

SCHOOL TRANSFORMATION PRIORITIES (STP) 2019-2020

OUR VISION - ASPIRE / CHALLENGE / ACHIEVE

Bourne Academy aims to provide an exceptional quality education which enriches students' ambition and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational Post-16 & Post-18 pathways, meet the responsibilities and experiences of later life and to **Aspire / Challenge / Achieve**.



KEY STP PRIORITIES IN DETAIL 2019-20:

A. LEADERSHIP & MANAGEMENT:

- i. To improve the KS3 Curriculum: Reviewing **curriculum intent** to ascertain if improvements can be made, whilst keeping P8 above national average (i.e. increased MFL & EBacc participation)
- ii. Develop/train staff appropriate to individual career stages & to encourage greater depth in key whole school areas (succession planning) whilst supporting a high focus on reduction in workload.
- iii. Continue to build links with each of the SLAT schools and with other organisations, such as PiXL, to develop and share good practice.
- iv. Continue to develop E-Learning technology & the new school website, to improve learning opportunities & so that all students can feel an ever-increasing sense of pride for their school.
- v. Review the current Trust capacity - continuing to explore the routes for expansion of the Trust as the school continues to grow and increase Governor capacity via further recruitment.

B. QUALITY OF EDUCATION:

- i. Look for necessary amendments to the department approach to **curriculum implementation** to ascertain if improvements can be made - i.e. linked to assessment; delivery – 4th 'I' **INTERVENTION**
NB: With any refinements to Curriculum Intent using National Curriculum Benchmarks and a focus on Year 7 to 13 sequencing of learning and automaticity.
- ii. Continue to strengthen the school's approach to delivering & quality assuring teaching & learning - i.e. through the new approach to 'Department Deep Dives' (lesson visits / work scrutiny).
- iii. Support teachers to deliver lessons which challenge, stretch & support students appropriately KS3; KS4 & Post-16, with a particular focus on more able students with high prior attainment & Boys.
- iv. Embed amended assessment policy to adapt the way KS3/KS4/Post-16 students receive feedback on their work—link to Forensic Marking (samples) with **INTERVENTION** to improve understanding
- v. Continue to develop the 'promotion of reading' and literacy strategy - including specifically a focus on reading skills and vocabulary acquisition at KS3 - with a particular focus on BOYS reading.
- vi. Ensure students (and parents) have appropriate strategies (**INTERVENTION**) to develop/improve the resilience to meet the needs of the current A Level; BTEC L3; GCSE & BTEC L1/2 qualifications.

C. BEHAVIOUR & ATTITUDES:

- i. Improve the quality of homework & independent work so that it offers all students an appropriate level of challenge and address the '**improving aspiration**' needs for our learners - (i.e. via SMH)
- ii. Continue to review and develop our systems to celebrate positive achievement - i.e. via our reward systems and student leadership opportunities at KS3; KS4 & Post-16.
- iii. Develop systems to gauge student voice, by providing more opportunities to gather student feedback, particularly regarding teaching & learning / behaviour for learning.
- iv. Behaviour for Learning Strategy: Revisit the behaviour policy with a particular focus on the small number of low-level persistent behaviour issues that impact on learning in the classroom.

D. PERSONAL DEVELOPMENT:

- i. Develop the tutorial programme at KS3 & KS4 to ensure consistency of approach and relevance of PHSE / SMSC topics – i.e. a particular focus on areas of need mapped to local safeguarding need.
- ii. To continue to strengthen programmes of study for Post 16 students to encourage greater debate and ensure relevance of age related Careers, PHSE / SMSC topics and raising aspiration.
- iii. Deliver a whole school strategy to promote wellbeing and ensure students have positive mental health support - including continued focus on social media and issues in & out of school.
- iv. Continue to develop and embed the school Careers Strategy, linked to local employment needs, with focus on the Government's new Careers Strategy guidance - The Gatsby Benchmark.
- v. Further embedding the Disadvantaged First Strategy to maintain the positive PPI Progress Score at the end of KS4 and review to make any necessary improvements.

E. OVERALL EFFECTIVENESS:

- i. **Curriculum Impact:** To meet our A Level; BTEC Level 3; GCSE; BTEC 1/2 targets published in Section 9 of the full SDP - (i.e. maintaining our end of KS4 Progress 8 score and Post-16 Progress score).
- ii. Deep Dives: Scrutiny of identified departments at Post-16 (Level 3 BTEC / A Level) and KS4 (GCSE / Level 1 / 2 BTEC) to drive an improvement in results.
- iii. Focus on greater challenge for particular groups of students in order for them to achieve more; 1. Disadvantaged; 2. More Able Strategy, 3. Boys Strategy, 4. Inspiring Girls Strategy, 5. SEN.