

everyone is a learner and everyone is a teacher
The Bourne Academy Development Plan - 2020-21

At The Bourne Academy we develop literate, numerate global citizens who ASPIRE:
Ambitious, Self-confident, Physically Literate, Independent Learners, Resilient, Emotionally Literate

Academy Desired Outcomes

Impact for learners

KS4 Progress:	Progress 8 score of at least +0.25 +Progress +0.25 in English, Maths and Science (GEMS) Higher Ability cohort to achieve a positive progress 8 score Disadvantaged middle ability (PP) cohort to achieve a positive progress 8 score SEND students (particularly those with an EHCP) achieve a positive P8 score
KS4 Attainment:	Attainment 8 grade – 45.00 or equivalent C+/B- 45% grade 9- 5 in English & mathematics 65%+ grade 9 to 4 Incl EM (60% in 2020) Science to be at least in-line with national expectations
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
6 th Form Progress	+ Progress for sixth form using ALPs measure at least ALPs 4 (ALPS 2 in 2020)
6 th Form Attainment	A level and Academic point score as a grade to average C+ Applied and Tech level point scores as a grade to average Dist A Level pass rate 100% (26% at A* or A grade and 80% A* to C)
6 th Form Retention	95% Retention rate
6 th Form Destinations	100% of students who applied for higher education get accepted, 100% EET

Quality of Education

- Continually monitor the intent of the curriculum to ensure it is ambitious and designed for all learners, particularly the most disadvantaged and those with SEND or high needs
- Ensure that the curriculum, effectively supported by the Tutor Reading Programme and Lexonik, delivers the knowledge and cultural capital needed for an ambitious life, whilst also developing their character
- Ensure that all teachers are supported in their own professional development to develop both excellent subject knowledge and pedagogical expertise (based around Six Principles of MELC and Cognitive Load Theory)
- Ensure that teachers consistently use assessment information to plan learning that provides both a response to students' misconceptions and a high level of challenge to move all students forward in making sustained and measurable progress
- Ensure the Feedback Policy supports all teachers in providing students with accessible 'success criteria' so they can self-check and correct their work before submission. Teachers will quality assure students' self or peer assessment expecting students to respond to any further feedback, ensuring gaps in understanding are filled.
- Teachers and leaders use targeted intervention to support the catch up of students following Covid-19, including the effective use of the catch up funding (including remote learning enhancement and the development of knowledge organisers).

Behaviour and Attitudes

- 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
- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated
- Staff consistently apply the new behaviour policy and rewards system
- Maintain our zero tolerance approach towards negative behaviour which disrupts learning and teaching and contradicts the ethos of the Academy
- Attendance: 96%, Persistent Absence, 8%.

Personal Development

- The curriculum and wider work supports our learners to develop their character through our ASPIRE competencies
- All students have the opportunity to extend beyond the academic, technical or vocational by participating in our Additional, Curricular, Enrichment (ACE) programme, including opportunities to participate as a global citizen
- All students are prepared for life in modern Britain by equipping them with the skills to be responsible, respectful, active citizens who contribute to our society
- All students develop an understanding of British values, diversity and mutual respect for all.

Leadership & Management

- All teachers, leaders and managers embed safeguarding practice as an integral part of everyday life, including the challenges that Covid-19 presents
- Leaders have a clear ambitious vision for providing a high quality inclusive education and training for all
- Work to remove unnecessary workload for teachers and leaders, so they can focus on teaching and their own development.
- Governors fulfil their statutory duties and 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 as a Lead Hub school
- Leaders engage effectively with all stakeholders in the community, including our sponsor, employers and local services
- Investigate opportunities to widen our partnership to more schools and communities.