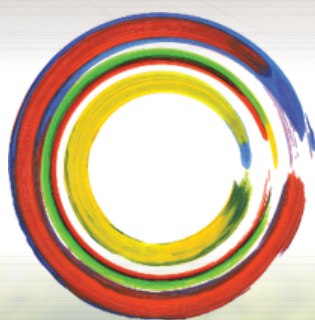




THE BOURNE ACADEMY



2026 - 2027 PROSPECTUS

A MESSAGE FROM THE PRINCIPAL



Welcome To The Bourne Academy.

At The Bourne Academy we promise that, by working with you, we will strive to ensure your child achieves their absolute best, is safe and happy, and challenged to be creative and to think. We are all here to learn.

We will all treat each other with respect, whether child or adult, and we will celebrate everyone's successes, whatever role they are in. Learning is a journey involving making decisions and making mistakes. It is the discovery of new ideas and new answers. At The Bourne Academy it is safe to make mistakes and not to know the right answer.

We believe that all students should be empowered to achieve and aspire to the highest, be treated with respect and treat others with respect, and enjoy the Academy. We do not tolerate any level of bullying, whether emotional or physical. Behaviour which is not respectful or which prevents people from learning, is not tolerated.

Our broad and balanced curriculum provides students the opportunity to excel academically whilst also encouraging creativity across all aspects of learning. The quality of teaching and learning is at the centre our success. The Bourne Academy's talented and committed staff will support and work with your child so that they go out into the world as a self-confident thinking person, able to communicate and empathise with others, looking for opportunities to be successful and eager to carry on learning for the rest of their lives.

We look forward to supporting you in this most important of journeys.

With best wishes,

Mr M Avoth
Principal

AREAS OF LEARNING & CURRICULUM

The tables below outline the number of hours students spend studying different subjects per week. In Key Stage 4 (Years 9, 10 & 11), students study the core subjects plus four chosen option subjects from the curriculum.

Subjects for KS3:	Year 7	Year 8
Maths	4	4
English	4	4
Science	3	3
MFL - Modern Foreign Languages	2	2
PE	2	2
History	1	1
Geography	1	1
Dance & Drama	1	1
Art	1	1
Music and MiSST (Instrumental Studies)	1.5	1.5
Religious Studies	1	1
Computing	1	1
Technology, Engineering & Design (TED) & Hospitality & Catering	2.5	2.5
Drop Everything and Read (DEAR)	0.5	0.5

Subjects for KS4:			
Maths	5	5	5
English	5	5	5
Science	5	5	5
PE	1	1	1
Chosen options: 4 subjects	10	10	10

AWE

ARTS & PHYSICAL WELLBEING

- Art
- Media
- PE
- Outdoor Education
- Drama
- Dance
- Music
- Performing Arts
- MiSST (Instrumental Studies)
- Photography

C&E

COMMUNICATION & ENQUIRY

- English Language
- English Literature
- Literacy
- Modern Foreign Languages

HU

HUMAN UNDERSTANDING

- Geography
- History
- Psychology
- Religious Studies
- Sociology
- Criminology
- Travel & Tourism

MiSST

MUSIC IN SECONDARY SCHOOLS TRUST

The Bourne Academy is one of only 35 schools nationwide selected for the MiSST programme (Music in Secondary Schools Trust).

The programme, supported by Lord Andrew Lloyd Webber, provides every child in Year 7 & 8 with a personal instrument. Students have regular tuition as part of their curriculum, they also perform in concerts both in the Academy and at external venues. The Trust aims to transform young peoples lives though classical musical education.



STEM

SCIENCE, TECHNOLOGY, ENGINEERING & MATHS

- Sciences
- Design & Technology
- Mathematics
- Computing
- Product Design
- Child Development
- Hospitality and Catering
- Business

THE ACADEMY DAY

MONDAY:

08.30 - 8.40	Gates Open/Gates Close
08.40 - 09.10	House Assembly/Tutor time/Reading/Numeracy
09.10 - 10.10	Lesson 1
10.10 - 11.10	Lesson 2
11.10 - 11.30	Break
11.30 - 12.30	Lesson 3
12.30 - 13.30	Lesson 4
13.30 - 14.00	Lunchtime
14.00 - 15.00	Lesson 5
15.00 - 16.00	Lesson 6

TUESDAY & FRIDAY:

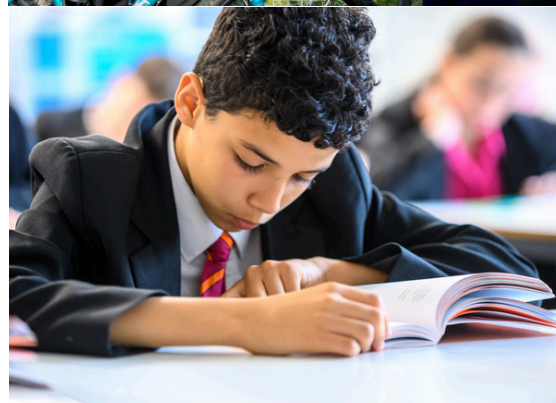
08.30 - 15.00	As above
15.00 - 16.00	Students finish/ACE Clubs/ Coursework Catchup Year 11

WEDNESDAY:

08.30 - 8.40	Gates Open/ Gates Close
08.40 - 09.15	Tutor group SMSC time
09.15 - 10.15	Lesson 1
10.15 - 11.15	Lesson 2
11.15 - 11.35	Break
11.35 - 12.35	Lesson 3
12.35 - 13.35	Lesson 4
13.35	Students finish/ACE Clubs/ Coursework Catchup Year 11

THURSDAY:

08.30 - 15.00	Same as Monday
15.00 - 15.30	Lesson 6 KS3 (Year 7 & 8)
15.00 - 16.00	Lesson 6 KS4 (Year 9, 10 & 11)
15.30 - 16.30	Optional ACE Clubs for KS3



ACE

A - Additional Learning
C - Catch Up
E - Enrichment

Each ACE club and activity will develop your ASPIRE competencies and help students to create evidence that they will be able to use towards their ASPIRE Award. Many clubs are offered each term, please see below a small selection available to all students:

Homework Club	Basketball	Art Club
Dance	Drama	Creative Writing
Greenpower	Cooking	Axiom Maths
Football	Choir	Orchestra
Table Tennis	Sports Fixtures	Robotics
GALS/LADS	Duke of Edinburgh	



THE ACADEMY HOUSE SYSTEM

The Academy's House system is named after the lighthouses standing at various points along the south coast, aiding navigation, providing illumination, and safe harbour for mariners and wayfarers. We at The Bourne Academy aspire to do likewise for all our students.

Houses create smaller communities within the school where students can form strong bonds across different year groups. Each student, along with their families, becomes a member of a House upon joining and stays with that House throughout their time at the Academy, fostering a sense of continuity and belonging.

The House system encourages healthy competition through activities such as sports, academic challenges, creative arts, and community service. It also offers leadership roles, such as House Captain, allowing students to develop confidence, teamwork, and a sense of responsibility.

Each House will select and support a local charity each year, building a sense of service, community, connection and shared purpose.



HEADS OF YEAR

The Heads of Year (HOY) offer pastoral care and support, as well as mentoring students through their progress and development throughout their Academy life. Parents are encouraged to contact Heads of Year if they have any concerns or worries at any time. Each Head of Year is responsible for a specific year group, providing age-appropriate support and guidance. This structure allows Heads of Year to understand the unique challenges and milestones associated with each developmental stage, offering tailored interventions and assistance as needed.

Our HOY closely monitor students' academic progress, behaviour, attendance, and well-being, ensuring any concerns are promptly addressed. In addition to this focused support, the Heads of Year work closely with the House Coordinator to ensure a holistic approach to student development. By combining the individualised guidance of HOY with the community spirit of the House system, we create a nurturing and dynamic environment where all students can thrive. This dual approach ensures that every student receives the comprehensive support they need to succeed both academically and personally.



YEAR 7 TESTIMONIALS

"I love all the friends I have made."

"People are so friendly and are accepting, they help me find things and get to places on time."

"I always have someone to talk to, whether it's one of my lovely friends that I have made here, or a member of staff that I trust."

"All the teachers are really supportive."



BUILDING CHARACTER - ASPIRE

At The Bourne Academy we are committed to creating well rounded students who are well prepared for their futures. We deliver a variety of lessons, workshops, trips, activities and interventions to help support our ASPIRE ethos. ASPIRE stands for Ambitious, Self-Confident, Physically Literate, Independent, Resilient and Emotionally Literate.

Students will develop into literate, numerate, global citizens who ASPIRE. Students are assessed through the subject-led Aspire Days. They spend the day working in teams on various projects, as the curriculum is taught through the Academy competencies:

Ambitious
Self Confident
Physical Literate
Independent
Resilient
Emotionally Literate

There are two ASPIRE Days each year, alongside our careers-focused Ambitions Week. Each is centred around themes designed to develop students' ASPIRE competencies through a varied programme of activities and experiences. These have included trips to Winchester Science Centre, activities at Butcher's Coppice, charity beach walks and careers networking, alongside a wide range of opportunities within the Academy. The programme is designed to build on existing strengths, develop new skills and give students valuable experiences beyond the classroom, encouraging confidence, independence, resilience and ambition.



The ASPIRE Award is all about helping you to develop your character by focusing your mind on getting involved and making a positive contribution.

The ASPIRE Award has three levels, bronze, silver and gold. All students will start by completing bronze, and work through the Award during your time at the Academy.

We have the expectation that all students will work towards completing their ASPIRE Award which focuses on developing these competencies. It is vital that students take ownership of their own development and learning. These skills are required to be successful life long learners and for the world of work.



REWARDS

There are some simple steps that you can take to build your character:

- Take full and active role in your academic learning
- Be prepared each day and build good habits
- Attend ACE clubs regularly
- Complete your ASPIRE Award
- Aim for 1000+ House Points
- Take part in Sports Day
- Join Student Council
- Get involved in fundraising or volunteering
- Complete your Duke of Edinburgh Award
- Seek out a Leadership Role: SaLPs, Girls Active GALS, Student Council, Bourne Leaders House Captain
- Represent your House at regular House Competitions.



	REWARDS	AWARDED	CELEBRATED	
ACADEMIC	House Points	Daily	Tutor Time- Weekly	
	'Go for 1000' House Points	Termly	Celebration Assembly	
	Year 11 'GEMS' Breakfast	Half Termly	GEMS Breakfast	
	Postcards	Weekly	Postcard Home	
PASTORAL	Tutor Commendation	Termly	Celebration Assembly	
	Tutor Top 3 Recognition	Termly	Celebration Assembly	
	House with most House Points	Termly	House Points Pizza Party	
CHARACTER	ASPIRE Award	Annually	ASPIRE Award Celebration	
	ASPIRE Reward Card	Daily	Fortnightly Assembly	
	Postcards	Weekly	Postcard Home	
GENERAL	TOP 100 Students with House Points	Annually	Rewards Trip Invitation	
	Completed ASPIRE Reward Card	Annually	Rewards Trip Invitation	
	ASPIRE Award - Silver	Annually	Rewards Trip Invitation	

ATTENDANCE AND PUNCTUALITY

GENERAL ATTENDANCE:

In preparing students for adult life we make no apology for having such a stringent and tough approach to student attendance. Students should attend 100% of the time, however a minimum of 97% is expected. Places at colleges and opportunities in employment are becoming increasingly competitive where key skills include reliability, good attendance and punctuality. Therefore we need to set high standards at this stage to give students the best opportunities in their adult life.

REWARDING POSITIVE ATTENDANCE:

We are investing in positive attendance. All students with 100% termly attendance will receive a certificate. All students with attendance of 97% and above will receive a postcard.

CHALLENGING POOR ATTENDANCE:

The Bourne Academy will not tolerate persistently poor attendance levels and has taken a number of measures to challenge poor attendance of individual students. This includes applications made BCP for penalty notices to parents/carers of students with persistently poor attendance. Penalty notice applications will also be sought for any unauthorised holidays taken during term time without the written permission of the Principal. This will only be granted in the most exceptional of circumstances, so please bear this in mind when planning holidays.

PUNCTUALITY:

At The Bourne Academy, constant lateness is unacceptable and not only disrupts the first class of the morning but also means that children miss out on a structured start to the Academy morning. Parents/carers are responsible in law for ensuring that their child arrives at school punctually. Students arriving after 8.40am, after the register has closed, must have a note from parent/carer advising why the student is late. Students who arrive late without a note, will receive a late mark. On the third occasion they receive a Principal's detention.

In addition, students arriving late without a note will be recorded as an unauthorised absence. If a student has ten or more unauthorised absences within a six week period, the Academy can take legal action which may take the form of a Penalty Notice from BCP.



Presentation At The Bourne Academy

- I will use a pencil to draw lines, drawings, graphs and tables
- I will write in black ink
- I will write the title starting with a capital letter
- I will write the dates every lesson
- I will underline my title and dates with a ruler
- I must not graffiti on books or folders
- I will use capital letters for my own name and my teachers' names
- I will glue or file any loose sheets into my book or neatly in my folder.
- My handwriting will be to the best of my ability, I will make it as neat as I can
- I will cross out mistakes with a single line; there will be no scribbles in my work
- I will start my writing against the left hand margin, I will neatly draw a margin on each page if a book does not have one
- I will not leave spaces and will use both sides of the pages in my exercise book or loose paper.

THE BOURNE ACADEMY UNIFORM

UNIFORM

- Black logo'd regulation Academy blazer* – must be worn at all times in the Academy.
- White shirt (tucked in) with a regulation House tie*.
- Black and pink knee-length Academy skirt* or black school trousers (not tight/stretchy material).
- Black socks or tights and plain black leather or leather-look flat shoes (no/low heels, no trainers and no decoration/logos).

PE Kit

- Black and pink regulation Academy sports shirt*, black shorts/skort or black sports leggings or tracksuit bottoms, and trainers.

OPTIONAL EXTRAS

- Black Academy jumper with pink piping*.
- Pink regulation Academy blouse*.
- For PE: mid-layer fleece* (PE/Outdoor Education), waterproof jacket and trousers, own plain coat (no buckles or furry hoods). All layers must be black.
- Dance kit – black/white T-shirt with sleeves, black leggings or black tracksuit bottoms.

PLEASE NOTE

- Only natural make-up and natural hair colour is permitted at the Academy. No false eyelashes, tramlines or eyebrow slits.
- Coloured nail varnish and artificial nails are NOT permitted.
- Jewellery is to be kept to a minimum, with only one stud earring in each ear and a watch permitted.
- Visible facial piercings and stretcher earrings are not allowed and students will be asked to remove them. Piercing retainers are not allowed regardless of colour or if clear.
- Trainers, hoodies and other outside garments are not to be worn in the Academy.
- Smart phones, devices and glasses, including devices with recording, camera or live-streaming capabilities, are not permitted on Academy grounds.
- No chewing gum or aerosols on site.

*Denotes official Academy uniform which must be purchased from ***CJ Clothing Ltd**

545-547 Wimborne Road, Moordown, Bournemouth BH9 2AP. Phone: 01202 513387. Website: www.cjclothing.com

FOOTWEAR

Shoes must be black leather/leather look. No trainers permitted. Please note: many shops will market 'school shoes' that are not acceptable at this Academy.

EQUAL OPPORTUNITIES

The Academy celebrates the diverse communities that are represented within the school and is sensitive and considerate towards the culture, race and religion of all its students. All students must wear the Academy uniform to maintain equal opportunities. Religious wear such as the Hijab, Turban and Patka can be worn and must be plain black. The hijab must be safely tied for work in certain areas such as labs, workshops or PE. Headscarves must be fastened discretely and not with jewellery.



FREE SCHOOL MEALS

WHO QUALIFIES FOR FREE SCHOOL MEALS?

Your child will be eligible to receive a daily free school meal allowance if you receive Universal Credit.

Applying is quick and confidential and carried out via BCP Council. Please apply using the online form found on the BCP Council website: [Free school meals | BCP](#) If you would prefer to apply using a paper form, please contact the Academy for assistance.

If you have any questions about the application process or general queries about Free School Meals please contact BCP Council email: fsm@bcpcouncil.gov.uk or telephone: 01202 123 222.

HELPING YOU TO HELP US!

When applying for free school meals you are not only enabling your child to receive a balanced healthy meal at no cost to yourself every day, but you are assisting the Academy by adding to investment in its resources. It will also enable the Academy to access the Pupil Premium Grant, which must be spent to help eligible students reach their full potential, both academically and socially. We already provide a free breakfast to every student daily if they wish.

ACADEMY TRIPS

INTERNATIONAL AND RESIDENTIAL

Students have opportunities to travel abroad, including visits to New York, Barcelona, and ski trips. Sixth Form students also take part in university residentials, offering valuable insight into higher education.

ADVENTURE AND DEVELOPMENT

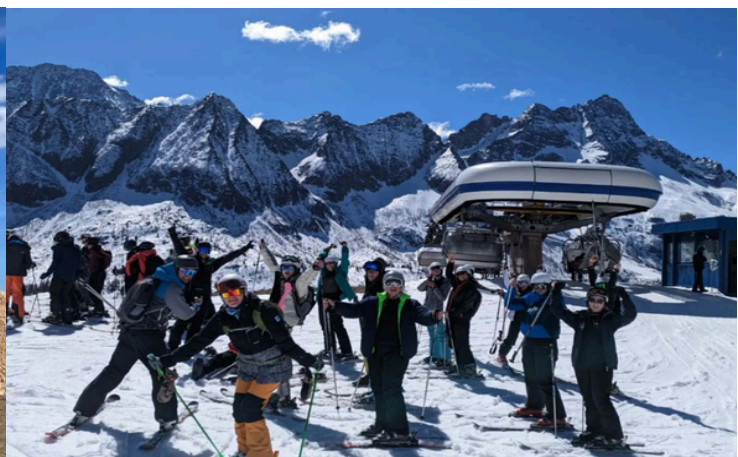
From DofE expeditions and paddle boarding on Scotland's Caledonian Canal to the Bourne Scholars residential at Cameron's Cottage, students build resilience, teamwork, and independence.

CULTURAL AND EDUCATION

Trips to Stratford-upon-Avon (including Shakespeare's birthplace), the Mayflower Theatre, MiSST concerts in London, and visits to Westminster and the Houses of Parliament - these all enrich classroom learning.

REWARDS AND ENRICHMENT

Students are rewarded and inspired through trips to Thorpe Park, RockReef, Paultons Park, alongside a variety of local visits, both recreational and educational.



Our careers programme is designed to inspire, challenge, and provide excellent progression routes for all our students. We offer a range of qualifications that are designed to support a successful and rewarding working life. We are a lead school for careers in Dorset and employ two qualified Careers Advisers to provide careers guidance at every step of students' journey. We have outstanding links to industry, locally, nationally and globally and work experience and employer encounters are at the heart of our programme. Our careers programme is nationally recognised for its excellence, we hold the "Investors In Careers" award which ensures our careers programme is innovative and robust and is the gold standard for careers provision in the UK. We were also the first school to hit all eight of the Gatsby Bench Marks in the UK, the gold standard of careers. Our programme is continually evolving, current lower school students benefit from:

- Careers Advisers available at all parents' evenings
- One to one careers guidance meetings in Year 11, 12 & 13 and for any other student upon request
- Job hunting and CV checking service
- Work Experience (Years 10 & 12) and experiences in the workplace across younger year groups
- Additional support for vulnerable and SEND students with the careers team in attendance at every EHCP phase review.

	Year 7	Year 8
Autumn 1	Students will complete the 'Future Skills Questionnaire', a tool designed to measure learners' career readiness and essential skills, allowing us to tailor careers education and track student progress. During our Autumn ASPIRE day, students will be introduced to the UniFrog system and be encouraged to take up ACE club opportunities.	Students will continue developing personal confidence, communication, and aspirations through tutor activities and assemblies.
Autumn 2	Students will continue developing personal confidence, communication, and aspirations through tutor activities and assemblies.	Students will revisit UniFrog and reflect on their skills, interests, and future opportunities. During our Autumn ASPIRE day, students will complete 'Operation Moonbase', where they will build a new society on a distant moon called Utopia, including selecting who will be the first citizens, creating an animal that will help people and building a 3D model of a new city.
Spring 1	Students will explore who they are, what careers are available, and begin thinking about future ambitions and dream jobs.	Students will explore different pathways after school, learn about Labour Market Information, and develop positive employability skills through Skills Builder activities.
Spring 2	Students will develop their listening and communication skills through Skills Builder activities linked to employability and teamwork. During our Spring term Ambitions Week, students will meet local further education and employment providers to start exploring further options.	Students will develop an understanding of budgeting, finance, and how careers link to future lifestyles and opportunities. During our Spring term Ambitions Week, students will meet more further education and employment providers to continue exploring future options.
Summer 1	Students will continue developing speaking, presentation, and communication skills through Skills Builder activities.	Students will continue exploring healthy relationships, communication, and personal responsibility as part of preparing for adulthood.
Summer 2	Students will reflect on their personal development, achievements, and aspirations for the future. During our summer term ASPIRE day, students will go on a Science-related trip.	Students will develop aspiration, volunteering awareness, and employability skills through Skills Builder activities. During our Summer term ASPIRE day, students will attend an outdoor activity centre.

SIXTH FORM

Our innovative Sixth Form curriculum is designed to inspire, challenge and provide good progression routes for all students. We offer 'real' qualifications that will start you on the road to a successful and rewarding working life. All of our courses have active links with many universities nationwide, include Russell Group Universities. We also have close links with local and national employers, which will enable students to have a smooth transition into employment or degree programmes. Additionally all of our Sixth Form leavers in 2026 have gone on to study the course of their choice at university and some have gained prestigious Higher Apprenticeships.



CANFORD SCHOOL SPONSOR THE BOURNE ACADEMY

In 2007, Canford School was approached by the Department for Education to consider sponsoring an academy (without financial input), by providing expertise, governors and support by sharing Canford's 'culture of excellence'. A key part of the vision, was that it would be at the heart of the community, offering local families an excellent education, new opportunities and facilities available to all. Raising students' expectations, building their self-confidence and teaching them appropriate skills to build a successful career and contribute to society were, and remain, central to The Bourne Academy's aims.



Canford's belief, that a good education depends crucially on the relationships between staff, students, parents and key stakeholders, was another core part of the vision. Mutual support, pride, ambition, trust and high expectations combine to allow impressive academic achievements against a background of respect. The Academy's vision is articulated clearly through the mnemonic ASPIRE: to develop citizens who are Ambitious, Self-confident, Physically literate, Independent, Resilient and Emotionally literate.

Canford School is one of the top independent schools in the country and Academy students have the opportunity to apply for a scholarship to Canford's 6th Form. Since 2011, 26 Academy students have gained a two year scholarship before going on to University.

BOURNE SCHOLARS



In 2021 we introduced our hugely successful Bourne Scholars Programme, for gifted and talented students, as our grammar stream equivalent.

Bourne Scholars work with Canford School and other key partners, including Southampton University and Winchester College, on a programme of curricular and extracurricular opportunities that increases their Cultural Capital and puts them on a path to the world's best universities.

We work with our Scholars to raise their aspirations to perform at the highest level in their chosen areas, facilitating them to become high attaining global citizens. The results are outstanding.