

everyone is a learner and everyone is a teacher

The Bourne Academy Development Plan- 2016-17

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: **+ Progress 8 score** (2016 +0.02, 2015 +0.03, 2014 -0.04)

**Higher Ability** cohort to achieve a positive progress 8 score

Attainment: **Attainment 8 grade – C+** (2016 44.88 C-, 2015 C-, 2013 D+)

**65% A\* to C (or equivalent grade 4) in mathematics and English**

**42% grade 5 in English & mathematics**

**61% 5+A\*-C IEM**

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

Narrow the gap – Entitled students achieve at least as well as non-entitled

**All Higher Ability** students achieve A or A\* in at least 5 subjects

* **Sixth Form Outcomes:**

Progress **+ Progress for A level** (2016 -0.35, 2015 -0.27), **Academic** = (2016 -0.37, 2015 -0.29)

and **Applied** = (2016 +0.79, 2015 -0.03)

Attainment **90% pass rate in AS levels where appropriate**

**A Level pass rate** 100% (26% at A\* or A grade and 60% A\* to C)

Retention **85% Retention rate**

Destinations **100% of students who applied for higher education get accepted**

**100% EET**

**Teaching, Learning & Assessment**

* **100% Good or Outstanding Teaching;** increased proportion with outstanding impact on learning
* Rigorous use of **Marking Policy** 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 and PP students. Teachers must explicitly share differentiated outcomes with students e.g. GCSE L7-9 students will have more challenging outcomes than L4-6.
* **Learners** helped to mastery by **building confidence and resilience**, including **most able** and PP students. Teachers will plan for this through low-stakes testing to recap current and prior learning and through planning learning activities that demand higher order thinking.
* **Professional Development** continues to have **measurable impact** on student achievement
* 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**

* All students’ **attitudes to learning** are of an equally high standard across subjects, years & classes
* 100% students report **feeling safe** at school
* Exclusions: **Days lost  ≤215;**  No of exclusions ≤160; No of students ≤80
* Attendance: **96%**
* Persistent Absence: **8.0%**
* All students in KS3 to participate in at least one ACE activity per week
* To continue to establish links with international schools so that Academy students can experience different cultures

**Leadership & Management**

* Academy on route to have **1050** students **by September 2018**
* **100% EET**
* **Staff retention stabilised to allow continuity of learning but with healthy turnover for promotion**
* All resources including **Entitled** used effectively to improve learning
* Alumni to increase membership and active participation
* Continue 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** | **Account-able person** |
| +Progress in every subject | See Subject Action Plans  Progress tracking broadsheet to include Progress score for each subject area  “POP” test or equivalent to set a baseline for all year 7 students in English and mathematics |  | Oct 2016 | SLs  C Wigg | Line Managers  A St John |
| **Higher Ability** cohort to achieve a positive progress 8 score  **All Higher Ability** students achieve A or A\* in at least 5 subjects | See Subject Action Plans  Offer greater opportunity for B to A\* clubs |  | Aug 2017 | SLs | M Avoth |
| Increase progress of students in maths between 4b and 5b on entry to meet or exceed National expectations | See Action Plan  Maths interventions and progress scrutinised in LM meetings between Head of Dept and Principal, and between HOD and maths teaching staff  Progress of each teacher’s maths class to be monitored to ensure expected and better progress made in every group |  | Internal tracking assessment points throughout year, For yr11  Aug 2017 | F Richards | M Avoth |
| + Progress 8 score | Yr10 & 11 Progress tracking & Intervention team to continue but take into account Progress 8 on an individual and subject level  Review curriculum to ensure the lowest ability students can still achieve a +ve P8 |  | Aug 2017 | A St John  N Leech | M Avoth  A St John |
| 61% 5+A\*-C IEM | See individual action plans  Yr10 & 11 Progress tracking & Intervention team with HOH  Entitled students |  | Aug 2017 | A St John  leading; HOH with NL & E Roberts | M Avoth |
| 65% A\* to C (or equivalent grade 4) in mathematics and English | See mathematics and English Action plans |  | Aug 2017 | A St John  leading; HOH with NL & E Roberts | M Avoth |
| Attainment 8 grade – C+ | See individual action plans  Yr10 & 11 Progress tracking & Intervention team with HOH  Early intervention where students are not accessing all 3 “buckets” |  | Aug 2017 | A St John  N Leech | M Avoth  A St John |
| Entitled students achieve as well as non-E students | See Entitled students Action Plan  See Subject action plans |  | Aug 2017 | E Roberts  SLs | A St John |
| All “other” vulnerable groups, incl EAL, Young Carers and LAC, achieve as well as other students | See appropriate Action Plan |  | Aug 2017 | H Gaj, J Beer & N Leech | C Harrison |
| All Higher Ability students achieve≥ 5 A or A\* grades | See More Able and subject Action Plans |  | Aug 2017 | K Franklin  SLs | A St John  M Avoth |
| All SEND Support students achieve their target grades | See SEND Action Plan |  | Aug 2017 | H Gaj | C Harrison |
| + Progress for A level (2015 -0.27), Academic = (2015 -0.29) and Applied = (2015 -0.03) | See Sixth Form Action Plan  Yr12 & 13 Progress tracking & Interventions fully employed.  Continue to implement PIXL 6 strategies  Scrutiny and Lesson Obs focussed on Sixth form Teaching |  | Aug 2017 | K Franklin &  A St John | A St John & M Avoth |
| 90% pass rate in AS levels where appropriate  A Level pass rate 100% (26% at A\* or A grade and 60% A\* to C | See Sixth Form Action Plan  Yr12 & 13 Progress tracking & Interventions fully employed.  Continue to implement PIXL 6 strategies  Scrutiny and Lesson Obs focussed on Sixth form Teaching |  | Aug 2017 | K Franklin &  A St John  SLs | K Franklin &  A St John |
| 85% Retention rate  100% of students who applied for higher education get accepted  100% EET | Support Level 3 changes to allow students to access the appropriate courses |  | Aug 2017 | K Franklin &  A St John  SLs | K Franklin &  A St John |
| KS3 manifestos used to report to parents | New KS3 tracking fit for purpose (  Teachers accurately assess progress of students in their classes, using testing and moderation |  | Autumn 2016 | 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** | **Account-able person** |
| 100% Good or Outstanding Teaching with increased proportion with outstanding impact on learning | PM Formal lesson observation & book look – LT and Director or SL  Weekly drop ins by LT and Directors  Learning walks by SLs & Dirs, Sixth form  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 completed by all staff and actioned through year  Coaching and 6wk Support Plans as required |  | Sept & Oct 2016  Sept ongoing | R Bennett: coaching and support plan overview  LT, Dirs, SLs, teachers’ self-development | M Avoth |
| Rigorous use of Marking Policy 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. | PM Formal book look – LT and Director or SL  SLs to check in LM meeting and in daily lesson drop-ins  Book looks with students & LT |  | Sept & Oct 2016  10-19 Oct  9-20 Jan  4-12 May | Directors and Subject Leaders | 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 and PP. | Data team to produce class lists with all assessment information on  Develop the role of the T&L Strategy group to incorporate IRIS connect training materials  Access to and training in 4 matrix |  | Oct 16  Oct 16 | C Wigg/N Leech  R Bennett  C Wigg/N Leech | A St John  C Harrison  A St John |
| Learners helped to build confidence and resilience, including most able students and PP. | Updated lesson observation form has resilience as aspect to be monitored  SLs to do learning walks focused on confidence building and resilience  ASPIRE Days to explicitly measure resilience of each student over the year |  | ASPIRE Days | K Franklin & V Woodings  R Bennett with T&L Strategy group | A St John  C 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 area  English and maths teams to meet monthly for on going planning to ensure English and maths skills are explicitly taught across the curriculum |  | Sept 2016 onwards | M Lever  V Gladden - Reading across the Curriculum Coordinator; N Barr and F Richards | V Gladden  N Barr |
| Professional Development continues to have measurable impact on student achievement | Teach First Programme now in its 4th year, with year2 & 3 able to help coach new participants  Use of IRIS Connect to produce development videos  RQTs Project to continue  Middle Leadership development programme  Senior Leadership Programme  Staff Bursaries |  | Sept 16 | R Bennett  LPs  F Martin/J Perkins  R Bennett  C Gobell | C Harrison / M Avoth  M 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** | **Account-able person** |
| All students’ attitudes to learning equally high across subjects, yrs, classes & staff | Continue to have brain-based activity in tutor time to focus minds on learning  Study Buddy to continue  Repeat last year’s success in rewarding hard work for yr11 Entitled students  Heads of House to:   * 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. Introduce ASPIRE “token” * 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 |  | Sept 2016 onwards  Sept 2016 onwards  Sept 2016 onwards  On going  Sept 2016 onwards  Sept 2016 onwards | J Perkins  P Thompson  T Peacock  Heads of House  V Woodings | A St John  C Harrison  A St John  A St John  C Harrison & A St John  A St John |
| 100% students report feeling safe at school | Peer mediators group to be started up again  Continue Bully Buster’s programme and raise profile  Raise profile of Bourne Leaders  All vulnerable groups feel “safe |  | Sept 2016 onwards  Sept 2016 onwards | Lisse Burbidge  J Perkins | C Harrison  C Harrison |
| 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”  Poor ATL students to be interviewed by Head Boy/Girl  Sixth form mentors for students vulnerable to exclusion  Thrive Programme for students with poor behaviour due to emotional challenges to be used to track interventions and support |  | Summer term 2017  On going throughout year  As required | All teaching staff with HOH  J Thornley  HOH  HOH/K Franklin  L Burbidge & A Prince | C Harrison  C Harrison  &  M Avoth  C Harrison  A St John  C Harrison |
| Attendance = 96% | Continue weekly attendance meetings and follow up with VP, EWO & HOH  Year 11 “passport to the Prom” |  | Summer term 2017 | J Beer with tutors & HOH | C Harrison |
| Persistent Absence =8% | Continue weekly attendance meetings and follow up with VP, EWO & HOH  Year 11 “passport to the Prom” |  | Summer term 2017 | 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 |
| To continue to establish links with international schools so that Academy students can experience different cultures | Develop further links with Osiligi Maasai including Skype links and a visit to Kenya  Develop further cultural opportunities with our International schools programme |  | Summer Term 2017 | F Gilson with Mandy Blackmore and Bourne Leaders  K Franklin/L Burbidge | C Gobell  M 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** | **Account-able person** |
| Academy on route to have 1050 students | Primary collaboration continues under JP  Increase taster sessions at Academy through SLs in core subjects  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 |  | On going  Oct 16  Dec 16  Oct 16 to Mar 17 | Performance & participation Coordinator JP  D Dawson  D Dawson | C Harrison  M Avoth  C Gobell  C Gobell |
| 100% EET | Continue to widen opportunities for KS3 students to access Careers advice  Have college students and employees from range of occupations speaking to year8 students, as requested by students |  | Sept college placements  Sept 2016 onwards | V Woodings  V Woodings | A St John  A St John |
| Staff retention stabilised 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 Leadership Development programme  Investigate welfare / Health support for staff |  | Sept 16  Aug 17  Sept 16 | F Gilson  M Avoth  R Bennett  C Turner | M Avoth |
| Alumni to increase membership to include “Academy” ex students | Regular invites to students who have just left and anniversary reunions |  | Jan 17  On going | D Dawson | C Gobell |
| 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 learners  Increase opportunities for staff to engage in extra-curricular activities with each other  Ensure at least one Academy student is successful in their sixth form application to Canford.  Development Activities ie. International Students and Funding/Opportunity Collaboration |  | Summer 17  Ongoing  December/April  Ongoing | C Harrison  R Bennett  T Peacock  V Woodings  C Gobell | C Harrison  A St John  A St John  M Avoth |
| All resources including, Entitled, used effectively to improve learning | Continue highly effective impact of Entitled spending |  | Ongoing | Disadvantaged Student Coordinator  E Roberts | Finance Manager: CT |
| Continue to raise the profile of the “Prevent” agenda at whole Academy level | Place opportunities into the curriculum to discuss extremism  ASPIRE days |  | Sept 2016 onwards | K Franklin/V Woodings/H Hardcastle | R Bennett  C Harrison |
| 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 findings |  | By Feb 2017 | All HOH | C Harrison |
| 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 |  |  | Tom Peacock & Lisse Burbidge | C Gobell  M 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 – 2016-2017**

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 | Teachers  new to Academy | All teaching staff | Cover Supervisors | TA | Associate staff |
| Thursday 01.09.16 | Start of the Year Day 1 | MA | Compulsory for ALL staff | | | | | | | |
| Friday 02.09.16 | Start of the Year Day 2 | Teams | Compulsory for ALL staff | | | | | | | |
| Weds 07.09.16 | Middle Leaders Development programme | FMa & JPe | Middle Leaders – Big picture, vision and leadership styles | | | | | | | |
| 12.09.16 | Teaching the hearing impaired | Robin Maslin | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15.09.16 | INSET DAY 1 | Performance Man |  | | | | | | | |
| Weds 14.09.16  [2:15-3:15] | Coaching Team | AM |  | | | | | | | |
| Weds 14.09.16  [2:15-3:15] | Senior Leadership development programme | RB |  | | | | | | | |
| 19.09.16 | Safeguarding | CHa, KFr & JB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 26.09.16 | Progress Tracking & Interventions including Assertive Mentoring | ASJ & NL | ✓ | ✓ | ✓ | ✓ | mentors | mentors | mentors | mentors |
| Weds 28.09.16  [2:15-3:15] | Subject Leaders meeting | RB |  | | | | | | | |
| 03.10.16 | New staff catch-up | RB, FG & CHa |  |  |  | ✓ |  |  |  |  |
| 10.10.16 | Teaching & Learning and Skills (1) | RB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 17.10.16 | Role of tutor | Outstanding  tutor(s) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 26.10.15 | Half term | | | | | | | | | |
| 31.10.16 | Student Leadership | RB, JPe & students | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Date | Theme | Facilitator | NQT | RQT | Teach First | Teachers  new to Academy | All teaching staff | Cover Supervisors | TA | Associate staff |
| Weds 02.11.16  [2:15-5:15] | Coaching Team | RB/AM |  | | | | | | | |
| Weds 02 .11.16  [2:15-5:15] | Middle Leaders Development programme | FMa/JPe/AM/MD | Middle Leaders – Motivating others and accountability | | | | | | | |
| 07.11.16 | Literacy Training (1) Marking, Feedback & and pres. policy | NB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 07.11.16 | Senior Leadership development programme | RB |  | | | | | | | |
| 14.11.16 | Numeracy Training (1) | FR/CR | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 21.11.16 | eSafety  Protecting young people online. | SSC Team | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Weds 23.11.16  [2:15-5:15] | T&L Strategy Group | RB |  | | | | | | | |
| Friday 27.11.15 | INSET DAY 2 | Planning Time | Compulsory for ALL staff | | | | | | | |
| 28.11.16 | Teaching & Learning and Skills (2) | RB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 05.12.16 | TBA |  |  |  |  |  |  |  |  |  |
| Weds 07.12.15  [2:15-5:15] | Subject Leaders meeting | RB |  | | | | | | | |
| 12.12.16 | Reflection on 1st term | LT, RB &  Mentors | ✓ |  | ✓ |  |  |  |  |  |
| 21.12.15 | Xmas holidays | | | | | | | | | |
| 28.12.15 | Xmas holidays | | | | | | | | | |
| Tuesday 03.01.17 | INSET DAY 3 | Ian Taylor |  | | | | | | | |
| 09.01.17 | INSET follow-up | RB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 16.01.17 | Technology & pedagogy | DO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| Weds 18.01.17  [2:15-5:15] | Coaching Team | RB/AM |  | | | | | | | |
| 23.01.17 | Literacy Training (2)  Follow up to marking literacy – Book Look | NB & RB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 30.01.17 | RAISE on-line data dashboard | MA | Subject Leaders and Middle Leaders | | | | | | | |
| 01.02.17  [2:15-3:15] | Subject Leaders meeting | RB |  | | | | | | | |
| 06.02.17 | Teaching & Learning Skills (3) | RB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 13.02.17 | Half term | | | | | | | | | |
| 20.02.17 | NQT Evidence Folder | RB | ✓ |  | ✓ |  |  |  |  |  |

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| Date | Theme | Facilitator | NQT | RQT | Teach First | Teachers  new to Academy | All teaching staff | Cover Supervisors | TA | Associate staff |
| Weds 22.02.17  [2:15-3:15] | T&L Strategy Group | RB | RAISE online data | | | | | | | |
| 27.02.17 | Numeracy Training (2) | AM | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 06.03.17 | Senior Leadership development programme | RB |  | | | | | | | |
| 06.03.17 | Middle Leaders Development programme | FMa/JPe/AM/MD | Middle Leaders – A shared facilitation on either parental engagement, learning talk, schools of the future or relationship management | | | | | | | |
| Weds 08.03.17  [2:15-3:15] | Subject Leaders meeting | RB |  | | | | | | | |
| 13.03.17 | CAD CAM & The Laser-cutter | TED Team | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Wednesday 15.03.17 | INSET DAY 4 | SL set agenda | Compulsory for ALL staff | | | | | | | |
| 20.03.17 | Philosophy for Children | RB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 🗸 |  |
| Weds 22.03.17  [2:15-3:15] | Coaching Team | RB/AM |  | | | | | | | |
| 27.03.17 | Assessment 4 learning | RB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |
| 03.04.17 | Reflection on 2nd term | LT, RB &  Mentors | ✓ |  | ✓ |  |  | ✓ | ✓ | ✓ |
| 10.04.17 |  |  | Easter holidays | | | | | | | |
| 17.04.17 |  |  | Easter holidays | | | | | | | |
| 24.04.17 | Middle Leaders Development programme | FMa/JPe/AM/MD | Middle Leaders – Vision check, coaching skills & scenarios | | | | | | | |
| 01.05.17 | Bank Holiday |  |  | | | | | | | |
| Weds 03.05.17  [2:15-3:15] | Subject Leaders meeting | RB |  | | | | | | | |
| 08.05.17 | Numeracy Training (3) | AM | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15.05.17 | Literacy Training (3) | NB | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15.05.17 | Senior Leadership development programme | RB |  | | | | | | | |
| Weds 17.05.17  [2:15-3:15] | Coaching Team meeting | RB |  | | | | | | | |
| 22.05.17 | TBA |  |  |  |  |  |  |  |  |  |
| 29.05.17 |  |  | Half term | | | | | | | |
| 05.06.17 | NQT Evidence Folder | RB | ✓ |  | ✓ |  |  |  |  |  |

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| Date | Theme | Facilitator | NQT | RQT | Teach First | Teachers  new to Academy | All teaching staff | | Cover Supervisors | TA | Associate staff |
| 05.06.17 | Middle Leaders Development programme | FMa/ JPe/AM/MD | Middle Leaders – Time management, agendas and meetings | | | | | | | | |
| Weds .06.17  [2:15-3:15] | Coaching Team meeting | RB/AM |  | | | | | | | | |
| 12.06.17 | Technology & pedagogy | JF & DO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| 19.06.17 | Progress measures/assessment | NL | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |  |
| 26.06.17 | Middle Leaders Development programme | FMa/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. | | | | | | | | |
| Weds 28.06.17  [2:15-3:15] | Subject Leaders meeting | RB |  | | | | | | | | |
| Friday 30.06.17 | INSET Day 5 |  |  | | | | | | | | |
| 03.07.17 | Curriculum/assesment review | In teams | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |  |
| Weds 05.07.17  [2:15-3:15] | T&L Strategy group meeting | RB |  | | | | | | | | |
| Weds 05.07.17  [2:15-3:15] | Senior Leadership development programme-presentations | RB & LT |  | | | | | | | | |
| 10.07.17 | TBA |  |  |  |  |  |  |  | |  |  |
| 17.07.17 | Celebration Tea | LT, RB &  Mentors | ✓ |  | ✓ |  |  |  | |  |  |
|  | Summer holidays |  |  | | | | | | | | |