

everyone is a learner and everyone is a teacher
The Bourne Academy Development Plan- 2019-20

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 2018) 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 5
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 allows all learners to receive the knowledge and cultural capital they need to succeed in life
- Ensure all teachers are supported in their own professional development to support good subject knowledge
- Ensuring that teachers consistently use assessment information well to plan learning that provides high levels of challenge for all students, particularly the most able, disadvantaged and other vulnerable students.
- Marking Policy supports all teachers to plan lessons dedicated to students reading and responds to feedback in lessons that leads to a measurable impact on students' progress
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.

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
- Maintain our zero tolerance approach towards negative behaviour which disrupts learning and teaching and contradicts the ethos of the Academy whilst reducing fixed and permanent exclusions
- Improve attendance to at least 96% and reduce Persistent Absence to 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 in global citizenship opportunities.
- 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
- Maintain and develop our nationally recognised outstanding careers provision

Leadership & Management

- All teachers, leaders and managers embed safeguarding practice as an integral part of everyday life
- 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.
- Leaders engage effectively with all stakeholders in the community, including our sponsor, employers and local services

Quality of Education - Impact for Learners

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	<p>Individual Performance Management targets with a personalised CPD programme</p> <p>Meetings between SLT and targeted staff to focus on underachieving groups</p> <p>Additional morning briefing added to allow teams to communicate and plan maximise student progress</p> <p>Progress tracking broadsheet or 4 matrix information to include Progress score for each subject area Use of ALPs connect at KS4 & KS5 to support</p> <p>Additional learning, Saturday and holiday revision</p>		<p>Oct 2019</p> <p>Monthly</p> <p>Weekly</p> <p>Monthly</p> <p>Ongoing</p>	<p>Class teacher</p> <p>LT</p> <p>SLs, DoLs</p> <p>Data Manager</p> <p>ASJ</p>	<p>SLs, DoLs, LT</p> <p>Class Teacher</p> <p>SLs, DoLs, APs</p> <p>TD</p> <p>SLs & Class teacher</p>
Progress 8 score of at least +0.25	<p>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</p> <p>Review curriculum to ensure the lowest ability students can still achieve a +ve P8</p> <p>Ensure outliers are monitored effectively to maximise attainment</p> <p>Parent revision support evening for Parents beyond PP evening</p>		<p>Monthly</p> <p>Monthly</p> <p>Feb 20</p>	<p>Class Teacher</p>	<p>LT HoH, STARS coordinator, SENDCo, DOLs and SL for MA,EN,Sc</p> <p>TD</p> <p>TD</p>
Higher Ability cohort to achieve a positive progress 8 score	<p>Provide events and opportunities for higher ability students through STARS programme</p> <p>Ensure stretch and challenge through 'HOT' objectives and outcomes in lessons</p> <p>Yr11 focus group "Golden 9"- students identified and monitored to receive targeted intervention in English, maths and science which may include 1:1</p> <p>More trips and visits linked to English skills in Yr10 i.e watch "an inspector calls or Macbeth"</p>		<p>Ongoing</p> <p>Monthly</p> <p>Spring / Summer 20</p>	<p>STARS Coordinator</p> <p>Class Teacher</p> <p>SLs, Class Teachers, STARS coordinator</p> <p>Class Teachers, SL English</p>	<p>SLs & ASJ</p> <p>SLs,DoLs & RB</p> <p>TD</p> <p>DoL English</p>
Disadvantaged students achieve at least as well as non-PP with a particular emphasis on middle ability boys and narrowing the gender gap	<p>See Disadvantaged students Action Plan attached</p> <p>Subject action plans reflect focus on Disadvantaged students</p>		<p>Monthly</p>	<p>Class Teachers</p> <p>SLs</p>	<p>ASJ</p>
All SEND students, particularly those with EHCPs achieve a positive P8 score	<p>See SEND Action Plan</p>		<p>Jan/May 2020 Aug 2020</p>	<p>SENDCOs</p>	<p>RB</p>

Quality of Education - Impact for Learners

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Attainment 8 grade – 45.00 or equivalent C+/B-	<p>Focus being higher level grades in Eng, Ma & Sci. monitor 1:1 tutor in Eng</p> <p>Early identification of students who are not accessing all 3 “buckets” to maximise all available grades</p> <p>Bucket 3 subject teachers to be seen by LT to maximise achievement</p>		Internal tracking assessment points throughout year, For yr11 Monthly	SLs, DoLs, LT TD	English, Maths Class Teachers Bucket 3 subject teachers
<p>45% grade 9 to 5 in E&M 65%+ 9 to 4 Incl EM</p> <p>Science outcomes to be at least in-line with national outcomes</p>	<p>Yr10 & 11 Progress tracking & Intervention team with HOH</p> <p>Monitor effectiveness of Hegarty maths & Tassomai Support Pixl initiatives and attendance at conferences</p> <p>GEMS group focus on 5+ grades in Maths, English and Science</p> <p>English, maths and science tutor groups monitored to ensure students are placed in the correct intervention groups</p> <p>Interventions and progress scrutinised in LM meetings between Subject Lead/Director and Senior Leaders, and between SL and maths, English and science teaching staff</p> <p>Progress of each teacher’s maths, English and science class to be monitored to ensure expected and better progress made in every group. Data available at GEMs for action</p>		<p>Monthly</p> <p>Fortnightly</p> <p>Fortnightly</p> <p>Ongoing</p>	<p>English, Maths Class Teachers</p> <p>SLs & DoLs</p> <p>RB, TD</p>	<p>LT HoH, STARs coordinator, SENDCo, DOLs and SL for MA,EN,Sc</p> <p>English, Maths and Science Class Teachers</p> <p>MA</p>
+ Progress for sixth form using ALPs measure at least ALPs 5	<p>Yr12 & 13 Progress tracking & Interventions fully employed using ALPs Connect tool. To include class teacher and SL</p> <p>Pop-ins to include sixth form and check actions</p> <p>Individual Performance Management targets with a personalised CPD programme</p> <p>Meetings between LT and targeted staff to focus on underachieving groups</p> <p>Additional morning briefing added to allow teams to communicate and plan maximise student progress</p> <p>Additional learning, Saturday and holiday revision</p>		<p>Oct 2020</p> <p>Monthly</p> <p>Weekly</p> <p>Monthly</p> <p>Ongoing</p>	<p>Class teacher</p> <p>LT</p> <p>SLs, DoLs</p> <p>Data Manager</p> <p>ASJ</p>	<p>SLs, DoLs, LT</p> <p>Class Teacher</p> <p>SLs, DoLs, APs</p> <p>TD</p> <p>SLs & Class teacher</p>

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<p>A Level pass rate 100% (20% at A* or A grade) and 80% A* to C</p> <p>A level and Academic point score as a grade to average C+</p> <p>Applied and Tech level point scores as a grade to average Dist</p>	<p>See Sixth Form Action Plan Yr12 & 13 Progress tracking & Interventions fully employed.</p> <p>Continue to implement PIXL 6 strategies</p> <p>Additional learning, Saturday and holiday revision</p>		<p>Jan/May 2020</p> <p>Aug 2020</p>	<p>Class teachers</p> <p>SLs and class teachers</p>	<p>HOD Sixth Form SLs, DoLs, LT</p> <p>DoLs, LT</p>
<p>95% Retention rate in 6th Form</p> <p>100% of students who applied for higher education get accepted</p> <p>100% EET</p>	<p>Ensure 6th form provision allows students to access appropriate Level 3 courses</p> <p>Investigate T Levels for future opportunities</p> <p>Increase number of students who gain offers for Russell Group universities Incl Oxbridge</p>		<p>Jan/May 2020</p> <p>Aug 2020</p> <p>Oct 2019</p>	<p>Class teachers</p> <p>SLs and class teachers</p> <p>DT/VW</p>	<p>HOD Sixth Form SLs, DoLs, LT DoLs, LT</p> <p>ASJ</p>
<p>KPI's are being used to effectively identify students strengths and weaknesses and this knowledge is being used to close gaps and improve progress.</p> <p>Monitoring KS3 progress for high expectations and excellent standards.</p>	<p>Review assessment across KS3 subjects to ensure it is fit for purpose.</p> <p>Review programmes of study to ensure staff build in time to address KPI weaknesses.</p> <p>KS3 tracking reviewed to ensure all subject leads are able to effectively track progress of students against target grades as well as attainment.</p> <p>Subject Leads to ensure that all KS3 assessments have clear success criteria/model exemplars/mark schemes.</p> <p>Line management meetings, department meetings and additional briefing time to be used for moderation (particularly useful for inexperienced staff).</p> <p>Under-achieving students to be identified and intervention(s) in place for 5 students (focus on PP).</p> <p>Progress to be discussed and evidenced during LM, etc.</p> <p>Rigorous monitoring throughout the year.</p>		<p>Ongoing</p> <p>Assessment Calendar points</p>	<p>TD</p> <p>SLs, DoLs, Class Teachers</p>	<p>MA</p> <p>TD</p>
<p>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</p>	<p>Share with staff annually Curriculum Maps/Shared departmental language</p> <p>Each Key Stage audited by Subject Leaders and Directors to ensure it is in-line with the school rationale, and it is delivered sequentially allowing for progression of all students through to the next Key Stage</p> <p>Review the curriculum offer at KS4 and KS5 to ensure the options available for Y9 and Year 12 are suitable to meet the needs of all learners.</p>	<p>Curriculum maps reviewed and to be taken to SLT 08.11.19.</p> <p>To be reviewed by staff with deadline 29.11.19</p>	<p>Sept 19</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>TD</p> <p>LT, DoLs, SLs</p> <p>DoLs, SLs</p> <p>TD</p>	<p>MA</p> <p>TD</p> <p>LT</p> <p>MA</p>

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<p>Ensure that the curriculum allows all learners to receive the knowledge and cultural capital they need to succeed in life</p>	<p>Tutor Tim Reading Together, Portland House Pilot to improve Tier 2 language and students' cultural capital.</p> <p>Roll out to Anvil House</p> <p>Whole staff INSET</p> <p>Literacy team to further develop TBA canon</p> <p>Funding for canon pursued</p> <p>Roll out to Calshot & Hurst Spring 1 Rollout to Kingswear & Trinity Spring 2</p>	<p>Launched in Sept; positive impact both in terms of calm and purposeful start to the day and appreciation of the literature</p> <p>Weekly LT review</p> <p>Ongoing</p>	<p>Sept 19 launch</p> <p>Ongoing</p> <p>Autumn 2</p> <p>29/11</p> <p>Ongoing</p> <p>Autumn 1</p>	<p>RB</p> <p>RB, KFR, LO</p> <p>RB, KFr</p> <p>RB, NB, SL, LB</p> <p>CG</p>	<p>RB & LT</p> <p>RB</p> <p>RB</p> <p>RB</p> <p>CG</p>
<p>Increased breadth of students' reading sources across & outside the curriculum to help build cultural capital</p>	<p>Ensure lessons contain specific opportunities for "cultural Capital" to boost vocabulary</p> <p>Increase use of library through celebration launches, book clubs, silent reading and visits from every subject area</p> <p>Lexonic – high intensity intervention for students whose reading age is below their chronological age with the intention to improve outcomes</p> <p>Maintain and increase Canford Book Club participation</p>		<p>Librarian</p> <p>Class Teachers</p>		<p>Lit Coord</p> <p>DoLs</p>
<p>Ensure all teachers are supported in their own professional development</p>	<p><i>Teach First Programme now in its 7th year, with more experienced able to help coach new participants</i></p> <p><i>Schools' Direct ITT in its 2nd year.</i></p> <p><i>RQTs Project (internal)</i></p> <p><i>Middle Leadership development programme (internal & external)</i></p> <p><i>Senior Leadership Programme NPQSL</i></p> <p> </p> <p><i>All teachers and Tas to use IRIS Connect to produce development videos for reflection on pedagogical approach an to develop teaching persona.</i></p>	<p>TF participant promoted to HoH</p> <p>Schools' Direct participant employed as Physics teacher.</p> <p>All RQTs retained</p> <p>Internal course supported two colleagues to successfully apply for NPQML</p> <p>NPQSL participant successfully attained an Assistant Principal role</p> <p> </p> <p>Written into PM CPD objectives</p> <p>Rota for faculty use,</p>	<p>PGCE Ass 1 to be awarded in Dec 19</p> <p>RQTs Impact Project agreed Sep 19</p> <p>NPQML projects in place Nov 19</p> <p>TBA ML in place Sept 19</p> <p>NPQSL awarded in 2020</p> <p> </p> <p>HU Autumn 1</p>	<p>RB & Subject mentors</p> <p>RB</p> <p>RB & JPE</p> <p>JPE &ASJ</p> <p>RB & DoLs</p>	<p>RB</p> <p>RB</p> <p>RB</p> <p>RB</p> <p>RB</p>

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Ensure all teachers are supported in their own professional development to support good subject knowledge	Dedicated CPD time for reading of specifications and Examiner's Report (Sept) for subjects taught and line managed.	Ongoing through team meetings & Thursday team 'strategical' sessions for developing subject/pedagogical expertise.	2/9	DoLs/RB	LT	
	Dedicated time for all teams to read specs & examiners' report to ensure Subject Development Plans responds to CPD needs of the team.		Ongoing	DoLs/SL	LT	
	PM review to identify individual CPD needs					
	Shared INSET with Canford with focus on subject knowledge for reformed GCSE & A Levels		Autumn	Line managers	MA	
	Outreach INSET; opportunity to visit subject department in other schools		6/1/20	FG/RB	RB	
	Copies of Making Every Lesson Count available for all teachers & Six Principle crib sheet given to all staff					
	Six Principles Workshops compulsory for all teaching staff		17/3/20	Line managers	RB	
	Every teacher to identify a MELC principle for deliberate practise, observed by developmental drop-ins bi-half termly and recorded on Target Takaway.		June 19	DoLs/SLs	RB	
Teachers expert subject knowledge evident in their practise of 'Making Every Lesson Count' principles						
1. Challenge						
2. Explanations						
3. Modelling						
4. Practise						
5. Feedback						
6. Questioning						
			7/10, 10/27/4, 22/6	LP/DoLs	RB	

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Ensuring that teachers consistently use assessment information well to plan learning that provides high levels of challenge for all students, particularly the most able, disadvantaged and other vulnerable students.	<p>Progresso to be updated with target grades for all students as early as possible. Year 7 data to be shared with class teachers as early as possible to ensure appropriate challenge is in place.</p> <p>LT weekly pop-ins monitoring the impact on outcomes and attitude for learning, of responsive planning based on both formative and summative assessment.</p> <p>Half-termly DOL/SL drop-ins to monitor deliberate practise of the six principles of MELC, coach and support where needed and share good practise observed.</p> <p>Additional weekly briefing slot for academic teams to meet for sharing of best practise and team planning.</p>	<p>Y7 KS2 data shared with staff in September. Progresso updated for Y8-13 target grades</p> <p>Weekly monitoring sheet analysed and appropriate actions taken.</p> <p>Impact fed back to LT via line management and at half termly DoLs and SL meetings</p> <p>DoLs</p>	<p>Sept 19</p> <p>Sept 19 ongoing</p> <p>Sept 2019 ongoing</p> <p>ongoing</p>	<p>CW</p> <p>LT</p> <p>LT, DOLs, SLs</p> <p>DOLs, SLs</p>	<p>TD</p> <p>RB</p> <p>RB</p> <p>RB</p>
<p>Marking Policy supports all teachers to plan lessons dedicated to students reading and responds to feedback in lessons that leads to a measurable impact on students' progress</p> <p>To raise levels of literacy with a focus on enriching and extending students' vocabulary and ability to decode language.</p>	<p>Develop memory and recall strategies – Cognitive Load Theory and what it means for us as classroom practitioners delivered to staff</p> <p>Staff made aware/reminded of research in this area and why this is our focus as part of raising students' attainment, particularly closing the PP gap.</p> <p>Performing Arts are setting 5 spellings/meanings each week on SMHW, directly linked to current key skills /Programme of Study</p> <p>Low Stakes Starters regularly often are based around the key words</p> <p>TBA CPD programme to offer three Literacy CPD sessions focusing on ways to extend and enrich vocabulary, particularly closing the PP gap in reading for understanding.</p> <p>WRAT tests identify students to have Lexonic intervention.</p> <p>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.</p>	<p>Low stake testing now starts every lesson. Teachers must now ensure they respond to misconceptions & knowledge gaps.</p> <p>Briefing notes shared with staff INSET 7/19 & 9/19 Staff briefing 9/19 Student assemblies 9/19</p> <p>Sept 19 ongoing</p> <p>Literacy 1, 2, 3</p> <p>Yr 7 & 8 completed</p> <p>Developmental feedback/actions and/or good practice identified and shared.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>4/11, 27/1, 25/5</p> <p>9/19</p> <p>9/18 ongoing</p>	<p>LPs/DoLs/SLs</p> <p>RB</p> <p>DoLs and SLs</p> <p>DM</p> <p>S Lovett</p> <p>CP/SEND</p> <p>LT, DoLs/SLs</p>	<p>RB & LT</p> <p>RB</p> <p>RB & LT</p> <p>JPe</p> <p>N Barr</p> <p>Lit Coord</p> <p>RB</p>

Quality of Education

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Revised Feedack 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.	<p>Weekly LT pop-ins include a mini book look to monitor consistency and impact of practise.</p> <p>Half-termly DoL/SL drop-ins to include a book look</p> <p>Joint DoLs/ LT book look schedule in place Joint SL book look programme to be in place</p> <p>Additional weekly briefing utilised for sharing best practise particularly with strategies for managing marking workload.</p> <p>INSET session on managing student/whole clas feedback</p>	<p>Monitoring mechanisms allow</p> <ul style="list-style-type: none"> - developmental feedback & actions <p>and/or</p> <ul style="list-style-type: none"> - good practise identified and shared. <p>Best practise shared</p>	<p>Sept 2019 ongoing</p> <p>Sept 2019 ongoing</p> <p>Jan 2019 ongoing</p> <p>Ongoing</p> <p>July 19</p>	<p>DOL's, SL's and LT</p> <p>LT, DOLs, SLs</p> <p>RB/TD</p> <p>DOLs/SLs</p> <p>LTs</p>	<p>RB</p> <p>RB</p> <p>A St John</p> <p>RB</p> <p>RB</p>
Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching	<p>Programmes of Study (PoS) to include Mastery testing and intervention/improvement time to ensure that knowledge is committed to long term memory (low stakes testing/revisiting prior learning/DIRT)</p> <p>Impact – DoLs and Subject Leaders invited to LT & Governors meetings to share PoS</p> <p>Learning walks by SL's/DoL's/LT evidence that teachers are using low stakes quizzing and DIRT to interleave knowledge to improve fluency and/or improve understanding.</p> <p>Review the use of knowledge organisers and fluency quizzes (maths) to improve retention of knowledge.</p> <p>Review the use of PiXL strategies that will support knowledge fluency and help build mastery.</p>		<p>Ongoing</p> <p>Nov 2019</p> <p>Ongoing</p>	<p>DoL's/SL</p> <p>TD</p> <p>TD</p>	<p>LT</p> <p>MA</p> <p>MA</p>
Learners helped to mastery by building confidence and resilience, including most able and disadvantaged students.	<p>See work on Cognitive Load Theory</p> <p>Update of Equipment Policy (including equipment shop to support students)</p> <p>Monitoring of the consistency of practise and impact of TBA presentation policy.</p>	<p>To include calculators, rubbers and green pen so students are more fully equipped for learning.</p> <p>Lesson and tutor time drop-ins</p>	<p>Sept 2019</p> <p>Sept 2019</p>	<p>Tutors/ Class teachers</p> <p>LT, DOLs, SLs, HoH</p>	<p>RB/ASJ</p> <p>RB/ASJ</p>

Behaviour & Attitudes

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
<p>ASPIRE competencies to be at the forefront of everything we do</p> <p>All students' attitudes to learning equally high across subjects, years, classes & staff</p>	<ul style="list-style-type: none"> • To develop a structured tutor time to include Slient reading, numeracy, ASPIRE competencies and SMSC content to focus minds on learning • See Character & Culture action plan • Introduce and monitor use of Progresso rewards system • Wider use of student mentors to support underachieving students. • Introduction of ASPIRE award • 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 • Increase provision and profile of Academy wide careers service • Sharing of anonymous CP concerns • timetabled LT walkabout duties/pop-ins 		Sept 2019	<p>JPe, KFr, HoH & JTh, VW</p> <p>HoH/ESW LT</p> <p>KFr/JTh</p> <p>VW JB/KFr</p>	<p>ASJ / RB</p> <p>ASJ</p> <p>ASJ</p>
<p>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.</p>	<p>Peer mediators group to be started up again</p> <p>Continue Bully Buster's or alternative programme and raise profile eg Anti-bullying week</p> <p>Raise profile of Bourne Leaders and introduce house ties</p> <p>All vulnerable groups feel "safe</p> <p>Strengthen health and wellbeing team in response to local need</p> <p>Safeguarding/Prevent training for all staff</p> <p>Place opportunities into the curriculum to discuss extremism</p> <p>Up-dates on all aspects of child exploitation eg County Lines</p> <p>Ensure all staff have ability and training to log any concern.</p> <p>Use of My Concern</p> <p>Safe Recruitment protocols followed</p>		Sept 19	<p>KFr/J Beer</p> <p>All Staff LT, HR</p>	<p>ASJ</p> <p>MA ASJ Safeguarding Team</p>
<p>Staff consistently apply the new behaviour policy</p>	<p>Multiple slips follow up by DoLs & HOH</p> <p>Timetabled LT walkabout duties/pop-ins. Joint drop ins with DoLs and or SLs to ensure consistent approach</p>		Sept 19	<p>JTh/DoL/HOH</p> <p>LT/DoLs</p>	<p>LT</p> <p>RB</p>

Behaviour & Attitudes

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<p>Maintain our zero tolerance approach towards negative behaviour which disrupts learning and teaching and contradicts the ethos of the Academy whilst attempting to reduce fixed and permanent exclusions</p>	<p>Have intervention groups for students with high number of Green Slips (sent out of lessons).</p>		Sept 19	All teaching staff with HOH KFr	ASJ
	<p>Monitor Internal exclusion room (InEx) and produce data regarding repeat "visitors"</p>		On going throughout year	KFr/ JTh	ASJ & M Avoth
	<p>Identify staff who require training on behaviour management techniques such as de-escalation</p>				
	<p>Explore 'reasonable adjustments' to sanction system for EHCP students incl the development of our "Bridge" provision</p>		Sept 19	KFr SENDCo	RB
	<p>Utilising the Isolation and InEx rooms more to reduce FTEs, Verbal abuse adult, physical abuse student and persistent disruptive behaviour</p>		Sept 19	HOH	ASJ
	<p>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</p>		Sept 19	Behaviour Manager & K Franklin	ASJ
	<p>Strategic use of alternative provision to ensure students can turnaround behaviour</p>		Ongoing	Network Manager/ Student rewards coordinator	JPe
<p>Develop a tangible reward system that links with progresso and recognises individual behaviour points</p>					
<p>Develop 'The Bourne Academy ASPIRE Award'</p>					
<p>Improve attendance to at least 96% and reduce Persistent Absence to 8%</p>	<p>Continue weekly attendance meetings and follow up with VP, EWO & HOH Year 11 "passport to the Prom" to include reduced costs of tickets</p> <p>Non authorisation of term time holidays and prosecution. Tutor mentoring scheme for students whose attendance falls below 96%, but is above 90%</p> <p>Target students whose attendance is ≥92% and <96% HoH complete an Attendance Action Plan and meet regularly with identified students</p> <p>Continue to reward students whose attendance is ≥96%, but on a more regular basis [not just at the end of term]</p>		Sept 19	JB / KFr with tutors & HOH	ASJ

Behaviour & Attitudes

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
	<p>Action Plan for students who are Persistently Absent (PA), including use of Parenting Contracts</p> <p>HoH available P1, where possible, to prioritise attendance</p> <p>Mentoring scheme for students whose attendance is below 90%</p> <p>Review of Local Authority procedures for issuing a penalty notice</p>				
Develop a whole school approach to Health and Well being	<p>Use YST support material to incorporate PE</p> <p>Work with the Sandwell project to create an evidence base, eventually leading to Charter Mark</p> <p>Work with Public Health Dorset on two innovative schemes to improve mental health of children and young people, with reduced referrals to wellbeing support.</p> <p>Children and young people who have improved awareness of ways to manage stress and achieve calm.</p> <p>To transform the wellbeing of children and young people through increased engagement of physical activity, including sport and PE, to become keen active adults.</p>		Ongoing	JPe, HOD PE AP	ASJ

Personal Development

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
The curriculum and wider work supports our learners to develop their character through our ASPIRE competencies	See Character & Culture action plan ACE clubs linked to ASPIRE		Ongoing	All staff / JPe	JPe
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 in global citizenship opportunities	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 Continue to expand our successful National programmes; DofE – See action plan for expansion of numbers Police Cadets – embed the two new units as the first Cadets in Dorset Maintain our status as Champion school for NCS		Ongoing	Bourne Leaders/TPe JPe	CG MA
Develop a whole school approach to Health and Well being	Work with the Sandwell project to create an evidence base, eventually leading to Charter Mark		Ongoing	JPe	MA
	Public Health Dorset initiative 25K To build a cohesive pathway, across our whole Academy community and curriculum, to develop positive mental & emotional health in young people through outdoor and adventurous activities at the dedicated Academy Outdoor Education site eg. bush-craft, adventurous sports and leadership tasks. Creating fundamental challenges that lead to a development of resilience, confidence, wellbeing and self-belief.		July 19	AP	RB
	Work with NHS in Dorset in developing Mental Health Support teams in Schools - Trailblazer work and ahead of full rollout across the County.		July 19	JPe, HOD PE	ASJ
	Use YST support materials to incorporate PE into a cohesive approach to developing Well Being		Sept 19	SENDCos, AP	RB
			Sept 19	JPe, HOD PE	ASJ
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	See SMSC Development Plan & Provision map		Sept 19	All Staff KFr/VW	ASJ

Personal Development

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 develop an understanding of British values, diversity and mutual respect for all	See SMSC Development Plan & Provision map		Sept 19	All Staff KFr/VW	ASJ
Maintain and develop our nationally recognised careers provision	Continue to widen opportunities for KS3 students to access Careers advice. Have college students and employees from range of occupations speaking to year 8 students, as requested by students		Sept college placements	Careers Leader	ASJ
	Continue and develop our College liaison programme at KS4 and investigate a shared KS5 offer As a lead school for the Careers and enterprise company, support other schools and further education establishments to develop an outstanding careers provision using the Gatsby model for evaluation Develop Tycoons in schools programme Oxbridge and potential medical student workshops/preparation support		Sept 19	Careers Leader	ASJ

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
All teachers, leaders and managers embed safeguarding practice as an integral part of everyday life	All staff trained to level 2. Staff regularly updated about safeguarding developments and encouraged to use My Concern		Sept 19 Ongoing	All staff	ASJ/MA
Leaders have a clear ambitious vision for providing a high quality inclusive education and training for all	Produce a Vision & Statement of Intent document that is referred to regular by all Leadership Be relentless in our ambition for the students Monitor Teaching & Learning through a supportive programme of “pop ins & drop ins”		Ongoing	DoLs, SL & LT	MA
Governors fulfil their statutory duties and know which strategies make the most impact on raising pupils’ achievement, including Pupil Premium	Recruit a Pupil Premium Governor through the Link Governance scheme Regular reporting of strategies used from PP plan to raise achievement Ensure Link Governors are fully equipped to deal with the new Ofsted Framework		All Governor meetings Sept 19	ASJ DoLs, SLs	MA
Senior leaders effectively monitor the work of middle leaders so that teachers are held to account for the progress made by pupils.	Regular pop in/drop ins – used as a CPD opportunity 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)		Weekly LM meetings Once per term	SLs, DoLs SLs, DoLs	LT
Academy on route to have 1050 students by September 2020 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 or sponsorship 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 19 Dec 19 Oct 19 to Mar 20 Oct 20 Sept 19	JPe Class Teachers Marketing Coordinator Marketing Coordinator Head of Sixth Form & Careers Leader CT/CG CT/CG	LT SLs, DoLs, LT CG CG ASJ MA MA

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 19 Aug 19	FG MA	MA
	Continue to look at ways Senior and middle Leadership Development programme continues Look for wider opportunities Investigate welfare / Health support for staff		Sept 19	RB / JPe	ASJ
			Ongoing	CT	MA
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 Use the Workload reduction group to suggest ways forward.		Ongoing	Staff Gov, DoLs, Head of HR	MA
Leaders engage effectively with all stakeholders in the community, including our sponsor, employers and local services Alumni to increase membership to include "Academy" ex students Parent Voice actively engaged in promoting Academy and raising money	Another Joint INSET held to promote similarities and differences in each sector.		Jan 20	ASJ RB	MA
	Year 10 Twinning programme to continue and develop		Ongoing	All Staff	ASJ
	Increase opportunities for staff to engage in extra-curricular activities with each other		Ongoing	TPe	MA
	Ensure at least one Academy student is successful in their sixth form application to Canford.		December/ April	VW/CG/DTa	ASJ / MA
	Development Activities ie. International Students and Funding/Opportunity Collaboration		Ongoing	CG	MA
	Canford students to visit The Academy every Monday PM as part of their community service (supporting in Science and mathematics)		Ongoing	ASJ	MA
	Regular invites to students who have just left and anniversary reunions		Jan 19	GH	CG
Expand the Year 13 and Alumni Ball Business Director to continue meetings with Chair of PV to encourage more parents to join and more events with PV				TP/JPe	CG/MA
Principal to continue to attend					
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	ASJ/CT

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.

21.09.19	Student Leadership	RB, JPe & students								
28.10.18	Half term									
Date	Theme	Facilitator	NQT	RQT	Teach First	Teachers new to Academy	All teaching staff	Cover Supervisors	TA	Associate staff
04.11.19	Literacy Training (1)	SL/NB	✓	✓	✓	✓	✓	✓	✓	✓
Weds 06.11.19 [2:15-5:15]	Open									
Weds 06.11.19 [2:15-5:15]	Middle Leaders Development programme	JPe	Middle Leaders – Motivating others and accountability							
11.11.19	Numeracy Training (1)	SS/RG	✓	✓	✓	✓	✓	✓	✓	✓
18.11.19	Educational Visits Training	CT & NS	✓	✓	✓	✓	✓	✓	✓	✓
Weds 20.11.19 [2:15-5:15]	Open									
25.11.19	Embedding careers and labour market information in curriculum areas and lessons	VWo	✓	✓	✓	✓	✓	✓	✓	✓
Weds 27.11.19 {2:15-3:15}	RQT meeting in HU2	RB		✓						
Friday 29.11.19	INSET DAY 1		Compulsory for ALL staff							
Monday 02.12.19	INSET DAY 2		Compulsory for ALL staff							
09.12.19	INSET Day follow-up	Teams	✓	✓	✓	✓	✓	✓	✓	✓
16.12.19	Reflection on 1 st term	Subject Leads & Mentors	✓	✓	✓	✓	✓	✓	✓	
Weds 18.12.19 [2:15-5:15]	Subject Leaders meeting HoH team meeting	RB KFr								
23.12.19	Xmas holidays									
30.12.19	Xmas holidays									
Monday 06.01.20	INSET DAY 3 Canford	RB								
13.01.20	INSET follow-up	RB	✓	✓	✓	✓	✓	✓	✓	
Weds 15.01.20 [2:15-5:15]	UPS Team	LTs	✓							
20.01.20	Technology & pedagogy	DO	✓	✓	✓	✓	✓	✓	✓	✓
27.01.20	Literacy Training (2)	NB & RB	✓	✓	✓	✓	✓	✓	✓	✓
03.02.20	SL meeting DoE info	RB MT	Subject Leaders and Middle Leaders							

05.02.20 [2:15-3:15]	Subject Leaders meeting HoH team meeting	RB KFr								
Date	Theme	Facilitator	NQT	RQT	Teach First	Teachers new to Academy	All teaching staff	Cover Supervisors	TA	Associate staff
10.02.20	Teaching & Learning Skills (2) Choose 1 workshop from: 1. Feedback 2. Modelling 3. Questioning	LTs/SS MDu/ASJ RG/RB	✓	✓	✓	✓	✓	✓	✓	
17.02.20	Half term									
24.02.20	NQT Evidence Folder	RB	✓		✓					
Weds 26.02.20 [2:15-3:15]	Open									
02.03.20	Numeracy Training (2)	RG & SS	✓	✓	✓	✓	✓	✓	✓	✓
04.03.20	RQT meeting in HU2	RB		✓						
04.03.20	Middle Leaders Development programme	JPe	Middle Leaders – A shared facilitation on either parental engagement, learning talk, schools of the future or relationship management							
09.03.20	CAD CAM & The Laser-cutter	TED Team	✓	✓	✓	✓	✓	✓	✓	✓
Weds 11.03.20 [2:15-3:15]	Subject Leaders meeting HoH team meeting	RB KFr								
16.03.20	Philosophy for Children	RB								
Tuesday 17.03.20	INSET DAY 4	Outreach	Compulsory for ALL staff							
23.03.20	INSET follow-up	Teams	✓	✓	✓	✓			✓	
30.03.20	Reflection on 2 nd term	LTs, RB & mentors								
06.04.20			Easter holidays							
13.04.20			Easter holidays							
20.04.20										
27.04.20	Teaching & Learning Skills [3] Choose one workshop from: 1. Challenge 2 2. Explanations 2 3. Practice 2	RB/JPe LBe/NB JFr/JL	✓	✓	✓	✓	✓	✓		
29.04.20	Open									
29.04.20	Middle Leaders Development programme	JPe	Middle Leaders – Vision check, coaching skills & scenarios							

04.05.19											
Weds 06.05.20 [2:15-3:15]	Subject Leaders meeting HoH team meeting	RB KFr									
Weds 06.05.20 [2:15-3:15]	RQT meeting	RB		✓							
11.05.20	Literacy Training (3)	NB	✓	✓	✓	✓	✓	✓	✓	✓	
18.05.20											
25.05.20			Half term								
Date	Theme	Facilitator	NQT	RQT	Teach First	Teachers new to Academy	All teaching staff	Cover Supervisors	TA	Associate staff	
01.06.20	NQT Evidence Folder	RB	✓		✓						
Weds 03.06.20	Middle Leaders Development programme	JPe	Middle Leaders – Time management, agendas and meetings								
Weds 03.06.20 [2:15-3:15]	UPS Team	LTS									
08.06.20	Technology & pedagogy	DO	✓	✓	✓	✓	✓	✓	✓	✓	
15.06.20	Progress measures/assessment	TD	✓	✓	✓	✓	✓	✓	✓		
Weds 17.06.20 [2:15-3:15]	Subject Leaders meeting HoH team meeting	RB KFr									
Weds 17.06.20	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.								
22.06.20	Teaching & Learning Skills (4) Choose 1 workshop from: 1. Feedback 2 2. Modelling 2 3. Questioning 2	LTs/SS MDu/ASJ RG/RB	✓	✓	✓	✓	✓	✓	✓		
29.06.20	Curriculum/assesment review	In teams	✓	✓	✓	✓	✓	✓	✓		
Weds 01.07.20 [2:15-3:15]											
Weds 01.07.20 [2:15-3:15]	RQT presentations	RB & LT									
Friday 03.07.20	INSET Day 5	Induction									
06.07.20	Open										
13.07.20	Celebration Tea	LT, RB & Mentors	✓		✓						
20.07.20	Planning Days										
21.07.20	Summer holidays										



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)	<i>Buddy continues throughout the year. Join relevant pathway...</i>						
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