form Action PlanYr12 & 13 Progress tracking & Interventions fully employed.Continue to implement PIXL 6 strategies Additional learning, Saturday and holiday revision |  | Jan/May 2018Aug 2018 | K Franklin & A St JohnAll SLs and DOL’s | K Franklin & A St John |
| 85% Retention rate in 6th Form100% of students who applied for higher education get accepted100% EET | See Careers and Sixth Form Action PlanEnsure 6th form provision allows students to access appropriate Level 3 coursesIncrease number of students who gain offers for Russell Group universities |  | Jan/May 2018Aug 2018 | K Franklin & V WoodingsSLs & DOLs | K Franklin & A St John |
| KS3 KPIs used to intervene and report to parents | KS3 tracking fit for purposeTeachers accurately assess progress of students in their classes, using testing and moderation |  | ongoing | N Leech | A St John |

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| **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. | Regular lesson observations, drop in’s & book look –LT and DOL’s or SLWeekly drop ins and learning walks Monday CPD programme to focus specifically on the quality, consistency and rigour of * Objectives linked to KPIs or examination spec AOs
* Low stakes testing and therapy intervention
* HOT (higher order thinking) opportunities

Professional Needs sheet (Performance Management Document) completed by all staff and actioned through yearCoaching programme to target support Pilot triad Coaching6wk Support Plans as required |  | Sept & Oct 2017Sept ongoingSummer 2018 | R Bennett: coaching and support plan overviewC HarrisonLT, DOLs, SLs, teachers’ self-developmentR Bennett | M AvothC Harrison |
| **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. |  book look in LM meeting and in daily lesson drop-ins |  | Sept & Oct 20179-20 Oct8-19 Jan30 April -11 May | DOL’s, SL’s and LT | C Harrison with 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. 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). | Data team to produce class lists with all assessment information onDevelop the role of the T&L Strategy group to incorporate IRIS connect training materialsAccess to and training in 4 matrix and investigate the purchase of ASSET Training for Analyse School Performance tool |  | July 17Oct 17OngoingSept 17 | C Wigg/N LeechLP’s/AOL reps/R BennettC Wigg/N Leech | A St John C HarrisonA St John |
| **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. | Updated Lesson Learnt form has resilience as aspect to be monitoredLearning walks focused on confidence building and resilienceASPIRE Days (x3) to explicitly measure the Academy competencies: ambition, self- confidence, physical literacy, independent learning, resilience, emotional literacy of each student over the year |  | ASPIRE Days14 Nov1 March10 July | K Franklin & V WoodingsLT/DOLs/SL’s | J Perkins/A St JohnC Harrison |
| Increased breadth of students’ reading sources across & outside curriculum, and teaching of reading, writing, communication and maths cohesively planned & implemented across curriculum  | See English Action Plan Increase use of library through celebration launches, book clubs, silent reading and visits from every subject areaSound Training – high intensity intervention for students whose reading age is below their chronological age with the intention to improve outcomesMaintain and increase Canford Book Club participation  |  | Sept 2017 onwards | M LeverV Gladden - Reading across the Curriculum S Lovett | V GladdenN Barr |
| **Professional Development** continues to have **measurable impact** on student outcomes | Teach First Programme now in its 5th year, with more experienced able to help coach new participants Use of IRIS Connect to produce development videosRQTs Project to continueMiddle Leadership development programmeAppraiser TrainingSenior Leadership Programme Staff Bursaries  |  | Sept 18 | R Bennett LPs & Teaching & Learning Strategy GroupJ PerkinsR BennettC Gobell | C Harrison / M AvothM Avoth |

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| **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, yrs, classes & staff**ASPIRE competencies** to be at the forefront of everything we do | * Introduce and monitor use of Progresso rewards system
* Wider use of student mentors to support underachieving students.
* Increase further profile of yellow ‘doing the right thing’ slips.
* Early intervention in use of recently revised 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

To develop a structured tutor time to include thought for the day, ASPIRE competencies and SMSC content to focus minds on learning  |  | Sept 2017 onwards | HoH & Behaviour ManagerK Franklin & V WoodingsHoH/ESWLT | C Harrison A St John |
| Ensure all staff are Safeguarding trained, which includes the “Prevent” agenda at whole Academy level | Safeguarding training for all staffMy Concern training for all staffPlace opportunities into the curriculum to discuss extremism |  | Sept 2017 | K Franklin/V Woodings | A St John |
| 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 ConcernSafe Recruitment protocols followed |  | Sept 17 | All StaffLT, HR | M AvothC HarrisonSafeguarding Team |
| 100% students report feeling safe at school | Peer mediators group to be started up againContinue Bully Buster’s or alternative programme and raise profileRaise profile of Bourne LeadersAll vulnerable groups feel “safeStrengthen health and wellbeing team in response to local need |  | Sept 2017 onwardsSept 2017 onwards | L Burbidge/T PeacockT PeacockHoH/SENDCo/ESW/WC | J PerkinsJ PerkinsC Harrison/A St John |
| Exclusions reduce to: Days lost  ≤215 No of exclusions ≤160 No of students ≤80  | Have intervention groups for students with high number of sent out of lessons. Monitor Internal exclusion room (InEx) and produce data regarding repeat “visitors”Strategic use of alternative provision to ensure students can turnaround behaviourThrive Programme for students with poor behaviour due to emotional challenges to be used to track interventions and support |  | Summer term 2018On going throughout yearSpring 2018 | All teaching staff with HOHBehaviour ManagerHOHHoH Thrive Lead & WC | C HarrisonC Harrison&M AvothC Harrison |
| Attendance = 96%  | Continue weekly attendance meetings and follow up with VP, EWO & HOHYear 11 “passport to the Prom” Non authorisation of term time holidays and prosecution |  | Summer term 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 & HOHYear 11 “passport to the Prom”Prosecution |  | Summer term 2018 | J Beer with tutors & HOH | C Harrison |
| All students in KS3 to participate in at least one ACE activity per week | ACE programme to be developed across the week. More subjects offering a variety of opportunities |  | On going | T Peacock | A St John |
| 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 KenyaDevelop further cultural opportunities with our International schools programme |  | Autumn Term 2018 | Bourne LeadersK Franklin/L Burbidge | C GobellM Avoth |

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| **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 2018 | Primary collaboration continues under JPIncrease taster sessions at Academy through SLs in core subjectsIncreased tours around the AcademyUse of social media to promote the Academy in the wider communityMarketing 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 |  | On goingOct 17Dec 17Oct 17 to Mar 18Oct 18 | J PerkinsMarketing CoordinatorMarketing CoordinatorK Franklin/V WoodingsC Turner  | C HarrisonM AvothC GobellC GobellA St JohnM Avoth |
| 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 KS4Have college students and employees from range of occupations speaking to year 8 students, as requested by studentsDevelop work with Oak Academy following successful SUN bidContinuing developing an outstanding careers provision using the Gatsby model for evaluationDevelop Tycoons in schools programme |  | Sept college placements Sept 2017 onwardsSept 17 | V WoodingsV WoodingsV Woodings | A St JohnA St JohnA St John |
| Staff retention stabilised (particularly in maths and Science/Computer Science) to allow continuity of learning but with healthy turnover for promotion | Restructure of support and teaching staff roles to allow for expansion of the Academy and greater promotional opportunities.Senior and middle Leadership Development programme continues Investigate welfare / Health support for staffContinue to investigate ways to reduce workload without impacting on student outcomes |  | Sept 17Aug 18Sept 17OngoingSept 17 | F GilsonM AvothR Bennett / J PerkinsC TurnerD Mastrocola | M AvothC HarrisonM AvothM Avoth |
| Alumni to increase membership to include “Academy” ex students | Regular invites to students who have just left and anniversary reunionsInitiate a Year 13 and Alumni Ball |  | Jan 18On goingSummer 18 | Marketing CoordinatorK Franklin | C GobellC Gobell / A St John |
| Further develop our relationship with our sponsor, Canford School | Another Joint INSET held to promote similarities and differences in each sector. Focus on Outcomes for learnersYear 10 Twinning programme to continue and developIncrease opportunities for staff to engage in extra-curricular activities with each otherEnsure at least one Academy student is successful in their sixth form application to Canford.Development Activities ie. International Students and Funding/Opportunity CollaborationCanford students to visit The Academy every Monday PM as part of their community service (supporting in Science and mathematics)Oxbridge and potential medical student workshops/preparation support |  | Summer 18OngoingNov/Dec 17December/AprilOngoingOngoingK Franklin | C HarrisonR BennettT PeacockA St JohnV Woodings/C GobellC GobellA St JohnA St John | C HarrisonA St JohnM AvothA St John/ M AvothM AvothM AvothM Avoth |
| All resources, including Disadvantaged funding, are used effectively to improve learning  | Continue highly effective impact of Entitled spendingPP Success evening |  | Ongoing | Disadvantaged Student Coordinator E Roberts | R GrinyerFinance Manager: CT |
| Increase parental attendance at Parent Teacher Consultation Sessions | Telephone survey of parents who do not attend next PTC to ask what Academy needs to change to ensure their attendance – act on those findingsIntroduction of new assessment, reporting and recording system. To include 2 Parent Consultation evenings per student and 3 data sheets sent home throughout the year | Reports produced and colour coded  | By Feb 2018Oct 2017 | All HOHN Leech/C Wigg | C HarrisonA St John |
| 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 PVPrincipal to continue to attend |  |  | Tom Peacock & Lisse Burbidge | C GobellM Avoth |

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

**Whole School**

* Ensure that teachers consistently provide written guidance to help students develop their knowledge and understanding in all subjects and that students respond to that advice

**6th Form**

* Share the good practice in the main school throughout the sixth form, including the planning of lessons and the engagement of students in their learning
* Ensure that the high expectations that challenge the more able students in the main school are also evident for those studying A level



**Monday Twilight Induction/CPD Programme – 2017-2018**

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.**

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| Date | Theme | Facilitator | NQT | RQT | Teach First | Teachersnew to Academy | All teaching staff | Cover Supervisors | TA | Associate staff |
| Monday 04.09.17 | Start of the Year Day 1  | MA | Compulsory for ALL staff  |
| Tuesday 05.09.17 | Start of the Year Day 2 | Teams | Compulsory for ALL staff |
| Weds 06.09.17 | Middle Leaders Development programme | JPe | Middle Leaders – Big picture, vision and leadership styles |
| Weds 06.09.17 | RQT meeting in HU2 | RB |  | ✓ |  |  |  |  |  |  |
| 11.09.17 | Safeguarding  | CHa, KFr & JB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Weds 13.09.17[2:15-3:15] | Coaching Team | AM |  |
| 18.09.17 | Educational Visits | JSh | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Weds 20.09.17[2:15-3:15] | T&L Strategy Group  | RB |  |
| 25.09.17 | INSET DAY 1 | Performance Man |  |
| Weds 27.09.17[2:15-3:15] | Subject Leaders meeting | RB |  |
| 02.10.17 | New staff catch-up | RB, FG & CHa |  |  |  | ✓ |  |  |  |  |
| 09.10.17 | Teaching & Learning and Skills Choose one workshop from:1. Planning for progress
2. Behaviour man.
3. Marking & feedback
 | RBCHaNB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 16.10.17 |  Role of tutor | Outstandingtutor(s) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 23.10.17 | Half term |
| Date | Theme | Facilitator | NQT | RQT | Teach First | Teachersnew to Academy | All teaching staff | Cover Supervisors | TA | Associate staff |
| 30.10.17 | Student Leadership  | RB, JPe & students | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Weds 01.11.17[2:15-5:15] | Coaching Team | RB/AM |  |
| Weds 01 .11.17[2:15-5:15] | Middle Leaders Development programme |  JPe/AM/MD | Middle Leaders – Motivating others and accountability |
| 06.11.17 | Literacy Training (1) Sound Training | SL | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13.11.17 | Numeracy Training (1) | RG | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Weds 15.11.17[2:15-5:15] | T&L Strategy Group  | RB |  |
| 20.11.17 | eSafety Protecting young people online. | SSC Team | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Weds 22.11.17{2:15-3:15] | RQT meeting in HU2 | RB |  | ✓ |  |  |  |  |  |  |
| 27.11.17 | Embedding careers and labour market information in curriculum areas and lessons | VWo | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Friday 01.12.17 | INSET DAY 2 | Speaker | Compulsory for ALL staff |
| 04.12.17 | INSET Day follow-up | Teams | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| Weds 06.12.17[2:15-5:15] | Subject Leaders meeting | RB |  |
| 11.12.17 | Reflection on 1st term | LT, RB & Mentors | ✓ |  | ✓ |  |  |  |  |  |
| 18.12.17 | Xmas holidays |
| 25.12.17 | Xmas holidays |
| 01.01.18 | Xmas holidays |
| Tuesday 02.01.18 | INSET DAY [2:00-3:00 RQT meeting in HU2] | T&L – PlanningRB |  |
| 08.01.18 | INSET follow-up | RB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 15.01.18 | Technology & pedagogy | DO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Weds 17.01.18[2:15-5:15] | Coaching Team | RB/AM |  |
| 22.01.18 | Literacy Training (2) | NB & R | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 29.01.18 | RAISE on-line data dashboard | MA | Subject Leaders and Middle Leaders |
| 31.01.18[2:15-3:15] | Subject Leaders meeting | RB |  |
| Date | Theme | Facilitator | NQT | RQT | Teach First | Teachersnew to Academy | All teaching staff | Cover Supervisors | TA | Associate staff |
| 05.02.18 | Teaching & Learning Skills (2)Workshops to be offered dependant on feedback from T&L(1) session on 09.10.17 | RB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 12.02.18 | Half term |
| 19.02.18 | NQT Evidence Folder | RB | ✓ |  | ✓ |  |  |  |  |  |
| Weds 21.02.18[2:15-3:15] | T&L Strategy Group | RB |  |
| 26.02.18 | Numeracy Training (2) | RG & AM | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 05.03.18 | RQT meeting in HU2 | RB |  | ✓ |  |  |  |  |  |  |
| 05.03.18 | Middle Leaders Development programme  |  JPe/AM/MD | Middle Leaders – A shared facilitation on either parental engagement, learning talk, schools of the future or relationship management |
| 12.03.18 | CAD CAM & The Laser-cutter | TED Team | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Weds 14.03.18[2:15-3:15] | Subject Leaders meeting  | RB |  |
| Thursday 15.03.17 | INSET DAY 4 | Outreach | Compulsory for ALL staff |
| 19.03.18 | INSET follow-up | Teams |  |  |  |  |  |  |  |  |
| Weds 21.03.18[2:15-3:15] | Coaching Team  | RB/AM |  |
| 26.03.18 | Philosophy for Children | RB | ✓ | ✓ | ✓ | ✓ |  |  | 🗸 |  |
| 02.04.18 |  |  | Easter holidays | ✓ | ✓ | ✓ |
| 10.04.18 |  |  | Easter holidays |
| 16.04.18 | Assessment 4 learning | RB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |
| 23.04.18 | T&L Strategy group meeting | RB |  |
| 23.04.18 | Middle Leaders Development programme |  JPe/AM/MD | Middle Leaders – Vision check, coaching skills & scenarios |
| 30.04.18 | Numeracy Training (3) | AM & RG | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 07.05.18 | Bank Holiday |  |  |
| Weds 02.05.18[2:15-3:15] | Subject Leaders meeting | RB |  |
| 14.05.18 |  RQT meeting | RB |  | ✓ |  |  |  |  |  |  |
| 21.05.18 | Literacy Training (3) | NB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Weds 16.05.18[2:15-3:15] | Coaching Team meeting | RB |  |
| 28.05.18 |  |  | Half term |
| Date | Theme | Facilitator | NQT | RQT | Teach First | Teachersnew to Academy | All teaching staff | Cover Supervisors | TA | Associate staff |
| 04.06.18 | NQT Evidence Folder | RB | ✓ |  | ✓ |  |  |  |  |  |
| 04.06.18 | Middle Leaders Development programme | JPe/AM/MD | Middle Leaders – Time management, agendas and meetings |
| Weds 06.06.18[2:15-3:15] | Coaching Team meeting | RB/AM |  |
| 11.06.18 | Technology & pedagogy | JF & DO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18.06.18 | Progress measures/assessment | NL | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| Weds 20.06.18[2:15-3:15] | Subject Leaders meeting | RB |  |
| 25.06.18 | Middle Leaders Development programme | JPe/AM/MD | Middle Leaders – a shared facilitation on either creative leadership, student leadership/voice or a new area of your choice from session 3. |
| Friday 30.06.17 | INSET Day 5 | Induction |  |
| 02.07.18 | Curriculum/assesment review | In teams | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| Weds 04.07.18[2:15-3:15] | T&L Strategy group meeting | RB |  |
| Weds 04.07.18[2:15-3:15] | RQT presentations | RB & LT |  |
| 09.07.18 |  |  |  |  |  |  |  |  |  |  |
| 16.07.18 | Celebration Tea | LT, RB & Mentors | ✓ |  | ✓ |  |  |  |  |  |
|  | Summer holidays |  |  |