



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated February 2015)

Livingstone Academy Bournemouth (99025)

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	Y	
2. Have you provided information on all of the following areas:		
Section A: Applicant details	Y	
Section B: Outline of the school	Y	
Section C: Education vision	Y	
Section D: Education plan	Y	
Section E: Evidence of need	Y	
Section F: Capacity and capability	Y	
Section G: Budget planning and affordability	Y	
Section H: Premises	Y	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	Y	
4. Have you fully completed the budget plans?	Y	
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria		
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?		
8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk ? (See guidance for dates and deadlines).	Y	
9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	Y	

Section I of your application		
10. Have you sent: <ul style="list-style-type: none"> a copy of Section A (tab 1 of the Excel template); and copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines)	Y	

Declaration

****This must be signed by a company member on behalf of the company / trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

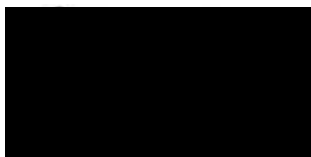
- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:



Position:



Print name:



Date: 28/9/15

Please tick to confirm that you have included all the items in the checklist.	Yes
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SECTION C: Education Vision

Section C1: Executive Summary

The Livingstone Academy Bournemouth will open in September 2017 and will serve 1,510 mixed, age 4-19 students, operating as a centre of excellence in the teaching of computing with separate strands of Computer Science, Information Technology, Technology Enhanced Learning and Digital Literacy streaming through a broad and balanced curriculum. When full, each year the Academy will admit 60 pupils into Reception, an additional 90 places will be available to new students from Year 7 through to the age of 18, along with 25 'second-chance' Foundation Year places in Year 12. However, when the Academy opens in 2017 it will admit 60 pupils into Reception and 150 students into Year 7. The Academy will provide an academic education entwined with the skills, knowledge and capabilities required by industries in the digital sector of the economy. There is no other all-through school of this type in the country apart from its partner school, Livingstone Academy Bournemouth. There is no other all-through school of this type in the country apart from its planned partner school, Livingstone Academy East London.

To clarify the vision, the Livingstone Academy Bournemouth will be more than a STEAM Academy (Science, Technology, Engineering, Arts and Maths). Computing will flow through the curriculum as a discrete subject, Technology Enhanced Learning (TEL) and digital literacy. However, we are determined to develop CRETE's, creative technologists, young people who have the skills to thrive in this digital world. In order to do this we have moved the STEAM agenda more towards the concept of CASM. The Creative Application of Science and Maths, as, in order to create future digital citizens we need to combine the STEAM knowledge and skills with creativity, enterprise and the development of 21st Century skills. Computing will be introduced into the curriculum gradually from Reception with the knowledge and skills being steadily embedded, however, it will be from the later junior years into the secondary stage of education that the computing element of the curriculum becomes more specific.

The Livingstone Academy Bournemouth will be an Aspirations Academy operated by the Aspirations Academies Trust in partnership with [REDACTED] through the Livingstone Foundation.

Located in Bournemouth, [REDACTED]

[REDACTED] This site has excellent train and bus links easily serving both the boroughs. Bournemouth and Poole have a very high level of immigration and both Local Authority's have plans that outline the need for a significant need for more school places over the coming years. The Livingstone Academy Bournemouth would operate as part of the growing South District of Aspirations Academies working closely with Magna Academy Poole, Ocean Academy Poole and Jewell Academy Bournemouth.

Summary of the Trust/Partnership

The Aspirations Academies Trust at the time of writing this bid has twelve schools in three age 3 to 19 Districts. The Trust firmly believes in the educational benefits of all-through education along with a desire to innovate with the aim of creating an education fit for the 21st Century. The Trust has four primary schools, two junior schools, three secondary schools, two Space Studio schools and a post 16 college. These operate in three all-through geographical Districts (West London, Banbury, South Coast (Bournemouth/Poole)) with the benefits of cross-phase working becoming increasingly established. Just over three years ago the Trust was started by two Headteachers, Steve and Paula Kenning, along with Dr. Russell J. Quaglia, the world's leading researcher in raising student aspirations. Each school uses the Aspirations Framework to work towards the delivery of an outstanding education for young people. In the 2014/15 academic year all Aspirations Academies were showing significant improvement on their starting points with two secondaries and two primaries having received 'outstanding' Ofsted inspections, all the KS2 results being well above nationally averages and GCSE results in the three secondary schools showing a very positive

upward trend. The Trust is bidding for two digital maker schools in this round of Free Schools, the Livingstone Academy Bournemouth and the Livingstone Academy East London.



Rationale

In 2010, Ed Vaizey, the Minister of State for Culture and the Digital Economy in DCMS and BIS, invited [REDACTED] to co-write a review on the state of digital skills teaching in relation to the video games industry and visual effects industry. The Next Gen report highlighted the poor quality of IT teaching in schools as one of the country's biggest obstacles to growth. IT taught children how to use and consume technology but gave them no insight on how to create it. In a world that has become exponentially reliant on technology, computing is no longer a marginal skill for experts - it is essential knowledge: Professor Simon Peyton-Jones of Microsoft Research and Computing at School Chairman, summed this up in his TED talk:

'..in much the same way we teach children about physics because they live in a physical world, or a second language or biology in the same way... we need to learn computational thinking because we live in a digital world'. This element of the vision is central to the curriculum and is outlined further in section D1.

There is an employment need and a skills gap: in the wider creative, digital and information technology industries employ over 2.5 million people in the UK and contribute £102 billion in GVA¹, but, due to the skills shortage, one in five employees is recruited from overseas. The recommendations in the Next Gen review were brought to the attention of Michael Gove, the former Secretary of State for Education, who made the decision to dis-apply the incumbent ICT curriculum, replacing it with a new Computing curriculum for schools in England with effect from September 2014. It is intended that the Livingstone Academy Bournemouth will be a flagship for Computing, Computer Science and creative thinking pioneering future schooling.

Bournemouth and Poole

The Bournemouth and Poole location is perfect for this type of Academy: The population is increasingly diverse, Bournemouth is one of the fastest growing centres of the creative and digital sector, Bournemouth university is a world leader in the field, there is a digital village planned in the area, there is a significant need for new and good schools in the boroughs and the location offers opportunity for students from outside the immediate area to attend such an academy. There is significant evidence of need for this academy in Bournemouth and Poole which is examined in more detail in Section E. However at this stage it is imperative to emphasise the important and urgent need for this academy. There are three compelling reasons for the development of the Academy in Bournemouth and Poole:

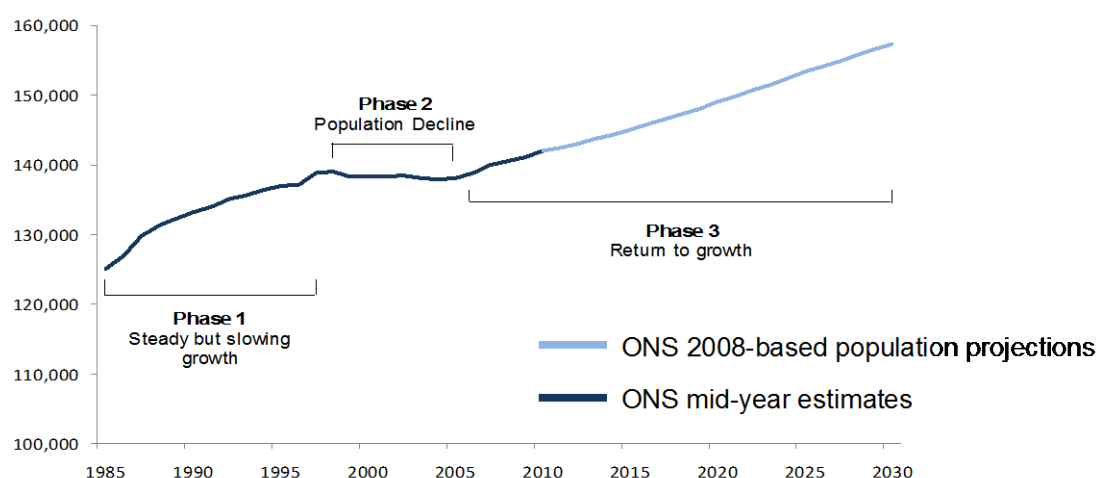
1. Basic need for school places in Bournemouth and Poole.

The population growth of 0-16 year olds in Bournemouth and Poole is significant with a growing demand for pupil places. Both Bournemouth and Poole LA's have detailed plans stating that there will be a requirement in the boroughs for:

- Primary places:

- Poole: In September 2012 there was an increase in take-up of Reception places of 91% based on offers made in April 2012. The take up rate for September 2013 has fallen back slightly but remains high (90%), based on offers made in May. However, the take up rate is highly fluid, as people move into the area. There are up to **additional 108 places required by 2017**, nearly 4 forms of entry.
- Bournemouth: From 2016 at least **2 forms of entry (60 pupils)** are required in Bournemouth at Reception age.
- Secondary Places:
 - In Poole, based on current pupil projections, an additional **10 forms of entry (300 places)** will be required in Year 7 over the period 2018 to 2022. Beyond 2022 additional places may be required depending on future births, migration, take up and housing developments. (*Poole Secondary School Options Study 2014*).
 - Bournemouth Year 7 population in 2015 was 1531, in 2020 it rises to 2130, leading to a **10% deficit of places**. At a meeting in September 2015 with Neil Goddard, place Planning Officer for Bournemouth LA, he stated that there was in fact a need for up to 18 FE at secondary level over the next 10 years.

Figure 1: Trends in population, Poole 1985 to 2030



The proposed location of the Academy is in the deprived town centre location of Lansdowne in Bournemouth. Here there are plans for significant urban renewal of the area as part of a plan to develop a digital community 'C-Side'. This plan involves the development of thousands of homes in an area where there is currently no secondary school and only two primary schools. The need for pupil places is dealt with in greater detail in Section E where the figures quoted from the LA Plans show a severe and urgent need for Reception and Year 7 places across the whole of Bournemouth and Poole. The population predictions for Bournemouth and Poole show a significant increase with Poole having experienced a 11% change in population of 0-15 years olds in past 10 years, with a projected to increase from 26,000 school children to 28,900 school children by 2022. Poole will experience a projected 12,000 increase in population over the next decade. It is estimated that around 9,000 will be due to net internal migration within England. This is the biggest driver of population change in Poole. The school population is also affected by the fact that very few pupils leave the borough for their schooling, with 97.72% at primary and 94.6% at secondary living in and going to school in the borough. In 2012 there was a net inflow of 696 students. Bournemouth is also experiencing a large rise in population with the average year on year increase in 0 year olds over the past 8 years being 34 children (1.1FE). The number of 0-4 year olds in Bournemouth in 2013/14 was 2,000 more than 10 years ago.

2. **The need for high quality education in all parts of Bournemouth and Poole.** Educational attainment in Bournemouth and Poole is extremely variable at KS2, GCSE and A Level. In addition, recent Ofsted and HMI visits to some schools have highlighted serious causes for concern. The real issue with the education provision in both Bournemouth and Poole is that it is incoherent. It is basically a selective system but there are a wide range of different schools which create a confused

array of provision with good schools not accessible to all young people. There are grammar schools, single sex schools, church schools, secondary moderns, bi-lateral schools, comprehensives, infant, junior and primary schools and even still some middle schools. The Aspirations Academies Trust is attempting, through its all-through age 3-to 19 philosophy, as well as through the development of the Livingstone Academy Bournemouth to provide a coherent high quality education provision.

Poole Local Authority has recently been described by Schools Minister Nick Gibb as having the worst performing schools in the country with the LA's primary schools bottom of the national league tables in 2015 (3rd bottom in 2014). Recent Ofsted inspections confirm this view at four Poole schools that received poor Ofsted inspections between 2013 and 2015:

- Broadstone Middle School received a Grade 4 inspection in 2013. Here there are 561 aged 9 to 13 pupils, with around 115 in each year group.
- Branksome Heath Junior School received a Grade 3 inspection in 2015. As the school has 427 students there will be around 107 pupils in each year group.
- Hamworthy Park Junior School received a Grade 3 inspection in 2014. There are 347 students in the school, 75 in each year group.
- Oakdale Junior School also received a Grade 3 inspection in 2014. There are 550 students in Years 7 to 11 leaving 140 in each year group.
- There are also three Poole secondaries which did not perform well under inspection:
- St Aldhelm's, received a Grade 4 (Special Measures) inspection. This has 500 students, with around 100 in each year group.
- Poole High, received a Grade 3 inspection in 2015, and has 1905 students (370 in each year group).
- Carter Academy, was also Grade 3 in 2015. This school has 400 students, 80 in each year group.

Bournemouth Local Authority schools perform better academically and when inspected by Ofsted. However, there are two primary schools that have received Grade 3 inspections recently:

- Christ the King Primary. This has 50 pupils in each year group.
- Kinson Primary with 436 pupils, 60 pupils in each year group.

This information reveals that there are at least 547 pupils in the primary age group who would normally go to these under-performing schools, who might consider taking up the 90 Reception Year places at the Livingstone Academy Bournemouth. There would be at least 450 students from the under-performing secondary schools who might apply for the 120 Year 7 places at the Academy.

The attainment of students in Bournemouth and Poole schools is also highly variable. At secondary level the low rate of attainment in EBacc subjects (In the non-grammar schools the EBacc. pass rate is generally between 5 and 20%) suggests that many school leavers are missing out on qualifications that would benefit them in the future. This applies particularly to 'STEAM' subjects (science, technology, engineering, art or maths) or modern foreign languages. There is a real lack of high quality computing, science and maths education in Bournemouth and Poole. The table below reflects the fact that there is not a great success rate in the progress and attainment in Maths at the age of 16 in the local Bournemouth and Poole primary and secondary schools. In 2014, at GCSE, there were only 4 out of 8 Poole secondary schools where expected progress in Maths was greater than in English (two of these were grammar schools, and one was an Aspirations Academy). Expected progress in maths was worse than national averages in 4 of the 8 schools.

School	Expected Progress KS2-4		5+ GCSE inc E+M A*-C
	English	Maths	
Carter	75%	43%	32%
Corfe Hills	65%	48%	46%
Magna (An Aspirations Academy)	85%	67%	57%

Parkstone Grammar	97%	98%	98%
Poole Grammar	87%	94%	95%
Poole High	59%	62%	46%
St Aldhelm's	30%	35%	17%
St Edwards	71%	71%	60%?? 56%
National Average	71.6%	65.5%	56.6%

Bournemouth secondary schools generally perform better than those in Poole, however, there are only two schools (one grammar school) out of eleven where expected progress in Maths was greater than in English. Expected progress in Maths was worse than national averages in 6 of the 11 schools.

Bournemouth Secondaries

School	Expected Progress KS2-4		5+ GCSE inc E+M (2014) A*-C
	English	Maths	
Avonbourne	66%	61%	54%
Bishop of Winchester	84%	76%	70%
Bourne	88%	62%	55%
Bournemouth School (Grammar)	88%	99%	95%
B. S for Girls (Grammar)	98%	92%	100%
Glenmoor	93%	72%	69%
Harewood	68%	56%	47%
Leaf	83%	57%	53%
Oak	58%	38%	34%
St Peters	78%	79%	71%
Winton	91%	53%	61%
National Average	71.6%	65.5%	56.6%

Combining the Maths performance of both Bournemouth and Poole, it is disappointing to see that 53% of all schools perform below the national average in achieving three levels of progress in Maths.

At KS2 the performance in Maths is even worse. The red on the following diagram visually highlights the extremely poor performance of Poole primary age schools. There are 16 Poole primary age schools. In 2014 there were 11 of the 16 schools with 2 levels of progress lower than the national average in Maths, and 12 below national average in achieving Level 4 in Reading, Writing and Maths:

Poole Primaries

School	2 levels of progress KS1-2		% L4 in R,W,M
	English	Maths	
Baden Powell	91%	90%	86%
Bearwood	82%	89%	79%
Bishop Aldhelms	84%	84%	72%
Branksome Heath	80%	73%	62%
Broadstone Middle	79%	67%	76%
Canford Heath	93%	87%	85%
Hanworthy Park	64%	69%	50%
Haymoor	86%	81%	76%
Hillbourne	89%	93%	66%
Longfleet	86%	95%	77%

Manorside	62%	62%	41%
Oakdale	84%	74%	76%
St Josephs	91%	91%	76%
St Marys	85%	82%	78%
Talbot	89%	87%	71%
Turlin Moor	85%	91%	62%
National Average	92%	90%	78%

Bournemouth primary schools perform better than Poole, although there are still 12 out of the 23 primary age schools where the 2 levels of progress in Maths is poorer than that of English. 57% of the schools perform below the national average in Maths in 2014 in the 2 levels of progress measure.

Bournemouth Primaries

School	2 levels of progress KS1-2		% L4 in R,W,M
	English	Maths	
St Walburga's	95%	98%	90%
Bethany	86%	89%	81%
Stourfield	93%	87%	85%
Christ the King	77%	77%	63%
Winton	90%	85%	76%
Corpus Christ	87%	94%	86%
Elm	86%	100%	100%
Epiphany	88%	88%	93%
Heathlands	89%	75%	68%
Hillview	84%	83%	73%
Kings Park	91%	76%	60%
Kingsleigh	89%	98%	76%
Kinson	85%	80%	61%
Malmesbury	84%	65%	70%
Moordown	96%	93%	71%
St Michaels	85%	91%	89%
Muscliff	86%	81%	82%
Pokesdown	98%	93%	83%
Queens Park	92%	98%	87%
St James	86%	84%	80%
St Katherines	94%	97%	94%
St Lukes	97%	98%	92%
St Marks	95%	88%	90%
National Average	92%	90%	78%

Combined this means that a startling 65% of primary schools across Bournemouth and Poole perform lower than the national averages in terms of achieving 2 levels of progress between KS1 and KS2.

There is also a significant lack of high quality post 16 education in Bournemouth and Poole. The Livingstone Academy Bournemouth will aim to provide young people with the highest possible qualifications to enable them to access the best universities and careers in the growing digital sector. This will be achieved through high quality and innovative approaches to teaching and learning. The table below reflects the fact that there is some successful post 16 education provided in the area for a few students by independent schools and the Grammar schools. The green highlights performance above national averages, however the table shows the state funded sector,

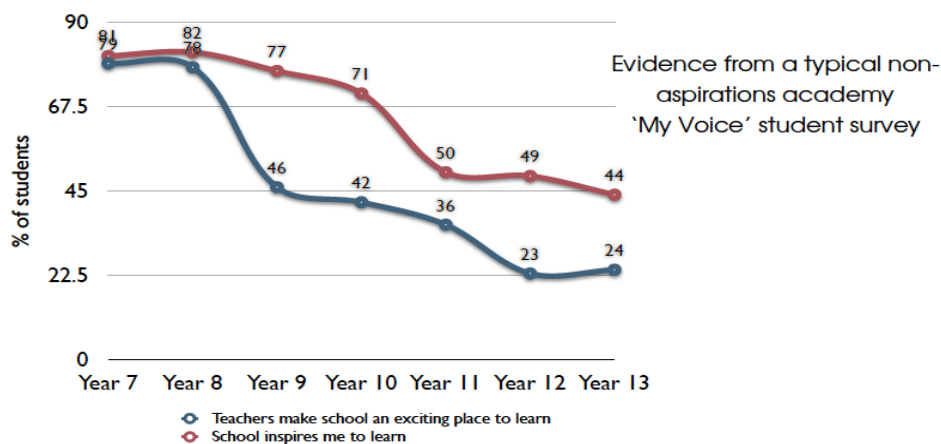
with the exception of the Grammar schools, performing below national averages.

Borough (selection of Boroughs)	Number of Schools	State/ Independent /VA/VC	Number above national average for students achieving 3 or more A*E (79.5% in 2014)	Number with grades above national average at AAB in at least 2 facilitating subjects (15% in 2014)
Bournemouth	1	VA/VC	0	0
	2	Independent	1	2
	2	Grammar	2	2
	3	State	1	0
	0	FE		
Poole	1	VA/VC	1	0
	1	Independent	0	1
	2	State	1	0
	1	FE	0	0
	2	Grammar	2	2

Also, if the Grammar schools are taken out of the picture there is not one of the state funded schools with an average points score per A Level entry higher than the national average (215.5 in 2014): Corfe Hills 202.6, Poole High 202.4, St Edwards 208.9, Bournemouth and Poole College 200.7, Avonbourne 191.8, LEAF 202.3, Oak 202.0, St Peters 201.7.

The quality of education is not simply reflected by examination performance, it is also reflected by the style of education provided in most schools. Education needs to change and develop in order to fully engage young people, to motivate them and to help them develop the relevant skills for success in the world today. Worldwide surveys reveal a growing disconnect between the education schools provide for young people and their levels of engagement. 'Studies from many countries show that among high school students less than 40% of upper secondary students are intellectually engaged'. (Jenkins, 2013 Willms et al., 2009). The diagram below reflects this trend:

Students are increasingly bored in school as they get older



The Bournemouth and Poole community is, in places, an educationally and socially deprived area. Whereas only around 14% of pupils receive Free School Meals, there are some areas of Poole in particular that are classified as being amongst the worst 10% in the country. The real social and educational issues in Bournemouth and Poole are concerning ethnicity and migration. Poole has a population consisting of 92% white British, with the associated problems of underperformance of white British pupils from low-income families. Bournemouth on the other hand is experiencing an extremely high influx of migrants. 14.9% of the population of Bournemouth is now made up of migrants and the figure has doubled in the past 10 years. Poole is less affected by this issue, with only 8% of it's population made up of migrants. Bournemouth and Poole are boroughs with marked inequalities, with both very poor and very rich areas of population as well as with a selective education system. The area of Lansdowne, the preferred location of the Academy, is in the town centre of Bournemouth. As a result, there is a strong local need for quality computing, science and maths related education in an area where there is no secondary education provision and a limited

choice of quality primary schools.

3. **The urgent need for a new generation of young people with computing skills and knowledge to help drive the future UK economy.** Bournemouth is known a 'Silicon Beach' with the fastest growing tech economy in the UK, with new digital start-ups rising by 212% between 2010 and 2013. There are 450 creative agencies set up in Bournemouth. Bournemouth University and the Arts University of Bournemouth help support this growth with their 27,000 students and have a global reputation in the creative and digital sector. The Livingstone Academy Bournemouth will be located in the heart of Bournemouth and Poole, hopefully near the university. The Digital sector is at the heart of contributing to the UK economy, underpinning growth through the technology it develops and the services it provides. The Digital sector employs 3 per cent of the UK workforce and contributes nearly £69 billion Gross Value Added to the UK economy (7.4 per cent). The sector is one of the most productive in the UK economy and employment has grown 5.5 per cent between 2009 and 2012, more than three times that recorded within the wider economy. Digital sector workers are also amongst the most highly qualified members of the UK workforce.

Despite this enormous growth in the digital sector skills shortage vacancies are experienced by over 3,000 employers in this sector. Hard to fill and skill shortage vacancies are concentrated in professional and associate professional and technical occupations. The impact of hard to fill vacancies includes difficulties introducing technological change and delays in developing new products and services. These issues are more keenly felt in the Digital sector than across other sectors. This evidence suggests that skills mismatches are affecting the ability of these high value firms to grow and develop as quickly as they might be able to, should they be able to source skills more easily. The Digital sector is considered in its own right to be a major driver of the economy over the next ten years. **The sector requires nearly 300,000 recruits** at professional, manager and associate professional level to fulfil growth potential and replacement needs to 2020. Sourcing the required numbers of suitably skilled staff to capitalise on the opportunities that these technologies offer is recognised as a key challenge for employers in the sector, which if not addressed will seriously compromise future business growth potential. *Source: 'Technology and skills in the Digital Industries - 2013: Uk Commission for Employment and Skills'*. OECD economists say the young generation faces the very real prospect of ending up worse off – materially, professionally and socially – than their parents because of the evaporation of jobs in Europe. Hundreds of twenty somethings face endless job frustrations: receiving rejections because they are overqualified with the wrong skill sets, writing scores of unanswered letters, unable to build a life without a job to structure it around. What is crucial is that educators realise just how much the world has changed. China, India, Brazil, South Korea and many other countries have been competing with Britain for quite some time in areas we used to dominate. Those who suffer most are the disenfranchised, less educated and therefore marginalised.

Tech Nation UK In Numbers

Location	Digital Employment	Fastest growing (new companies since 2010)
Inner London	251,590	92%
Bournemouth	7,272	212%
Brighton	7,458	91%
Liverpool	9,560	119%
All UK	1.46 million	

The problem facing employment to the digital sector is that schools are not currently preparing young people for the sector mainly due to the lack of well-developed computing and 21st century skills and knowledge. The Aspirations Academies Trust seeks to renew the goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world. Combined with [REDACTED] vision, to develop learning systems to encourage youth to develop their own visions about what it means to connect and flourish in their constantly emerging world, and equip them with the skills to pursue those

visions, the education provision of the academy will be powerful. An authentic education is required for the digital world and we believe in the vital task of creating teaching and learning that draws from all subject areas and experiences to foster creativity, enterprise and innovation. In particular, students at our school will learn and apply the skills of creativity, computational thinking and strong communication skills – these are meta skills that will prepare them for their careers ahead as well as for the jobs that don't yet exist. We want our students to think in terms of being job creators as well as being job seekers. They will be equipped with the knowledge and skills to influence and impact upon the world in which they are growing up and the society in which they will live.

██████████ has significant links and contacts with digital industries. These people will be closely involved in the development of the students at the academy. Not only will they act as mentors and role models but, they will also be actively engaged in the educational process and will help provide all students with real-life applications, particularly through the involvement in Project Based Learning (PBL). Subject learning will be contextualized wherever possible in the real world, with hands-on experience provided by experts from industry and academia through a wide network of partners who have pledged to support the academy. The Academy will work with Bournemouth University (world leaders in computer animation, media production, and marketing and communications) as a key development partner. A key issue for employers is "work readiness" of young people. By tailoring the curriculum to develop the skills required by employers in the area we believe that we can make our students highly employable. The present generation of young people in our schools live in an era of globalisation that demands mobility and soft skills yet, 'High unemployment levels co-exist with increased difficulties in filling vacancies. Young people's employability is threatened by labour market mismatches: inadequate skills, limited geographic mobility and inadequate wages.' OECD. The digital maker education provided by the Livingstone Academy Bournemouth will help bridge this gap as it would develop core skills, including: computational thinking, problem-solving; team-building; transversal competences – such as learning to learn, social and civic competence, initiative-taking, entrepreneurship, and cultural awareness. Through developing a 'risk taking' mind-set in a secure environment through activities such as innovation competitions such as 'Dragon's Den' and start up companies, the Academy will promote an entrepreneurial attitude in all of its students so they could play a key role in the competitiveness of the local economy and beyond. Entrepreneurship is essential to the future economy, according to the European Commission, 'More than 99% of all European businesses are SMEs. They provide two thirds of the private sector jobs and are primarily responsible for economic growth in Europe.' Entrepreneurship education not only enables young people to start a successful business, but also to become valuable contributors to the economy. The Academy will create a culture where entrepreneurial learning is pervasive.

Key features of our vision

Our vision is to set up a high performing age 4-19 school for students to be equipped with the skills and qualifications required to operate and play an active and successful role in today's knowledge-based, interdependent, highly competitive, fast-changing digital world. Students from a wide range of backgrounds will experience a very different type of education, centred on the development of the computational knowledge and skills, delivered through a partnership between the Academy and the digital industry, that are central to a successful life as a digital citizen in the 21st Century.

To clarify the vision, the Livingstone Academy East London will provide a broad and balanced education for children of all abilities with computing flowing through the curriculum as a discrete subject, through Technology Enhanced Learning (TEL) and digital literacy. There will be an emphasis on the Creative Application of Science and Maths, developing computational thinking but also the creativity and enterprising skills essential to success in the creative and digital economy. For example, pupils in Reception will learn through Child Initiated Strategies (CIS) developing the decision making and problem solving skills from an early age. It is important to view the traditional STEAM curriculum in a slightly different way, relating STEAM to the industries of the future, such as digital and creative industries. Engineers requires expertise in science and maths, however, we are particularly keen to develop some students as digital engineers, which does not require the study of

engineering in schools but is more likely to require a combination of maths, physics and art.

Today's young people live in a digitally-connected world surrounded by computers at school and in the home. They run their lives through mobile devices, it is their primary device for information and news and they immerse themselves in social media and screen entertainment. In a world that has become exponentially reliant on technology, it is important that all young people not only know how to consume technology but are given the knowledge, insight and the relevant skills to create their own technology as digital operators.

Central to the curriculum of the Academy is the Aspirations Framework developed by the Quaglia Institute for Student Aspirations. The Aspirations Academies Trust belief is that for all students to have high Aspirations, three Guiding Principles must be present: *Self-Worth*, *Engagement*, and *Purpose*. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. Students who have Aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school, and work with intention toward their goals. The Quaglia Institute for Student Aspirations (QISA) has identified 8 Conditions that need to be in place if students are to strive for and fulfil their academic, personal and social promise. As we strive for all students to reach their academic promise, at the Livingstone Academy Bournemouth we will continually ask: How can students meet high academic standards if they don't believe in their ability to do so? How can they learn if they aren't academically engaged? How can they set and reach academic goals if they don't see the purpose in doing so? If students are to enjoy academic, social, physical, and personal success, they must believe in themselves, be actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow. When these experiences are absent, aspirations flounder and achievement declines. The belief is that for students to have high aspirations, three Guiding Principles must be present: *Self-Worth*, *Engagement*, and *Purpose*. The Guiding Principles, in turn, are lived out through the 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals. The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action. The 8 Conditions make a difference because they help schools put into practice the three principles that guide Aspirations work. The impact of the aspirations framework is that it does transform whole communities as has happened in areas of the USA and is happening now in Feltham, Poole and Banbury. This approach to education is unique to Aspirations Academies.

The curriculum will draw on some of the recommendations from the Next Gen Report and will have a strong emphasis on embedding computing in all Key Stages, 2, 3, 4 and 5. All students at the Livingstone Academy Bournemouth will study computing through all aspects of the curriculum. This will involve:

- The study of Computer Science as a discrete, examination subject up to at least GCSE level.
- Technology Enhanced Learning (TEL). This is mainly the development of technology functional skills and will enhance students learning experiences throughout all subjects and enable them to more easily evidence the quality of their learning.
- Digital Literacy. This impacts on every aspect of life and encompasses e-safety through to functional IT skills.

Students will leave the Academy with high-level computational thinking skills. Computing is the study of information, computation, algorithms, data structures, programs, communication and co-ordination. Students will develop skills in programing, computational thinking, abstraction, modeling and design. They will also be taught to understand and follow digital 'good practice'. Students at the Livingstone Academy Bournemouth will follow computing as a complete subject, rather than the three separate siloed entities of IT, digital literacy and computer science, however, as they progress towards qualifications based on formative assessment and employability standards, from Year 9 onwards, they will be guided and informed as to areas of specialisation.

As well as acquiring high standards of literacy and numeracy, students will develop high levels of

computational thinking: students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Students will learn how to build on this knowledge and understanding and ensure that they are equipped to use information technology to create programs, systems and a range of content. Students will gain awareness of the resources required to implement and deploy a solution and how to deal with real-world and business constraints. Real world problems help engage all student groups in computing and ensure relevance for girls and boys. All our students will be digitally literate they will be able to use, and express themselves and develop their ideas through, information and communication technology, at a level suitable for the future workplace and as active participants in a digital world.

The Computational and Digital technology sectors require a broad range of skills including creativity and team-work, as well as scientific and mathematical knowledge. Our approach is to develop a curriculum which ensures the Creative Application of Science and Maths (CASM) with a view to fully prepare our students with success in today's fast changing world. This involves developing a creative and innovative approach to teaching and learning in order to develop the range of skills that many employers consider are currently lacking in school leavers: experience, initiative, enthusiasm, verbal communication, ability to fit in, reliability, and basic literacy. To mirror the real world the Livingstone Academy East London will deliver a significant amount of its curriculum in a multi-disciplinary way, particularly in KS1, KS2 and KS3. The broad and balanced curriculum will be taught to all with high levels of literacy and numeracy delivered in the primary years, however, through the aspirations (creative) curriculum sessions in KS1 and 2, and PBL in KS3, a range of subject areas will be taught together to mirror the way the real world works. For example, the gaming industry brings together skills from computer science, art, geography, history, music, languages, design, technology, psychology, maths, english, science and engineering. Games skills develop a wide range of life skills: Interactivity, problem-solving, planning, motivation, intuitive learning, trial and error, engagement, social skills, creativity, community, self-worth, logic, hand-eye co-ordination, risk taking, continuous assessment and imagination.

Entrepreneurship education not only enables young people to start a successful business, but also to become valuable contributors to the economy. The Academy will create a culture where entrepreneurial and innovation is natural and prevalent. All students will be involved in the development of at least one innovation each academic year. There will be an Aspirations Workspace developed at the Academy for 50 start up places. This is based on the model we have in place at Tech City College. The aim is to bring the digital sector into the academy. Start-ups are given a desk in return for a competitive rent and a commitment to work with students. This funds the intention that after all post 16 students have been through the process of starting a company, to provide each year 4 or 5 students on completion of Year 13 with start up funding and a free place in the Workspace to develop their ideas.

As well as developing opportunities for industrialists and academics to get involved in the construction, development and delivery of our curriculum, and providing suitable work placements for our students, we will continue to look for new opportunities to work with different digital businesses and places of research throughout Bournemouth and the rest of the country, to guarantee our students access to the most up to date equipment, technology and opportunities as they develop. The intention is to share and develop this model of computing education with schools in England and across the world. The model involves the gradual development of particular skills from the Early Years through to the wider development of computational thinking and multi-disciplinary skills as students develop through their school life. In particular we see the following areas as potentially significant in supporting the development of tech. literacy in young people:

- A curriculum in which computing is embedded across every subject. We will develop CPD programmes, schemes of work, lesson plans, video tutorials and other resources for all phases of education.
- Computing progression pathways for all subjects in all Key Stages.
- Project Based Learning strategies and worked industry based projects.
- Work readiness strategies and approaches.

- Creative Industries Capability Licenses (see later for explanation).
- Computing School 'in a box'. The systems, structures, philosophy and curriculum for use and development by other schools.

The Academy will also raise aspirations, have the highest expectations and will promote diverse thinking, self-expression and self-determination. We aim to both attract and develop staff in our schools as excellent teachers and as a digitally creative workforce themselves, with real world experience and ability to motivate and inspire students in all subjects. They will foster curiosity and innovation, with a strong emphasis on art-tech crossovers and real-life/work-based learning opportunities.

The Academy will be a beacon of learning that is based in truly modern learning techniques that reflect life in a fast changing global economy. We want to be 'ahead of the game' not just reactive. Technology and science are moving at a revolutionary pace and we want our students to experience the knowledge, understanding, skills, competences and attitudes that will prepare them for a changing world. The nature of the delivery of the curriculum is critical to ensure that the academy facilitates for all students to become effective digital makers. This will require a very different approach to the delivery of education common to most schools. There will be traditional approaches such as discrete subject teaching alongside a great emphasis on Project Based Learning and the involvement of people from the digital sector. These approaches are fully outlined in Section D1. Our teaching methods will enable students to learn by working in teams, working independently, problem solving and offering solutions, by learning on the Academy site and beyond it, by paying attention to detail and by thinking 'out of the box'. We aspire to have the highest standards and we will challenge any barrier that limits our students from reaching their potential, regardless of who they are or where they come from when they join us. As is currently evidenced at our Space Studio Schools and in the aspirations curriculum elements at all our primary schools, this will be supported by robust assessment and develop students as self-evaluators with the ability to prioritise workloads and decision-making.

The Trust has developed a 4 to 19 model for education partly in response to the fact that nationally there is a recognised dip in pupils' attainment and progress in Years 7 and 8. David Pepper in '*Is the Key Stage 3 dip Myth or reality?*' found consistently that about half of all pupils dipped or plateaued in Year 7 or the year post-transfer and that 58% dipped or plateaued in Year 8. For pupils from disadvantaged backgrounds this dip is more significant and may be as high as two thirds. This was recognised in a government White Paper in 2005 when it was acknowledged that there was a need to improve performance at KS3 through a range of measures including: *"improving continuity in teaching and learning creating more opportunities for teachers to observe the work of colleagues teaching other phases encouraging secondary schools to build on good practice in developing whole-school approaches to literacy and numeracy evident in primary"*. The Education Standards Analysis and Research Division (Department for Education) stated that in reading nearly 40% of children go backwards between the end of year 6 and the beginning of year 7. The Trust operates 3 Districts of academies (Banbury, West London and the South Coast) working closely together sharing teachers and resources and with the majority of pupils attending the primary Aspirations Academies moving onto the secondary Aspirations Academy. This is proving highly successful as evidenced by the improving levels of progress and attainment, the aspirations and self-confidence of students and the achievement of 'Outstanding' Ofsted inspection reports. The Livingstone Academy Bournemouth will also use this successful system that creates a continuum of education and helps support students to overcome disadvantage by eliminating the artificial switch from primary to secondary at age 11. By creating a seamless transition and providing a coordinated curriculum across all 4 Key Stages delivered by a continuum of staff with a coordinated approach to practice and pedagogy we ensure no time is lost in transition at age 11 ensuring the lost years of 7 and 8 are highly productive in terms of the depth of learning students experience and the high levels of progress made, as well as ensuring pupils have longer to develop emotionally, socially and academically. By offering an all through model we will address one educational handicap that disproportionately affects children from disadvantaged areas. The all through model

will not disadvantage other students as 30 additional places are available at Year 7 and Year 12 in the Academy. The integration of these new students into the philosophy and approach of the Livingstone Academy will be carefully managed with significant amounts of pre-entry induction and post-entry support. There will be outreach opportunities provided by the Academy for all local schools from Year 4 onwards to help develop computational thinking skills, this will also help new students to adjust to the different way of working at the Academy.

The Livingstone Academy Bournemouth education provision is designed to ensure all students leave education at the age of 18 or 19 fully equipped with the skills, attributes, aspirations and high level qualifications required to play an active and successful role in the development of the local, national and global economy. To achieve this the Livingstone Academy Bournemouth will offer an innovative and continually evolving educational provision designed to keep pace with technological and societal change. Essentially, and uniquely the Academy will ensure that the involvement of the digital technology industry is fully embedded into every aspect of the curriculum ensuring maximum student engagement with the real world of digital enterprise. Our aim is to create digital citizens with the tools to both succeed in the world in general or to move confidently into a career relating to digital or computer technologies. The strength of the Academy education provision is that it is grounded on three essential outcomes fit for the 21st century:

1. Raised aspirations;
2. Computational thinking and digital skills;
3. Achievement of the best qualifications (GCSE: Progress 8, Ebacc: A levels).

What is a Digital Maker? Today's digital world is concerned with creating, sharing, and using information in digital form. Digital information is data that are structured and manipulated, stored and networked, subsidised and sold. Digital technologies touch every aspect of life and business – but relatively few people create them; most people just use them. Digital activities include gaming, cyber security, software development, data management and analytics, E-commerce, mobile technologies, green IT and cloud computing, and many more. The Digital and creative sector is at the heart of contributing to the economy, underpinning growth through the technology it develops and the services it provides. The Digital sector employs 3 per cent of the UK workforce and contributes nearly £69 billion Gross Value Added to the UK economy (7.4 per cent). We already have established significant links with a wide range of digital organisations, ranging from the smaller, newer entities such as Maker Club, Code Kingdoms, Canny Bots, Digital Schoolhouse, through to higher profile individuals and organisations such as Andrew Fisher, Exec Chairman of Shazam, Alex Hope, CEO of Double Negative (and co-author Next Gen), Disney, Google, Bournemouth University. Also, a digital aspirations workspace will be located on the Academy site providing start-up spaces for a number of digital companies in return for an element of input into our students' education.

The Day and Year

The Livingstone Academy Bournemouth will have a longer day than most schools from Year 7. From Reception to the end of Year 6 students will attend from 8.30 a.m. until 3 p.m. Year 7 to 11, 8.30 a.m to 4.30 p.m. (Friday 3 p.m. finish). Post-16 will have a more flexible timetable with 18 hours of A level teaching a week and 1 day of leadership/work readiness activities a week. The Year will amount to 40 weeks of school.

Location and Admissions

The Livingstone Academy Bournemouth will serve all of Bournemouth and Poole. The expectation is that most students will move through the Academy from the age of 4 until 19, however there will almost certainly be some in-movement of students especially at the ages of 11 and 16. It is also expected that the 60 pupils per year group attending our Aspirations Academy in Bournemouth, Jewell Academy Bournemouth, will progress into the Academy from 2018 when the first Year 6 year group completes their education at the Academy. Jewell is a five minute bus or car journey from the proposed Lansdowne location. Our admissions policy is available on request although the main features of the oversubscription criteria after SEN/LAC are:

- Reception: Siblings and distance.
- Year 7 (for the additional 90 places, up to a PAN of 150): 80% of total places would be for students. The oversubscription criteria: Siblings, attending a named Aspirations Academy (currently Jewell Academy Bournemouth and Ocean Academy Poole), Cognitive Ability Testing testing to be put in one of three bands to ensure we get a fully comprehensive intake to represent a national distribution.
- Year 12: There will be GCSE performance requirements (Grade B at GCSE), siblings and then attendance at an Aspirations Academy. The Year 12 Foundation Year will be available to educationally disadvantaged students to provide them with a second opportunity to improve GCSE performance in order to access A levels (Grade D at GCSE in English and Maths).

The preferred location on the proposed digital village site is in the heart of the digital sector of Bournemouth and Poole.. This will provide a perfect opportunity for the young people of the area to eventually gain employment in the digital sector.

Academy Size

Unusually the Livingstone Academy Bournemouth will be 2FE at the primary phase, 5FE at secondary and 5FE at Post 16. The rationale for this is borne out of our experiences in the wide range of academies the Trust operates. Our primary academies are extremely successful at 2 or 3 FE, so we have adopted a 3FE approach at this Academy to maximize the pupils receiving an all-through education. Our secondary academies take in 180 students per year group whereas our Space Studio Schools admit 75 students to a year group. We consider smaller is better for managing the PBL approach to learning at KS3 and 4. We have added an additional 30 places in Year 7 and Year 12 in order to accommodate Jewell Academy Bournemouth pupils as well as to attract students who later in life are attracted to digital making. We believe that a PAN Bournemouth and Poole post 16 of over 300 in total with a specific focus on the digital sector will meet a growing demand and be highly popular.

Expected Outcomes

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three, eleven or sixteen, the aim is to provide each individual child with the best possible life chance. This will be done through the achievement of the highest level of qualifications, the development of skills essential to success in an inter-connected and highly competitive world, as well as encouraging the highest aspirations and self-confidence. The Livingstone Academy Bournemouth has clear expected outcomes that are closely aligned to its vision (These have been quantified in some detail in Section D2). Before the start of Year 1 the EYFS profile would be completed for each pupil. We would expect the majority of pupils to be meeting the expected levels of development, although in a disadvantage area such as Lansdowne we would expect a significant number to be at the emerging level. At all stages the Academy will expect to deliver a KS1, KS2, GCSE and A level performance better than national averages. The Livingstone Foundation and the Aspirations Academies Trust have a commitment to make certain that all young people achieve their full academic potential and become responsible citizens. By providing young people from a wide range of backgrounds with a high quality digital maker education resulting in the high levels of attainment, required for entry to university and employment, they will have the foundations to fully succeed in today's digital world.

Livingstone Academy Bournemouth will be a partner school with Livingstone Academy East London as both schools will be promoting a computing curriculum in areas of high levels of growth in the creative and digital technologies. A feature of all secondary Aspirations Academies is the desire to develop relevant work readiness skills for a changing world, alongside the development of high level science and maths skills.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022	2023
Reception			60	60	60	60	60	60	60
Year 1				60	60	60	60	60	60
Year 2					60	60	60	60	60
Year 3						60	60	60	60
Year 4							60	60	60
Year 5								60	60
Year 6									60
Year 7			150	150	150	150	150	150	150
Year 8				150	150	150	150	150	150
Year 9					150	150	150	150	150
Year 10						150	150	150	150
Year 11							150	150	150
Year 12 Foundation Year								25	25
Year 12								150	150
Year 13									165
Totals			210	420	630	1015	1225	1450	1510

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week for each subject/activity	Mandatory/ Voluntary	Examination at age 11 or 13
Reception			
Phonics Daily sessions	Approx. 5	M	
Learn and play (see later)	Approx. 20	M	
Years 1-4			

Literacy	Discrete 5 hours	M	
Numeracy	Discrete 5 hours	M	
Aspirations (Creative) Curriculum – including the NC subjects + embedded Literacy and numeracy and computing + MFL from Year 1	15 hours	M	
Enrichment time: breakfast clubs will operate, PREP time will be available at the end of each day, and there will be a selection of after school enrichment activities (peripatetic music, sport, and others)	Breakfast up to 30 minutes a day before school, PREP 30 minutes a day after school, enrichment up to 1 hour a day	PREP = M Breakfast and enrichment = V	
Years 5 and 6			
Literacy	5	M	
Numeracy	5	M	
Computer Science	2	M	
Spanish	1	M	
Music	1	M	
Aspirations Curriculum, inc. Science and other NC subjects	11	M	
Enrichment time: breakfast clubs will operate, PREP time will be available at the end of each day, and there will be a selection of after school enrichment activities(peripatetic music, sport, and others)	Breakfast up to 30 minutes a day before school, PREP 30 minutes a day after school, enrichment up to 1 hour a day	PREP = M Breakfast and enrichment = V	
Years 7 and 8			
English	4	M	
Maths	4	M	
Physics	2	M	
Chemistry	2	M	
Biology	2	M	
PBL incorporating Computer Science/IT, Geography, History, Art and Design	8	M	
Choice of MFL from: Spanish, Hindi, Mandarin Chinese	2	M	
Theatre	.5	M	

Music	.5	M	
Innovation	1	M	
PE	2	M	
PSHEE/Philosophy (RE)	1	M	
PBL (Real world projects)	3	M	
Enrichment time: breakfast clubs will operate, PREP time will be available at the end of each day, and there will be a selection of after school enrichment activities (peripatetic music, sport, and others)	Breakfast up to 30 minutes a day before school, PREP 20 minutes a day (M-Th), enrichment up to 1 hour a day	PREP = M Breakfast and enrichment = V	
Years 9 to 11			
English	5	M	GCSE Lit. and Lang.
Maths	5	M	GCSE
Physics	2	M	GCSE
Chemistry	2	M	GCSE
Biology	2	M	GCSE
Computer Science/IT	2	M	GCSE
One of: Spanish, Hindi, Mandarin Chinese	2	M	GCSE
Two of: Geography/Art/History	4	M	GCSE x 2
Theatre	.5	M	
Music	.5	M	
Innovation	1	M	
PE	2	M	
PBL	3	M	
PSHEE/RE	1	M	
Enrichment time: breakfast clubs will operate, PREP time will be available at the end of each day, and there will be a selection of after school enrichment activities (peripatetic music, sport, and others)	Breakfast up to 30 minutes a day before school, PREP 20 minutes a day (M-Th), enrichment up to 1 hour a day	PREP = M Breakfast and enrichment = V	
Post 16 (2 year A Level programme)			
Choice of three A levels * English Language * Maths * Further Maths * Chemistry * Biology * Physics *	3 x 5 = 18		A levels x 3

Psychology * Art and Design * IT Programming (Tech Level 3) * Geography * History * Philosophy * Spanish * Economics * Computer Science.			
Leadership/Work readiness/PBL	6		EPQ
PREP time, and there will be a selection of after school enrichment activities (sport, drama, debating, dependent on need)	PREP 3 hours a week, enrichment up to 1 hour a day	PREP = M Enrichment = V	
Foundation Year (1 year at 16)			
English and Maths GCSE re-takes	5 hours each = 10	M	GCSE x 2
Enterprise Level GCSE relating to creative technologies	10 hours	M	GCSE
Learning to Learn in term 1, leading either to an A level introduction programme in Terms 2 and 3 or a Traineeship	10 hours	M	
PREP time, and there will be a selection of after school enrichment activities (sport, drama, debating, dependent on need)	PREP 3.5 hours a week, enrichment up to 1 hour a day	PREP = M Enrichment = V	

Section D1:

Curriculum overview

The Livingstone Academy Bournemouth will be very different to other mainstream schools and colleges, with 1,510 students aged 4-19 following a dynamic, entrepreneurial curriculum that mixes the attainment of high quality traditional examination qualifications with a focus on computing and preparation for the world of work. Students will be of all abilities and from a wide variety of backgrounds and to ensure the full engagement of a wide range of different students there will not just be one approach to learning, as students will enjoy the challenge of learning through a variety of methods including: extended personal studies, a cross curricular approach to learning ensuring lessons are taught in an innovative and engaging ways, opportunities to apply learnt skills to real life situations, personal coaching, research, independent and group study, real work, thematic projects and discrete subject lessons.

The Livingstone Academy Bournemouth will be more than a STEAM Academy (Science, Technology, Engineering, Arts and Maths). Computing will flow through the curriculum as a discrete subject, Technology Enhanced Learning (TEL) and digital literacy. However, we are determined to develop CRETE's, creative technologists, young people who have the skills to thrive in this digital world. In order to do this we have moved the STEAM agenda more towards the concept of CASM. The Creative Application of Science and Maths, as, in order to create future digital citizens we need to combine the STEAM knowledge and skills with creativity, enterprise and the development of 21st Century skills.

Student Cohort and Support

A feature of the Bournemouth and Poole population is that it is increasingly diverse. As a result we expect the Academy to have a wide range of students with a wide range of abilities and needs. The very nature of an academy with a focus on Science, Maths and Computing will naturally attract a good proportion of students on the autistic spectrum (this has been the experience at Space Studio Banbury). As a result we would expect around 10% of the population at the Academy to have SEN (LA's average is 8.3%). The Academy will serve a population with an increasing numbers of EAL pupils with the primary years including cohorts likely to have up to 20% EAL (16.3% of the current population have EAL in Bournemouth). The proportion of pupils on FSM is lower than national average although there are pockets of severe deprivation. The curriculum we are developing is ideally suited to the aspirational nature of the Bournemouth and Poole community, providing a very clear pathway and skills to local employment. Our significant experience of local and national schools lead us to understand the generally high aspirations of such communities and the desire of parents to give their children the highest quality of education in order for them to achieve good careers. The proximity of the high level employment opportunities provided by the growing 'Silicon Beach' provides great aspiration and opportunity for the Bournemouth and Poole community. To ensure that all students are provided with the appropriate support required there will be specific support and programmes in place for EAL students and for students with specific SEN needs such as autism. (See support section later).

The Academy would strive to ensure that all pupils have the opportunity to discover and appreciate their endless promise for a successful future, providing each individual child with the best possible life chance. This will be done through the achievement of the highest level of qualifications, the development of skills essential to success in an inter-connected and highly competitive world, as well as encouraging the highest aspirations, expecting every pupil to receive an outstanding primary school education as a foundation to eventually, on leaving school at the age of 18, to gain a place at university, start an apprenticeship, enter skilled employment or start up their own business. To achieve this vision for the academy the expectation would be to provide an outstanding education provision, measured by:

- High levels of community satisfaction -The Academy would be oversubscribed and extremely popular.

- Outstanding Ofsted inspections.
- High levels of attainment.
- A world-wide reputation as a model for creative computing education developing the skills for success in the 21st century.

The key features of the educational provision:

- A relevant, engaging and applied curriculum - with a strong focus on literacy, (particularly through approaches such as 'Talk for Writing'), numeracy, science, computing and creativity.
- The teaching of Computing with separate strands of Computer Science, Information Technology, Technology Enhanced Learning and Digital Literacy streaming through a broad and balanced curriculum.
- A consistent approach to the development of leadership/work readiness skills from a very early age.
- An entrepreneurial mindset.
- Problem solving and Project Based Learning utilising contacts with the real world of creative and digital technologies.
- Assessment and target setting - each pupil would be tested regularly in literacy and numeracy in order to develop an individual education plan of challenge and support for each child. Regular testing and target setting would be seen as a positive and part of the culture of the Academy.
- The Academy will start to develop strategies for the assessment of computational thinking, something which is extremely hard to do. This will most likely take the form of developing a way of measuring students understanding of 'computing' as a subject – it's knowledge, application and skills associated with it. Because of newness a lot of research still being done in this area the Academy will keep abreast of developments and refine the provision accordingly
- High quality teaching and learning - all teachers would be expected to work towards being outstanding practitioners. The Academy would have very clear review systems designed to regularly review, support, and continue to develop the teaching in the Academy.
- Engagement of the entire educational community who support the learning journey of the children.
- High standards, high expectations, high aspirations - appearance, behaviour and attitudes would be of high quality at the academy.
- Achievement - each Academy would work towards high levels of achievement and go beyond expectations.
- Attainment of national qualifications, GCSE and A Levels, alongside Academy developed Creative Industries Capability Licenses (see later for explanation).
- Aspirations culture - the three Guiding Principles and 8 Conditions would be alive in the culture.

The Livingstone Academy Bournemouth will be a school fit for the 21st century, where young people complete their formal education well prepared for success in the modern world and the challenges that lie ahead of them.

Teaching and Learning

Core subjects will be taught both discretely and in an interdisciplinary fashion, developed and further explored through students' own projects. **Project Based Learning** will be taught throughout the Academy. Aspirations Academies are amongst the most experienced schools in the UK in developing this approach to learning. All Trust primary schools follow an Aspirations Creative Curriculum that is centred around Project Based Learning, PBL is being trialed at KS3 at Rivers Academy West London, and it is highly successfully utilised as a central part of the curriculum at Space Studio Banbury, Space Studio West London and in most of our Sixth Forms. As students move from Year 4 to Year 13 there will be a progressively greater focus on the teaching of discrete

subjects in order to develop specific higher level subject knowledge. PBL will increasingly focus on the presentation of student worked solutions/ideas to real life projects to help support the academic understanding in core subjects through application as students move through the Academy. In the primary phase literacy, numeracy and computing will be the main focus of the curriculum with PBL being developed through the aspirations (creative) curriculum. The teaching of a Modern Foreign Language, Spanish, will start in Year 1. This is due to the greater receptiveness of young brains to the learning of a language, coupled with the belief that learning a language helps young people to understand coding as there is a focus on syntax and the use of language. Spanish is the main GCSE language we encourage in all Trust schools as it is a world language, however we do offer Hindi and Mandarin at a later age.

Discrete subject based teaching in Computer Science, Languages, Science and Music would start in Year 5 and 6. Years 7 and 8 would involve a mixture of PBL work, based on real life problems related to digital industries and technologies, along with discrete subject teaching with subject specialist teachers to enable the development of a genuine mastery of the curriculum. The vision for the curriculum is to deliver as much multi-disciplinary teaching as possible. However, there is a need to develop specialist subject knowledge as a foundation at times hence the delivery of discrete computer science at the top end of the primary years before applying it as part of a multi-disciplinary approach in Years 7 and 8. From Year 9 many subjects are taught discretely in order to meet the requirements of the GCSE and A level examinations. We trialed teaching GCSE subjects in a totally multi-disciplinary way at Space Studio Banbury but soon had to revert back to a mainly discrete approach in order to manage the coverage of content required for examinations. The Livingstone Academy Bournemouth will offer an environment in which **computational thinking** will be embedded into all aspect of the school culture and curriculum. Our students will have access to the most up-to-date equipment, technology and opportunities as they develop a fluency in **all aspects of computing** that will support their learning, and extending their learning beyond the classroom using technology. Learning will be supplemented through interactive, online software. All students will be issued with an iPad or tablet computer on entry to Year 4.

The Academy will also adopt the use of 'play based learning' techniques. i.e. using games (not just digital games, but the idea of games) to teach key concepts. This taps into the idea of fun and engaging and harnesses pupil's natural motivation to 'play'. (There are many articles and research papers in this area available on Google). Currently increasing in its profile and research is being carried out around this. (See the Institute of Play in the US and their Quest Schools). This is an approach we are increasingly using in our primary academies and Space Studio Schools.

The Structure of the Education Provision

At the Livingstone Academy Bournemouth the challenge is to create to create a dynamic learning environment that keeps pace with the changing needs of every student. The three essential learning outcomes - Raised aspirations, Leadership/work readiness skills, Achievement of the best qualifications - drive the structure of education at the college. The curriculum is structured around these three areas, being delivered in a variety of Learning Approaches, utilising a range of Learning Tools and with the Learning Drivers (see below for explanation) fully interwoven in the teaching and learning process. This is an approach we are successfully developing across all our Aspirations Academies.

This approach is a type of Blended Personalised Learning (BPL), supported by current research and significant educationalists, including Sir Ken Robinson, *"The fact is that given the challenges we face, education doesn't need to be reformed -- it needs to be transformed. The key to this transformation is not to standardise education, but to personalise it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions."*

Learning happens whilst interacting with others. Learning is not necessarily found within us but in surrounding environments, learning consists in mastering the way to find the right informational ties

after accessing a range of learning tools. This self-directed learning is a learning theory suited to the digital age in which we are living. The concept was defined by Malcolm Knowles way back in 1975, *'Self-directed or autonomous learning is a complex process where a person takes initiative, with or without the help of others, in order to establish his learning needs and learning objectives, to identify learning resources, to select and implement learning strategies and to evaluate learning outcomes.'* Daniel Pink expanded on this thinking in his book, *'Drive – The surprising truth about what motivates us'*, in 2009. He stated, *'Studies demonstrate that in the case of creative tasks and learning processes, the intrinsic motivations offer better results. In order to cultivate this intrinsic motivation, we need autonomy, mastery and high purpose.'*

Blended Personalised Learning is about creating a structure to fully engage students in a truly personalised learning experience. There are three elements to BPL that need to be blended together across the curriculum framework created by the three essential learning outcomes:

1. **The Learning Drivers:** These provide the framework for the skills and competencies that need to be developed in young people. Our Learning Drivers are: The Aspirations Framework (The Three Guiding Principles and 8 Conditions that make a difference), Leadership/work readiness skills, and computing.
2. **Learning Tools:** These include: teachers, personal coaches, digital technology, on-line learning programs, books, the internet, visual media, social networks, real-life experiences, peers and mentors.
3. **Learning approaches:** There are 6 key learning approaches:
 1. **Large group learning:** Teachers lead the learning of large groups of pupils/students of the same age group.
 2. **Small group learning:** Teachers, mentors and teaching assistants engage small groups of peers who are working at a similar level or grade.
 3. **Targeted Intervention Learning:** Teachers, mentors and teaching assistants lead small group intervention for pupils/students who are struggling with certain concepts.
 4. **Team Learning:** Teachers provide a framework for students to collaborate, share knowledge and build social skills through Project Based Learning in small groups with their peers.
 5. **Adaptive On-line Learning:** Pupils/students have time to practice concepts on computers/digital tablets. Adaptive online learning programs provide both additional practice where a pupil/student is struggling and accelerate pupils/students beyond their expected level/grade when appropriate.
 6. **Enrichment:** Pupils/students experience a wide range of enrichment programmes (electives).

In Blended Personalised Learning pupils/students in all Year groups spend most of the Academy day in the traditional classroom setting (small group learning) but with regular targeted intervention learning as needed. They receive large group instruction for a small part of every day in all year groups, whereas students will experience team learning, essentially PBL, for at least two hours a day in the primary phase, one hour a day in secondary and for one whole day a week at Post-16. At certain points of the Academy day in any subject or activity pupils/students from Year 3 onwards could work in the Academy Learning Laboratories for adaptive online learning, additional small group learning, team learning and targeted intervention—all led by teachers, mentors and teaching assistants. The Learning Laboratories are also available to students before and after the Academy day for additional adaptive on-line learning and Project Based Learning activities. Enrichment through electives takes place at the end of the Academy Day and in holiday periods.

Blended Personalised Learning encourages a more entrepreneurial approach to learning. Large group learning is a very valid learning approach, with teachers delivering information to a roomful of pupils/students, however, the Livingstone Academy Bournemouth will also engage pupils/students in their learning through finding approaches that enable them to become more active and independent learners, with the teacher serving as consultant (Adaptive on-line learning and Team Learning). This approach enables the curriculum to develop in line with the requirements of the

digital age. Helping to prepare students with the new skills and ideas that are needed for living and working in a digital society. This approach to teaching and learning is applicable 24/7, blending learning across the Academy day and the home environment.

The Digital fluency aspect of computing enables and encourages personalised learning. The use of tablets allows a class of 30 students to work on 30 different specific skills at the same time. Such personalised learning is efficient learning. Interactive question-and-answer quizzes on individual tablets enables easier grading and assessing, freeing the teacher up to work face-to-face to support student needs. On-line learning brings the world to students fingertips and allows schools with low budgets to access a wealth of resources.

A Key Feature of the Curriculum – Computing

Computing is a discipline that involves developing a grasp of logic, problem-solving, computational thinking and creativity – all valuable transferable skills. To understand much that is happening in a modern society, it is important to have good computing skills. Students who are knowledgeable about computing will find it easier to obtain good jobs in Bournemouth and beyond. Professor Jeannette Wing defines computational thinking as: "... the thought processes involved in formulating problems and their solutions so that the solutions are represented in a form that can be effectively carried out by an information-processing agent" (Cuny, Snyder, Wing, 2010, cited in Wing, 2011, p.20) ... "these solutions can be carried out by any processing agent, *whether human, computer, or a combination of both*" (Wing, 2006).

The Livingstone Academy Bournemouth will have access to specialist computational thinking advice from Mark Doring, as a member of the Local Advisory Board, an expert advisor on computing for schools. Mark is leading on the CAS Progression Pathways Assessment Framework and the CAS Computational thinking framework, published in Jan 2015. All of our students will be expected to create digital products and to be familiar with basic programming skills. They will learn how to build websites, develop apps and computer games. The use of technology in art will include 2D digital art, CGI 3D modelling, texturing, rendering and lighting. All subjects will demonstrate how computing, good functional IT skills and a high level of digital fluency can enhance subject delivery and evidence learning in other core and foundational subjects.

There will be three strands to the delivery of computing in the curriculum:

1. Discrete computer science as an academic discipline with its own body of knowledge that will be used to equip students to become independent learners, evaluators and potentially designers of new technologies. In studying computer science, students gain not only knowledge but also a unique way of thinking about and solving problems: computational thinking. It allows students to understand the digital world in a deeper way.
2. Digital technologies application through Project Based Learning. Here computational thinking will be applied to real-life cross-curricular issues and problems. Students will work together sometimes across age-groups and often alongside professionals from the digital world to find solutions to problems, to create and develop new ideas and then to present their findings.
3. Computational thinking embedded in all subjects. All teachers in the Livingstone Academy Bournemouth will be expected to not only understand and actively deliver the application of computational thinking in their subject, they will also be expected to keep at the forefront of thinking in the use of digital technologies through CPD, digital workshops and contact with people in digital industries.

There are several core concepts that are involved in computational thinking. Selby and Woollard (2013) suggest the following are key:

- **Algorithmic thinking** is a way of getting to a solution through clear definition of the steps - nothing happens by magic. Rather than coming up with a single answer, like 42, the pupils develop a set of instructions or rules that if followed precisely (whether by a person or a computer) leads to answers to that and similar problems.
- **Evaluation** is the process of ensuring an algorithmic solution is a good one: that it is fit for purpose. Various properties of algorithms need to be evaluated including whether they are

correct, are fast enough, are economic in the use of resources, are easy for people to use and promote an appropriate experience. Trade-offs need to be made as there is rarely a single ideal solution for all situations. There is a specific and often extreme focus on attention to detail in computational thinking based evaluation.

- **Decomposition** is a way of thinking about problems, algorithms, artefacts, processes and systems in terms of their parts. The separate parts can then be understood, solved, developed and evaluated separately. This makes complex problems easier to solve and large systems easier to design.
- **Abstraction** is another way to make problems or systems easier to think about. It simply involves hiding detail - removing unnecessary complexity. The skill is in choosing the right detail to hide so that the problem becomes easier without losing anything that is important.
- **Generalisation** is a way of quickly solving new problems based on previous problems we have solved. We can take an algorithm that solves some specific problem and adapt it so that it solves a whole class of similar problems. Then whenever we have to solve a new problem of that kind we just apply this general solution.

The intention at the Livingstone Academy Bournemouth is for these core concepts to be evident throughout all aspects of the curriculum and culture. As a student moves through the Academy an increasing level of mastery will be developed in relation to their mastery of computational thinking and application. The Academy will use the assessment framework 'Computing Progression Pathways' (Dorling and Walker, 2014a). This is designed to chart a student's progress and can be associated with the award of a digital badge at each stage. Details can be found at: <http://community.computingschool.org.uk/resources/2324>

One of the key goals of the Livingstone Academy Bournemouth is for students to become independent, self-directed learners and the effective use of computing will be an essential tool in realising this. The Academy will evaluate continuously and provide the most appropriate hardware and software to support the curriculum and provide flexible learning environments and situations that many of the students post Gen X are already confident in using. This means a strong emphasis on mobile technologies, robust and reliable infrastructure that delivers good connectivity across all learning environments. E-safety is a whole school issue not just one for computing. Digital literacy and the implications of using IT is a key strand in our school. Students will be taught how to undertake research safely using the Internet, consider issues regarding plagiarism, authenticity, e-safety, understanding pathnames, sources and cross-referencing. We will also ensure that all systems are safe, including providing student guidance on being aware of online profiles and support and monitoring of poor practice and cyber-bullying.

Project Based Learning and the Aspirations (Creative) Curriculum

Project Based Learning is used extensively across the Trust's academies. In our primary academies PBL is used in the Aspirations (Creative) curriculum, it is used in the humanities subjects at KS3 in some academies and extensively at KS4 and KS5 in our Space Studio Schools. 'Project-based learning' refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. This curriculum approach in our primary academies has been particularly praised in recent outstanding Ofsted inspections and all Trust and D for E monitoring of the PBL in our Studio Schools has commented on the 'additionality' offered to student progress and attainment through this approach to learning. We believe that Project Based Learning is one of the most important learning strategies as it engages students in their learning, helping them to develop essential skills. At all ages we encourage Aspirations Academies to develop Project Based Learning. In our Primary Academies the Aspirations Learning Sessions provide a wonderful opportunity to develop this style of learning.

Project Based Learning is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. Project Based Learning teaches students 21st Century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.

Project Based Learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

The three keys to a successful project: exhibition, multiple drafts, critique

Project Based Learning is effective across the age range from five to eighteen, the length of projects may vary from one week to 15 weeks, and the subjects can span the curriculum. (For an example of a Nursery Level Project, go to: <http://elschools.org/best-practices/kindergarten-tools-kindergarten-expedition-tools-and-their-uses>). There are three components that all successful projects share:

1. They culminate in a **public exhibition or presentation**: Exhibition: When students know that the work they are creating in a project will be displayed publicly, this changes the nature of the project from the moment they start working – because they know they will need to literally ‘stand by’ their work, under scrutiny and questioning from family, friends, and total strangers. This inspires a level of ambition and commitment much greater than is fuelled by the incentive of ‘getting good marks’. In addition, students’ families, as well as other people from the local community, get to see what is going on in the Academy. Public exhibition has a big impact: it drives up the standards of student work, gets teachers talking to each other, and creates a sense of healthy competition between both teachers and students.
2. They require students to produce **multiple drafts**. In most schools, students turn in first drafts – work that doesn’t represent their best effort and that is typically discarded after it has been graded and returned. In life, when the quality of one’s work really matters, one almost never submits a first draft. An ethic of excellence requires revision. It is tempting to regard multiple drafts, peer critique, and public exhibition as ‘advanced’ project methods – stuff to move on to once you’ve got the basics right. But these are the basics. Certain things can be jettisoned when you plan your first project – perhaps don’t go off-site, keep it single-subject, and make it last less than a week. But if students get a taste of multiple-draft working and peer critique early on, it will make a huge difference later, when they are doing big projects. Multiple drafts are also valuable for personalising assessment, because they provide teachers with the means to assess, not only a student’s final product, but also the extent to which they have improved their work since the first draft. This can be valuable for all students, but it is particularly helpful for students with special educational needs, and students for whom English is not a first language.
3. They incorporate frequent **peer critique**. Critique: Getting into the habit of creating multiple drafts of work has a huge impact on how students regard their assignments, their learning, and themselves. It is especially effective when students are critiquing each other’s drafts, rather than just handing in drafts to a teacher. Formal critique sessions give students the opportunity to learn from each other’s work and from each other’s feedback in a structured, safe context – this can include critique of the process (‘how I made this thing’) as well as product (‘the thing I made’). Critique sessions can become lessons in their own right, because they provide the opportunity for teachers to introduce concepts and skills at a point when students will be eager to learn them. Equally importantly, they bring students’ misconceptions about the project to the surface, so that the group can respond to them.

Project Based Learning will be used extensively across all age groups at the Livingstone Academy Bournemouth.

Here is an example of the ‘Fun Computing’ Project:

The power of computing has transformed our lives and the world around us, and arguably for the better. A lot of careers today such as Games Designers and Visual Effects Artists/Technicians simply would not exist without this technology. In fact, most jobs would be radically different if computers weren’t around. Computing has also impacted our personal lives, and we now find that we use technology on a daily basis in our homes, for entertainment, fitness and productivity.

So, if the use of computers is so prolific, can we use it to improve people’s behaviour?

Volkswagen run an initiative called The Fun Theory (<http://thefuntheory.com>). The guiding principle for which is to use fun to change people’s behaviour for the better. Their projects have helped improve road safety, personal fitness and environmental issues.

Computing is fun, and used creatively it can make simple things much more engaging.

Your Task

In your group, using computing, design something that is simple and fun with the aim to change people's behaviour for the better. Be it for yourself, for the environment, or for something entirely different, the only thing that matters is that it's change for the better. Throughout this project the emphasis is on working as a team, apportioning tasks, and utilising expertise in order to produce a professional solution.

There will be four stages (Assignments) to your task:

- To understand The Fun Theory and to design a solution.
- Investigate the on-line computing hardware and software available to help you add a computing element to your solution to change people's behaviour for the better.
- Design a computing element to your solution - test it and refine it.
- Presentation

Every Tuesday will be used for the completion of this task from 10 a.m. to 3 p.m. However, students may wish to extend these hours or work on the Project at other times in the week.

Fun Computing Design Project

What is the project design process? It is a set of ten steps taken by companies and organisations when designing a new or improved product. It includes:

- Looking at a problem or need
- Researching relevant knowledge and information
- Coming up with creative ideas and solutions
- Selecting the most promising idea or solution
- Communicating the idea/solution
- Creating or building a model of the design, and
- Evaluating what you have designed or built
- Putting together a presentation to promote your design/solution
- Refining your presentation
- Presentation of your idea or solution at the 'Dragon's Den'/commissioner.

3. **Reporting your project:** You will be required to record and report upon each stage of your project.

While you can choose a medium that is suitable for you, it is recommended that you keep a diary blog of your activities. Using blogs to record your work are an excellent way to pull together information from lots of different sources. In addition to the usual text and images this can also include, links to videos, animations, interactive elements and a multitude of different tools available online.

4. You will need to give your teacher/assessor the URL for your blog once you've set it up so that they can oversee your work. Wondering which tool to use? You may know of an online service that you prefer, or your teacher may recommend one for you. However, here are a few options for you to consider:

- <https://edublogs.org/>
- <https://wordpress.com/>
- <http://www.weebly.com/>

Assignment 1: The Fun Theory: Identify a problem that you could solve in a fun way

Visit the website <http://thefuntheory.com> and examine the examples of their projects, including:

- The Play Belt
- Piano stairs
- Bottle bank arcade
- Speed camera lottery
- The World's Deepest Bin

Pick one of the examples and watch the video again. Investigate the technology that you think is being used to make this work. Can you find examples of similar technologies that exist?

- Look at the world around you? Can you spot behaviours that could be improved by making them fun to do? **Can you identify a problem that you could solve in a fun way?** Explore your options and develop an idea.
- In your blog, describe the problem that you want to solve and what you may need (any

information required, specific tools, etc.) to help design an effective solution.

- Design your solution in draft (the full design will be completed in Assignment 3):
- Define the problem
- Design the solution – demonstrate how it would work. A good demonstration should include the use of images to illustrate how your solution will work. In addition you may wish to animate your images to illustrate this better.
- Reference facts and key information sources in your blog entry.

ASSIGNMENT 2: Investigating the Tools

In this section you need to investigate how computing can play a part in your eventual solution. Technological solutions for real world problems are often solved using a range of hardware and software tools. This assignment requires you to investigate some of those tools.

Hardware

Investigate the following physical computing devices:

- Raspberry Pi
- Arduino
- Makey Makey
- Galileo

For each device, consider the following:

- Describe the device and its purpose?
- What are its specifications?
- How can the device be used and what are the possibilities?

If available – choose one of the devices and use online tutorials to help you learn how to use it to develop a simple idea that makes use of a single input and output.

Software

Developers use a range of different software tools to help design and create their solution. The trick is to pick the right development environment to suit the needs of your problem.

Investigate the following development environments:

- Python
- GameMaker
- Scratch
- Unity
- Blender
- Sonic Pi
- Touch Develop

All the above environments are available to freely use (or download) online. For each tool, identify:

- the type of development environment?
- is it designed for a particular type of audience?
- what can be created using the environment?

Pick one of the environments from the list above. Use online tutorials for beginners to help you familiarise yourself with using the software.

Assignment 3: Solving the Problem

Think about everything that you have learnt so far and use it to help you complete this assignment. Remember you have to use computing as part of your design to solve **a problem in a fun way in order to change people's behaviour.**

Design an effective solution, taking into account the philosophy behind the Fun Theory. This may be the idea you generated in Assignment 1, or a new idea. Think about what makes a good design; how can you incorporate computing into your solution? You may wish to prototype your idea first. Your designs should include a graphical representation of your solution as well as a description. Your solution may be involve the use of software, or alternatively may include use of one or more physical computing devices.

Create the solution and record your progress in your blog.

Does your solution work? Find a way to test the effectiveness of the solution:

You will need to test your solution to see if it works and to remove any bugs

Use your peers and your intended target audience to test the solution. Does it work when it is used

by several people? Does it solve the problem? Is it fun?

Create a final blog entry evaluating your progress in this project. Include:

- Your strengths and weaknesses
- Your greatest challenges
- The best bits...
- Did you solve the problem effectively? What do your testing results say?
- What would you improve or change?

You may wish to submit your idea and design proposal to thefuntheory.com for their annual competition. Go to <http://www.thefuntheory.com/award-entries> to see existing proposals and identify what you need to do to submit an entry.

Assignment 4: Presentation and Exhibition: Prepare your pitch for the Dragon's Den competition.

At the Dragon's Den pitch to teachers in front of your form group you will have 5 to 10 minutes to present your solution or product as professionally as possible. You will need to refine your presentation and practice it in advance. There may be up to 5 minutes of questions following your presentation. Use the guidance below to help develop your presentation.

The three keys to a successful project: exhibition, multiple drafts, critique

There are three components that all successful projects share:

1. They culminate in a **public exhibition or presentation**: As your project will be displayed you need to literally 'stand by' your work, under scrutiny and questioning from family, friends, and total strangers - is it good enough? Does it reflect your hard work and skills?
2. They require students to produce **multiple drafts**. In life, when the quality of one's work really matters, one almost never submits a first draft. An ethic of excellence requires revision.
3. They incorporate frequent **peer critique**. Use other students to critique your draft presentation.

The winner of the form group competition will be invited to repeat their pitch in the afternoon Dragon's Den pitch in front of invited judges from the industrial and business world.

Following the Dragon's Den competition, all projects will form a visual exhibition for display in the Ground Floor of the College and parents will be invited to this.

Finally..... You as a group and individual will be assessed against the following criteria:

Project Success Criteria - This is how your performance is measured					
	Poor	Fair	Good	Excellent	Beyond Excellent
Points (Circle each relevant box)	1	2	3	4	5
PLAN	Little or no evidence was planned out. You did not plan what you were going to create	Some evidence of a plan. There was some thought to the solution, but not really well thought out.	Good evidence of planning done, but the plan wasn't quite complete.	Well planned and thought out.	Near perfect
DESIGN AND CREATIVITY	Your design lacked originality. It was really hard to tell what you were creating	It was evident that you were creating something specific, but little thought was put into the design.	Good use of the resources, information and plan. The solution was well put together.	Great use of all resources! You maximized your use of materials and created a unique solution.	Near perfect
TEAMWORK	All or some group members had to be reminded several times to stay on task.	Most group members participated during the process. The group had to be redirected a few times.	The majority of the group members worked together and didn't have to be redirected that much at all.	All group members worked together flawlessly and got the job done. The group never had to be redirected.	Near perfect
Computing	Little evidence of computing in the solution	Some computing in the solution but not integral	Good use of computing in the solution	Excellent integration of computing into the solution	Near perfect
APPLICATION	There was little evidence of the use of skills and knowledge from academic and	Some members of the group used of skills and knowledge from academic and non-academic	There was good use of skills and knowledge from academic and non-academic	The group all used skills and knowledge gained from both academic and non-	Near perfect

	non-academic experiences	experiences	experiences	academic experiences to create an effective solution	
ENTERPRISE	There was little adaptation and the group did not manage setbacks and challenges allowing them to impact on quality	Some adaptation of strategy and setbacks and challenges were 'muddled' through.	Good adaptation of strategy and the group handled setbacks and challenges with positive actions	The group adapted its strategy, persisted despite setbacks and challenges to fully complete the project	Near perfect
RESEARCH	Very little research conducted	There was some evidence of research	Good quality research was evident throughout the project and in the final product and presentation	High quality research was evident throughout the project and in the final product and presentation	Near perfect
PRESENTATION	The presentation was led by only a few people in the group. The presentation was poor.	Most of the group members were involved in the final presentation although the presentation lacked clarity and professionalism	The final presentation involved all members of the group and was presented to a good quality	The final presentation involved all members of the group, was clear, concise and highly professional	Near perfect
Average points in each category (Total in each column e.g if there are two poor circled = 2 points)					
Final Score (Total average points divided by 5) =					

The Marriage of the Curriculum with Digital Industries

An essential feature of the Academy is the integration of digital industries into the curriculum. This will be achieved in a number of ways, including:

- Real life projects, problems and issues generated from real digital companies.
- Digital organisations are very keen to test and trial their educational projects on young people, particularly in the primary age group. Already we have companies/organisations such as CannyBot, Digital Schoolhouse and the Maker Club who have asked to get involved in this way.
- The Maker Club are an example of a company who want to train post 16 students in their robotic activities with a view that the Post 16 students then run robotic workshops for younger students from the Academy and other schools.
- All post 16 students will receive a 4 week long internship in a digital company.
- Aspirations workspace: This will enable start up industries to work alongside post 16 students and to mentor post 16 students.
- Personal Mentor. At Post 16 the Livingstone Academy Bournemouth is committed to providing personal digital industry mentors for all students. It is expected that each Personal Digital Industry Mentor may mentor individually or as a small group 3 or 4 students. The expectation is that the personal mentors will meet with their mentees at least every half-term, get involved in certain projects and support them through leadership activities and their internship. The main aim of the Personal Mentor is to provide a link and an insight into the real world of digital industries.
- Researchers in Residence. Bournemouth university has agreed to put into each of the Livingstone Academy's a 'Researcher in Residence'. This will operate through CEMP the research and innovation centre, based in the Faculty of Media & Communication at Bournemouth University. The aim here is to keep the teaching staff of the Academy fully up-to-date with developments in the creative and digital sectors.

An Entrepreneurial Mindset

Students at the Livingstone Academy Bournemouth will develop an understanding of how to be entrepreneurial and will be exposed to related activities eventually having have opportunity to set up and run a small business. From KS4 we will link students to a range of digital industry partners. As well as providing significant learning opportunities both in school and beyond, these links will

provide access to an exciting range of mentors who will stimulate, challenge students to encourage the belief that running a company is possible for everyone. The innovation sessions in the curriculum will involve students in innovation competitions such as robot wars and Dragon's Den, starting their own company, design and creativity activities and real life PBL. This approach will be put into operation across all phases building on the exciting and successful work pioneered by the Trust's primary academies. For example, all Trust primary academies now follow the 'Enterprise Week' model pioneered by Oak Hill Academy West London in which all Year 3 to 6 pupils plan, manage and operate an 'Enterprise Week'. Also, in KS1 pupils are encouraged to run enterprises such as afternoon tea for parents which have to be costed and managed.

The Curriculum in detail

Early Years (Reception, Ages 4-5)

The youngest students at the Livingstone Academy Bournemouth are Reception age. The Reception year is vitally important as it prepares children for formal education. At the Academy we will strive to ensure that all children are healthy, safe and resilient, and that they develop the ability and curiosity to learn. Every child deserves the best possible start in life and the support that we provide helps them to fulfill their potential. Children develop quickly in the early years and a child's first experience of school has a major impact on their future. In Reception at the Livingstone Academy Bournemouth we will aspire to provide:

- quality and consistency of teaching and learning experiences so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity for each and every child.
- Four principles shape the practice in our Reception setting:
 - Every child is unique, constantly learning and we will help each one to become resilient, capable, confident and self-assured;
 - Children will learn to be strong and independent through the positive relationships we will foster;
 - Children learn and thrive in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
 - Children develop and learn in different ways and at different rates.

In Reception, the Academy will provide opportunities to;

- Play and explore - children investigate and experience things, and 'have a go'.
- Actively learn - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Be creative and think critically - children develop their own ideas, make links between ideas, and develop strategies for doing things.
- Use phonics daily and parents are taught too!
- Ensure children are challenged at their level.
- Focus on learning and developing ALL the time.

Our Expectations of Reception Year:

- Literacy is used as the key to being a successful learner
- Children will complete activities at the Academy that develop their literacy skills – such as guided reading sessions, story time and writing.
- All children are expected to complete fun activities at home that contribute to their early literacy learning.
- Children will be introduced to the use of digital technologies in their play and learning.
- All children will be able to use their phonic knowledge to read and write simple sentences by the end of reception

- Children are encouraged and supported to develop their independence and become 'ready for school.'
- There is a smooth transition between the Early Years and Year 1 in order for children to continue their learning journey.
- By the time they start year 1 they are ready for a more formal approach to learning.
- By the end of the Reception Year the literacy ability of each child will have been fully assessed enabling us to provide the necessary challenge and support to ensure their positive academic development.

The curriculum in the Early Years will fully comply with the EYFS requirements for Reception. The classrooms in Reception will be set out according to the 7 different areas of learning: Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy (Reading and Writing), Mathematics, Understanding the World and Expressive Arts and Design. We will take a topic based learning approach to enable students to find relevance in their learning; making it meaningful and purposeful. Students will be given the opportunity to choose the topics they would like to learn about linked to their current interests. Phonics will be taught using the Read Write Inc. scheme, supplemented with Letters and Sounds and Jolly Phonics. Pupils are taught set 1 and 2 sounds in the Early Years. They learn set 3 sounds (alternative versions of the long vowels) during Key Stage 1.

The general approach to learning to be introduced in Reception will be through 'Learn and Play'. Jewell Academy Bournemouth has a real strength in this area (recently judged to be outstanding by Ofsted) and the staff from this Academy have been involved in training and introducing this approach to all Trust primary academies. It is centred on the Child Initiated Activities (CIA) approach that encourages pupils to make the decisions about the learning they will cover. This encourages creativity, decision-making and problem-solving as well as the softer skills such as team work. The teachers model the learning of phonics, numeracy, routines, etc, around this approach.

KS1/2

Years 1 - 4 Principles:

- The curriculum in Years 1 to 4 is skills not content driven
- Will involve Project Based Learning through the Aspirations (Creative) curriculum
- Have a strong emphasis on literacy and numeracy - discrete and re-inforced in the creative curriculum – students will read and have a weekly written task.
- Digital output will be combined with written output.
- All students will maintain a digital portfolio of their best work from Year 3.
- Computational thinking skills will be woven into all aspects of the curriculum. This will be achieved by using the core concepts involved in computational thinking (see page 26). These are basically the development of skills that lead to particular ways of thinking and learning.
- All students will receive personalised support.
- Spanish will be introduced in Year 1.
- There will be regular testing/assessment.
- From Year 2 students will take the English Speaking Board qualification to improve their confidence and speaking skills

Early experiences have a major impact on future life chances, consequently, the primary years are crucial for establishing strong foundations on which to build. Throughout the Primary Academy years we will have an unrelenting focus on developing language, numeracy and computational skills, building character, nurturing sound values and good habits.

The Livingstone Academy Bournemouth Primary years curriculum integrates four main aspects of education: curriculum subjects, essential elements, integrated themes and the 8 Conditions that make a difference when raising pupil aspirations.

- Curriculum subjects: We are committed to providing a broad, balanced curriculum that engages, enthuses and enables all pupils to excel. The curriculum will consist of a broad

range of subjects: Literacy; Maths and Numeracy; Computer Science, ICT, Science, Modern languages, History/Geography/RE, The Arts (Art/Design/Music), and Sport. Our emphasis is on developing skills across a range of subjects rather than be overwhelmed by specific content.

- **Essential Elements:** These are the concepts, knowledge, skills, and attitudes that are delivered within the curriculum. Pupils are given the opportunity to:
 - gain knowledge that is relevant and of significance
 - develop an understanding of concepts, which allows them to make connections throughout their learning
 - acquire relevant skills
 - develop attitudes that will lead to international-mindedness
 - take action as a consequence of their learning.
- **Integrated Themes:** These frame the learning experience and are designed to fully integrate the curriculum, essential elements and the 8 conditions. The themes are carefully designed and planned:
 - Around our children's needs and the skills they require for lifelong learning.
 - To ensure progression of knowledge and skills
 - To cater for individual learning pathways
 - To make effective use of time – both in and out of school hours.
- **Three Guiding Principles:** Self-Worth, Engagement, Sense of Purpose.
- **8 conditions that make a difference (to raising student aspirations):** Belonging, Heroes, Sense of Accomplishment, Fun and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and Responsibility, Confidence to Take Action.

How the curriculum is taught in the primary years

The Livingstone Academy Bournemouth will constantly evolve the curriculum in order to be responsive to the needs and requirements of its students, communities and the world we live in. The Aspirations Academies Trust's Primary Experts will visit each Academy to provide up to date training and support teaching and learning practices, and by next practice will be developed by working alongside other primary Aspirations Academies. The Aspirations Academies Trust has six primary age academies, the most recent Ofsted inspection judged Jewell Academy Bournemouth to be outstanding, and with two more due inspections, which will also be judged, we expect, outstanding. Dashwood Banbury Academy is also a 'Talk for Writing' training school, an approach to literacy development that is quite remarkable in the delivering high levels of progress. All Trust academies work together and share the 'best' practice. The Trust has developed an on-line tool that is accessed across all its academies. This approach enables Aspirations Academies to utilise the expertise of the full staff team as they are able to share and monitor planning, resources and strategies across academies. The system enables each teacher to map and evidence the curriculum content and skills as they teach them.

Literacy and numeracy: The Livingstone Academy Bournemouth will promote high standards of literacy and numeracy by equipping pupils with a very strong command of the subjects. Specific skills will be carefully planned for and taught discretely in daily, dedicated literacy and numeracy lessons. Learning experiences provided through the Aspirations Curriculum and wider curriculum ensure children are given the opportunity to use, apply and develop these skills in a meaningful context. At the Academy we will aim to equip students with the skills and strategies needed to become confident spellers. We will use the Read Write Inc scheme (used in our other primary Aspirations Academies), the guidance and resources from the 'Support for Spelling' material and the New Primary Framework to support our planning. From the start of Key Stage 2, we will group students in order to focus our teaching and to be able to respond quickly to gaps in students phonological awareness. This will also allow those children who are confident spellers to be challenged and new rules and spelling patterns to be investigated.

In Years 1 and 2, the Academy will broadly follow the Key Stage 1 National Curriculum, adapted and enhanced in order to provide a purposeful curriculum. Our aim is to provide Key Stage 1

students with a positive and happy experience and develop them into independent learners. The students will have daily phonics, literacy, guided reading and maths sessions. Teachers will tailor these sessions to the needs of the individual child to enable every child to make outstanding progress. Other subjects are taught termly through our Aspirations (creative) curriculum topics, where our key aspirational academy values have been used to develop a progressive and meaningful curriculum for the children as they move through Key Stage 1. The Academy will provide intervention programmes and small group work for those children who require additional time to reinforce learning and to stretch those who benefit from greater challenges.

Aspirations (Creative) Curriculum: From Year 1 to the end of Year 4 the remainder of the curriculum is integrated and taught through thematic learning sessions that focus on developing knowledge and understanding across subjects whilst providing a context to consolidate and reinforce specific skills. The strength of these sessions is that they allow greater flexibility to personalise the learning journey to encompass the needs of individual and groups of pupils. The Aspirations Curriculum is designed to build on the development of the 8 conditions as a student moves through the Academy, with the curriculum continually refined in order to respond to their changing learning needs and prepare them for transition to the secondary phase of education. Computing skills will be used considerably in this aspect of the curriculum in a multi-disciplinary way.

Key Stage 2: Years 5 – 6

Here the curriculum will be very similar to that experienced in Years 3 and 4, however an increasing amount of specialist teaching will be experienced in English, Maths, Computer Science, Spanish, and Music. We expect at least 95% of pupils to achieve their expected progress in Reading, Writing and Maths by the end of Year 6, with high levels of support provided for those students not making expected progress in literacy. This is in line with the recent achievement of the Trust's own primary academies.

Key Stage 3 and 4: Years 7 to 11

The curriculum from Year 7 to 11 will be a continuum designed to ensure the basic skills required for success at GCSE and A level are fully embedded. All subjects will have computing streaming through them, as part of the learning process in all subjects. For example, in geography, games such as SIM City will be used to understand, prioritise and plan urban growth, robots will be given instructions using Spanish, and coding will be developed in maths. Computational thinking will be expected in the form of the development of communication skills, logical reasoning, algorithmic thinking, design and structured problem solving in order to develop problem solving, creative thinkers.

All students will follow a broad and balanced curriculum resulting in the achievement of ten GCSE's by the end of Year 11 (see earlier table). The curriculum will be mandatory for all students in Year 7 and 8. Students will follow these discrete GCSE or equivalent subjects:

- English Language and Literature
- Mathematics
- Physics
- Chemistry
- Biology
- Computer Science/IT BTEC
- Geography
- History
- Choice of one from: Spanish, Hindi, Mandarin.
- Art and Design

Computer science/IT, geography, history, art and design will be taught through Project Based Learning in Years 7 and 8 with projects designed to ensure full curriculum coverage although at the same time demonstrating the inter-connectivity of different subjects.

The following electives will be taught in each Year group but not examined:

- Theatre
- Music performance and technology
- Innovation Technologies
- PE
- PSHEE/Philosophy (RE)

From Year 9 to Year 11 students will follow the following subjects:

- English Language and Literature
- Mathematics
- Physics
- Chemistry
- Biology
- Computer Science/IT BTEC (possibly examined earlier than Year 11)
- Spanish or Hindi or Mandarin
- Two from:
- Geography
- History
- Art and Design

The following electives will be taught in each Year group but not examined:

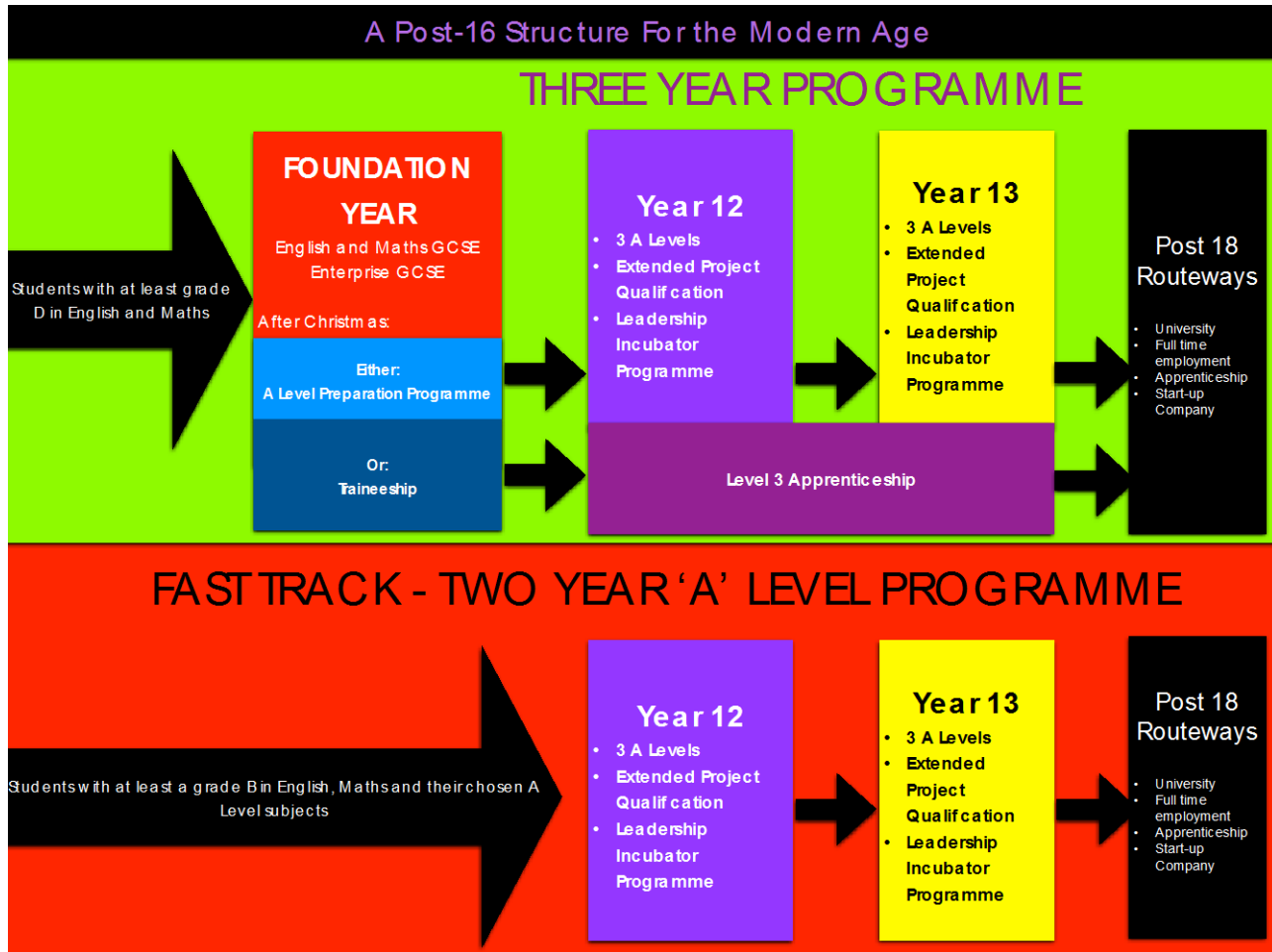
- Theatre (This is essentially drama, however the aim is to develop both performance and production skills with students working together to develop, rehearse and produce a public performance)
- Music performance and technology (Students will be involved in developing music using either traditional instruments or electronically resulting in performance)
- Innovation Technologies (Students will work on real-life projects investigating and exploring the use and development of new technologies)
- PE
- PSHEE/Philosophy (RE)

In Years 7 to 11 there will be 32 hours of teaching time a week, plus 1.5 hours of PREP/Mentoring time a week. 24 hours a week will be taken up by discrete subject teaching, 3 hours a week for subject and digital industries related Project Based Learning, and 5 hours a week available for the electives. Throughout the curriculum there will be a great emphasis on learning by doing, creativity and collaboration between subject disciplines in order to create real-life scenarios.

Every 6 weeks, so six times a year, there will be a whole week of testing and innovation. During these weeks student progress will be examined in each examination subject and innovation activities and design competitions involving people from digital industries will take place. Also, twice a year, all students will exhibit their digital portfolios of their very best work to their parents and mentor.

KS5: Post 16 Years 12 and 13

The Post 16 Curriculum



All mainstream Post 16 students will follow three mainstream A levels/Level 3 Tech Level courses from a choice of 15 mainstream A levels:

* English Language * Maths * Further Maths * Chemistry * Biology * Physics * Psychology * Art and Design * IT Programming (Tech Level 3) * Geography * History * Philosophy * Economics * Computer Science.

Further A level subjects, such as Engineering, are available delivered by the nearby Magna Academy Poole as the timetables at post 16 are interlinked to provide economies of scale.

Within each A Level course there will be an increasing emphasis on the application of real-life examples from the digital industries sector and computational thinking.

Each A Level course will receive 5 hours of teaching a week. This will consist of the following:

- Four hours a week of subject teaching by a teacher
- One hour subject related study skills session.

One full day a week will be spent on leadership/work readiness, with students working alongside people from with the digital industries sector on specific industry driven PBL and will be expected to complete a Level 3 Extended Project Qualification along with shorter term projects leading to open badges. The Purpose of this programme, called the Leadership Incubator Programme is to:

- To develop 'work readiness' skills and experiences in our students to enable them to compete and succeed in a work place of global competition.
- To develop new skills and knowledge related to the world of work.
- To work in college in a way that replicates the workplace.
- To learn skills to enhance A level performance.
- To experience real life problems alongside real workers.
- To meet the raised employability expectations of the new Ofsted framework.

- To raise aspirations.

The development of work readiness skills has one essential process - learning by doing. There is no element of the skills being taught. Students discover knowledge, create ideas and solve problems by working with other students and real-life workers to solve problems and to create. Teachers guide and facilitate the learning process. Teachers and employees from industries and business mentor and support the development of a student through the Leadership Incubator programme.

The Leadership Day activities will range from:

- Project Based Learning - commissioned projects (industry involvement, student led, teacher facilitated) - Each half-term students will work on a commissioned project from business/industry. Students work on these projects in small groups of 5 or 6. The culmination is a presentation to the commissioning company of a solution.
- Workshops – These take place at least once a half-term and last for one to two hours. These are led by people from industry to bring workplace thinking and new ideas across to students. The aim is to expose students to ideas and approaches highlighting a wide range of technological tools and developments. Most of the workshops will be group based with input from the business and enterprise world. The sessions will all involve an information sharing session to stimulate ideas generation.
- Leadership lectures (External speakers) – Once a half-term (at least) a prominent leader from the STEAM world is invited to present a 1 hour lecture to the students. The lecture is followed by an hour of questions, discussion and resultant actions.
- Industrial/Business Mentors - Gradually by the end of Year 12 and into Year 13, mentors will be recruited from the industrial/business world to work with small groups of students for up to an hour at a time, once a month.
- Start up Company - In Year 12 students will be involved in setting up a business in a couple of Project Modules. In Year 13 they will be encouraged to develop an idea for a start up company over the Autumn Term.
- Extended Project Qualification - After Christmas in Year 12 students will have an hour or two a week to prepare their final research presentation and to meet the requirements of the Extended Project qualification.

This programme is currently successfully in operation at Post 16 Tech City College and in the sixth Form at Rivers Academy West London. The PBL approach is used successfully at Space Studio Banbury.

In addition, three times a week students are expected to attend timetabled PREP sessions for 1 hour 30 minutes. Students can choose to attend the morning or afternoon session. These sessions involve the following: Teacher delivered 'Learning to learn' sessions, mentoring, teacher supported RECAP, REVISE and PREPARE time, specific student support.

Post 16 Foundation Year

Each year there will be 25 places for educationally disadvantaged students (The definition for educational disadvantage is that used by the Teach First organization) on the Foundation Year. The **Foundation Year** is potentially a three-year programme for the successful students. It allows all students to be given a second chance and the quality time to develop their sense of self-worth and to gain the access grades of B in English and Maths GCSE needed for A levels. By Christmas of the Foundation Year students capability to follow the two year A level programme will have been assessed and if students are likely to achieve the relevant GCSE grades they will be prepared for A level study, other students will move onto a Traineeship in preparation for an apprenticeship.

Examples of the nature of the curriculum

There will be a mixture of discrete subject teaching and multi-disciplinary subject teaching using PBL. The planning of all lessons and schemes of work will pay close attention to the inclusion of literacy, numeracy, computing, creativity and enterprise. In subjects such as geography it is relatively easy to visualise the use of games such as SIM City in order to teach urban planning, and in Art to focus on the study of digital art, however, Livingstone Academy Bournemouth intends to

take learning to a different level by using a multi-disciplinary subject approach even in particular discrete subject lessons such as geography. Here are few examples of what might be taught:

- Geography – Water supply: the use of plastic micro-beads to take chromium out of drinking water. This combines design technology, science and geography.
- Design Technology – Wind turbines: The use of algorithms to enable wind turbines to 'learn' wind patterns in a given environment, so it can predict periods of low wind and turn the blades on or off as required. This combines design technology, economics, maths and physics.
- Science – 3D printers and brain surgery: Standard imaging is used to print a 3D image of a brain to help identify and remove tumours.
- IT – Managing rush hour traffic: Perhaps coming up with a solution based around congestion pricing to change human behavior at peak times. This combines geography, economics, maths and IT.

Enrichment programme

All students will follow the compulsory electives outlined in the curriculum above as part of their enrichment programme. The precise nature of the activities will vary dependent on student desires and interest but may involve activities such as sports, debating, chess, etc. There will be a range of activities on offer but the themes may vary, for example, all students will follow the Theatre elective but they may choose to do acting, dancing or backstage at different points. Most electives will run for a six week programme. Additional optional electives will be available from 4.30 – 5.30 p.m. These will be mostly sport activities and will be delivered by qualified coaches. Enrichment will vary greatly across the phases with activities such as breakfast and homework clubs being available to the youngest students, with music and sport electives being increasingly available.

24/7 Technology: Students are exposed to a traditional curriculum taught in an innovative and engaging way. Subjects are taught discreetly and in an interdisciplinary way developed by the teachers and further explored through students own projects: Learning is further supplemented by interactive, online software. All students are issued with an iPad/tablet from Year 4 (removing the need for significant investment in ICT hardware - although some high end computers are used to deliver specific programmes.) This 1:1 access to an iPad and universal Wi-Fi on campus encourages mobile learning. The use of industry specific technology and software also creates a professional lab atmosphere.

Personalised Support

Throughout their educational experience at the Academy students will be treated as unique individuals. Children in the infant department will develop the vocabulary of **coaching and support**, working in a community in which peer-to-peer coaching and support are the norm. From Year 3 onwards all students will have a personal coach to support them through their learning, they will meet with their coaches at least once every fortnight to review progress and to set targets or next steps, by working in a culture of mentoring and support that gradually grows into a system where regular small group or 1:1 coaching are the norm for all students they will learn team work and the skills of self-evaluation and review. The Personal Coach/Mentor role will be to deliver pastoral care and academic guidance to enhance and maximise students' learning. They will act as a key link point between all aspects of the curriculum, working with students to offer encouragement, challenge and support, developing self-reliance and the skills of self-analysis. Each Coach/Mentor will work with 10 to 15 students over a fortnight, meeting with each student for 30 minutes each week and help the student to engage with their learning and progress. The personal coaches/mentors are teachers, support staff and administrators. All staff are encouraged and trained to work with the pupils and students. This coaching will be done through tutorial or PREP sessions which occur each day with each child receiving up to 30 minutes individual support each week. These systems operate already in most of our academies.

Personal coaches and pupils/students will belong to one of 4 mutually supportive Subject based Faculties that runs through the whole Academy from Reception to Year 13. This will enable older

students to also get involved in mentoring, role-modeling, paired reading, catch up activities and more. Each subject based Faculty would have around 400 students.

The My Aspirations Action Plan (MAAP) is each student's electronic personal learning plan. The MAAP sets out and keeps a track of each student's progress as they journey through their personal learning programme. The MAAP also ensures that student's learning programme leads them to develop the knowledge, skills and aspirations to be successful academically, personally and socially. Each week students will save their very best work in their digital portfolio and two times a year they display an exhibition of their best work to their personal tutor and their parents. The MAAP is used on-line and can be accessed using hand held devices also.

Student Ambassadors will be recruited from local universities to support the computing education of Academy students as well as acting as role-models. These will ideally be volunteers.

Business mentors will be recruited and trained to work with students from Year 10 upwards. N Year 10 and 11 these mentors will work with small groups of students through the PSHEE programme, whereas in Year 12 and 13 business/industry mentors will be arranged for all students on a half-termly basis as part of the Leadership/work Readiness programme.

Every student is expected to achieve their potential at the Livingstone Academy Bournemouth. In order for them to do this their education must be personalised to their individual needs. Extensive and effective monitoring of performance helps the student, their parents and teachers to understand the progress and any support that is needed.

Learning Support Programmes

The Livingstone Academy Bournemouth will have Learning Support Programmes to ensure that help is at hand for students who need it. These programmes, which provide learning support for students with a range of learning needs, including students with SEN, Looked After Children, EAL students or simply those with either weak literacy or numeracy skills, to ensure that students are able to keep up with core subjects like English and Mathematics. Learning Support Programmes take many forms depending on the student need but may even include daily lessons with smaller groups of students taught by specially trained teachers. These programmes use structured teaching approaches that meet the learning needs of these students.

There will be support programmes in place for students with social and behavioural issues. The Academy will work closely with the relevant local children and family services.

Specific Individual Learning Plans will be adopted for students with particular identified needs, such as looked after children, those requiring literacy recovery/intervention, EAL, the most able and those with differing degrees of SEN. The Academy will employ an active student support team led by the SENCO and will include EAL specialists, attendance officer, mentor managers, and teaching assistants specially trained in literacy recovery techniques. This team will work closely with the student support team from the South Coast District of Aspirations Academies. In addition the gifted, talented and more able students will be developed through differentiation in the curriculum but also through in-school, national and international events such as robotic development sessions with companies (real life projects) and entry to the international Space challenge in Russia. However, one advantage of an all-through education is that the gifted, talented and more able students can be mentored and work alongside older students on specific educational projects.

There will be a significant number of FSM pupils in the academy and as a result they will have access to all aspects of the curriculum with funds being made available to provide them with educational opportunities that they might otherwise not experience. A graduated programme will be put in place throughout the Academy.

The EAL requirements are likely to be high in the Academy. There will be a specialist EAL arm to

the Literacy/English department at the academy staffed by specific EAL trained assistants and teachers. EAL students require a range of strategies and we will adopt a suite of support strategies utilizing the work in this area that is already taking place in our academies.

The provision for our students with needs will depend greatly on the nature of the needs and will develop gradually as the Academy develops in size. An example of the kind of experience we have as a Trust and the type of provision we may put in place in the Academy is provided by Oriel Academy West London (an Aspirations Academy). Here there are a number of highly vulnerable families with multiple children, (a range of fathers), each working with multiple agencies including Social Care and CAMHS. Some of these families are in chaos and the children can be subject to neglect, attachment issues and EBD issues. In school this can manifest itself through poor behaviour and a general delay in learning. To meet the needs of this group and to bring them onto par with the rest of the school the following support has been put into place:

- Let's get Ready: Nursery and home visits, also pre-nursery early identification of needs and developing parental engagement.
- Nurture Group: Reception and later years work with children with attachment issues using the Boxhall Profile to give these children the skills they need to access learning and mainstream school.
- Family Group: Year 2 upwards. A systematic therapeutic intervention designed to enable positive change for families at risk. A Family Group is a community of up to eight families who meet weekly. The meetings (which take place on school premises during school time) last for approximately two and a half hours and are co-facilitated by a therapist from SFW and his/her school based partner ("SBP"). Participating families consist of a child identified by the school as being at risk of failing at school, together with at least one of that child's parents/carers.
- Reading Recovery and Maths Recovery: Years 1 and 2.
- These interventions are also available to the very vulnerable recent entrants from abroad who can be traumatised and whose EAL needs may mask high level SEN / ADHD / ASD needs. For these children at Oriel we have two members of staff who offer EAL interventions.
- Also, at Oriel, the EYFS team are trained in Cued Articulation (speech and language techniques) designed to support children's language acquisition.

Livingstone Academy Bournemouth believes in the highest expectations for all students and SEN or EAL is not considered to be a hindrance to the academic progress of any student. The task is to fully understand the specific needs of a pupil, build their confidence for learning, get them fully engaged in their learning and provide them with a real purpose. For this reason we would expect SEN and EAL pupils to follow the mainstream curriculum in order to provide them with a fully inclusive experience, although specific targeted support would be tailored to their needs. It is an essential element of our primary provision to provide SEN students with the guaranteed progression route into secondary education in the all-through academy in order to provide them with a seamless and purposeful pathway to the age of 18.

Also, the SENCO provision in the South Coast District is excellent, with a very wide experience of dealing with an extensive range of student needs from the age of 4 to 19, and will be used to support the development of the SEN provision of the Academy. Personal coaches/mentors will work closely with teaching teams and the student support team to ensure that all student needs are addressed in a personalised manner.

On entry students will undertake academic benchmarking, and case study profiles of students will be built to demonstrate relative starting points, identify learning support needs and facilitate liaison with SENCO provision at schools of transfer. Those in vulnerable groups will also be identified and progress closely tracked.

The SENCO will support students by:

- Providing and summarising data relating to intervention, assessments, baseline measurements, reviews and the continual updating of the provision map

- Leading a cohesive intervention strategy for students with identified needs
- Ensuring impactful use of resources e.g TAs and personal coaches
- Working collaboratively with the personal coach team and the student support team to consistently address issues from behaviour concerns to social issues to attendance
- Prepare evidence for presentation to governors regarding: case studies, summary of assessment procedures and evaluation of students, evaluation of interventions, feedback from students and parents, SEND CPD and impact, evidence of observations – quality of teaching
- Working closely with the personal coach team to deal with social, emotional and behavioural difficulties
- Informing and involving governors of all of the above systems and procedures, in particular the link governor for SEND

Additional support for EAL learners will be available from Personal Coaches and from the wider provision of the Aspirations Trust. Staff will be expected to deploy effective strategies to support this group of learners and specialist training will be provided if required.

The aims of the Academy with regard to learners who are LAC are to:

1. Ensure the statutory requirements of the Personal education plan (PEP) are adhered to by designated teacher
2. Ensure that academy policies and procedures are followed for LAC as for all children
3. Ensure that all LAC have access to the full curriculum
4. Ensure that LAC pupils take as full a part as possible in all academy activities
5. Ensure that carers and social workers of LAC pupils are kept fully informed of their child's progress and attainment
6. Ensure that LAC pupils are involved, where practicable, in decisions affecting their future provision.

Work Readiness

The Aspirations Academies Trust through its innovative Studio Schools, Space Studio Banbury and Space Studio West London, along with the Post-16 Tech City College, is re-defining the nature and subsequently the impact of the 'work experience' young people are engaged in. Working with employees of 21st Century industries and business organisations, The Aspirations Academies Trust is developing an approach to work experience that supports the development of young people with the skills and capabilities required for success in today's global world. This approach to work experience will be used at Livingstone Academy Bournemouth.

Work experience was introduced, along with the Raising of the School Leaving Age (ROSLA), in 1973, at a time when most young people expected to leave school and take up jobs and careers in large, generally traditional industries and organisations. The world and the economy have changed immeasurably over the past 40 years. Today it is micro-companies, those which have less than 10 employees, which are the norm, making up 95% of all businesses, and which will help the UK economy to get ahead in the global race. Today there are some 4.8 million firms in existence in the UK, a sixfold increase on the number of firms at the time of the Bolton Report in the early seventies, out of all these firms no fewer than 3.6 million are sole traders without employees.

The capacity of many of these small companies to provide a 'traditional' work placement for a student is limited. Such work experience is traditionally associated with one or two weeks for a young person sitting in an office doing basic clerical tasks such as photocopying and making the tea, providing little value to the student or to the employer. There are exceptions to this, but the harsh reality is that schools and colleges waste many hours finding short term placements that are neither educationally nor industrially productive.

This current situation is supported by the fact that the UK Commission for Employment and Skills has identified the lack of work experience as a major factor contributing to the structural elements of

youth unemployment creating a significant gap in this country between the world of education and the world of work. Clearly, it is time to redefine work experience.

The UK Commission has identified that there needs to be a much a broader definition of work experience to include visits, access to role models, mentored projects, mock interviews and relevant hands-on activities. This is helpful in that it moves away from the idea that work experience is only about giving young people specific work place skills. The truth is that work experience should be giving students a much wider set of benefits. Firstly, work experience should be providing awareness which includes an understanding of the business that they are working in, the range of activities that take place within that business, the skills and qualifications that those activities require and a good understanding of the different jobs and careers that are available within the activities of the company. Secondly, work experience is important for developing skills, but not specific skills, but rather soft skills such as time management, project management, team work and leadership, communications and presentations skills. Significantly, work experience should also develop innovation and entrepreneurship.

The links between local industry and schools must be actively developed to close the gap between education and the workplace. Initiatives can then flourish to allow students to understand their local industries and guide their careers towards the opportunities that those industries can provide.

At the Livingstone Academy Bournemouth each student will have multiple, as well as a wide range of, experiences of work. The table below outlines the nature of these experiences and the subsequent table identifies the range of real companies committed to providing work experiences:

Years 10/11

	Type of Experience	Duration	Time Period	Outline/Purpose
1	Direct work placement	up to 4 weeks	Summer term/holidays	Specific specialist companies would take on Year 10 students to shadow particular employees. This is not essential but can be useful in cases where the student is following or keen to follow a specific career route i.e engineering.
2	Business mentors	30 minutes to one hour at a time	Once a month	Business and industrial mentors would meet with students to help guide a students understanding of the work place and to support them with an industry specific project.
3	Work place simulations	1 day	Every six weeks	Industrialists/businessmen work with groups of students in college in a work like team environment and activity
4	Industry sponsored research and development projects	Curriculum time over a six week period	One a term	Specific industry sponsored research and innovation projects - sometimes with industrialist input, resulting in a student led presentation to the company.
5	Student enterprises	Training and development in curriculum time, then activity takes place	Once a term	Students develop an enterprise, prepare it and deliver it for income generation - students are paid for their involvement, e.g A mentoring set up to help younger pupils with their Maths development.
6	Student 'start up ' companies	In curriculum and personal time	One each year	All students set up a real company and produce and market a real product.
7	Business conferences	1 day	One a year	Students organise an annual business conference involving local employees
8	Industrial visits	1 day	Once a month	Students are involved in industrial visits
9	Business student presentations	Curriculum time	Once a year	Students identify a business requirement for a particular company and design a solution and then present their findings to the company
10	Creative Industries Alumni mentors	1 day	Annual event	Former students now working in the creative industry sector spend a day as role-models/mentors for students.

Year 12/13

	Type of Experience	Duration	Time Period	Outline/Purpose
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1	Direct work internship	4 weeks	Year 12 Summer term/holidays	This is an essential feature of the programme with students working on specific internship projects.
2	Work placement	1 day a week	1 term each year	This is not essential but is possible for certain specific career route ways. This is most likely to be the outcome for a student following a specific internship.
3	Business mentors	30 minutes to one hour	Once a month	Business and industrial mentors would meet with students to help guide a students understanding of the work place and to support them with an industry specific project.
4	Industry sponsored research and development projects	Curriculum time over period	One each half-term	Specific industry sponsored research and innovation projects - sometimes with industrialist input
5	Student enterprises	Training and development in curriculum time, then activity takes place	Once a term	Students develop and enterprise, prepare it and deliver it for income generation - students are paid for their involvement e.g Students deliver computing education days to primary schools
6	Student 'start up ' company	In curriculum and personal time	One in Year 13	All students set up a real company and produce and market a real product
7	Business conferences	1 day	One a year	Students organise an annual business conference involving local employees
8	Industrial visits	1 day	Once a month	Students are involved in industrial visits
9	Business student presentations	Curriculum time	Once a year	Students identify a business requirement for a particular company and design a solution and then present their findings to the company
10	Aspirations Workspace	All year	All year	As at Tech City College the Livingstone Academy will have 45 rentable desks for start-up companies in its purpose built Aspirations Workspace. A wide range of organisations rent a space at a below market rate in return for mentoring students, working with students on real-life projects, giving lectures.

Safeguarding, Behaviour and Attendance

The whole notion of a personal coach/mentor for each student and the guidance framework offered by the My Aspirations Action Plan, an on-line programme that records a student's academic progress as well as their aspirational progress, enables the full well-being of each and every student. The Livingstone Academy Bournemouth will also conduct an annual 'My voice' survey to find out student views and to act on their needs. In addition, teachers will be encouraged to use 'I Know My class' on-line in lesson surveys to check on student engagement. Attendance will be monitored electronically each learning period and administrative staff will identify any patterns emerging in order to put any support into place.

Other Agencies

With 1,510 age 4 to 19 year old students to manage, with many from disadvantaged backgrounds, there will be a real need to regularly engage with other agencies. This can be done through our existing links in Bournemouth and Poole or through close co-operation with Local Authorities, Social Services and the Police.

Transition

The great benefit of an age 4-19 all-through school is that for the majority of pupils there is very little issue with transition as the parents understand the school and from an early age develop a strong relationship, pupils feel a real sense of belonging and teachers and support staff know children and their families extremely well. Transition through the Academy will be seamless as data and information will be available to all staff and there will be regular end of year transition and preparation programmes ready for the next stage of education.

Transition into Reception will be a particularly difficult process in such a multi-cultural area where many families do not regularly send their children to nurseries. The range of experiences adopted across Trust primary academies will be applied to this issue. Visit to nurseries and children's centres

will be made on a regular basis and a programme of integration for parents will be put in place during the summer term before entry. The development of strong relationships with a range of community groups will also be of utmost importance.

With the 30 students moving into Year 7 from other schools there will need to be a prolonged induction programme throughout the Summer Term prior to entry. It is important for new students to feel a real sense of belonging in their new academy and to understand the philosophy, ways of working and expectations before they join in Year 7. However, we expect many of these places to be filled by pupils from the two primary Aspirations Academies in the area. All students will also be tested to ensure from day 1 in the Academy they will receive the best educational provision and support. The size of the Academy means that relationships are extremely important and the integration of new students into an established cohort will need to be handled carefully. With routines and ethos established this integration will be much easier than the transfer most students face into Year 7 of most secondary schools.

The transition into Year 12 will be made easier by a taster week for all students, present and new, in June and there will need to be significant collection of data and information in liaison with their secondary schools.

Progression: The Livingstone Academy Bournemouth will prepare students for a successful working life. This may happen in several ways: Students will attend the best universities and colleges, move to apprenticeships, take up careers or set up their own business. The Academy will prepare students for life beyond the academy with guidance to university, career and digital employment. Mentors from digital industries will play a significant role in this. It is hoped that many students will develop strong relationships with potential employers during their time at the academy.

Why will the Livingstone Academy Bournemouth make a difference?

Bournemouth and Poole and it's diverse community is the ideal location for this academy. With the Academy located in 'Silicon Beach' there will be a real sense of purpose for the young people of all abilities. The development of the computational thinking and skills, creativity and the high level of science and maths coupled with the ability to work closely with digital industries will provide many young people with real life opportunities in this booming sector of the economy. The approach to learning through PBL and looking at real-life issues will create maximum engagement in learning and result in excellent examination results. Finally, the Aspirations Framework coupled with working with the digital sector will create high levels of self-worth for all students. The provision of an all-through school delivers continuity in terms of the delivery of the curriculum, raised aspirations and immersion into computational thinking and the skills required for digital making.

Section D2

The aim is that the Livingstone Academy Bournemouth will help transform the way in which educational attainment is measured. We will know if we have succeeded if students leave the academy:

1. As engaged technological citizens: literate, aware and asking questions of technology.
2. Smart computing thinkers
3. Skilled creative and digital workers
4. Computing trailblazers: harnessing the power of computing and technology to solve problems.

The measurement of these qualities will be evidence by the feedback from employers, surveys and the number of students entering employment in the digital and creative industries.

Also, we expect the Livingstone Academy Bournemouth to:

- Achieve outstanding results and ensure that each student achieves their potential. There will be clear progression against expected targets in order to achieve the expected outcomes/targets. From the first assessment point we would expect to achieve:
- **Age 7** - 90% of pupils would be expected to complete KS1 at the National Expected Standard in SPAG, Reading and Maths
- **Age 11** - 95% of pupils are expected to achieve their expected progress in in SPAG, Maths, Reading and Writing. (National floor target will be 65%)
- **Age 14** – 50% of students achieve at least a 5 score in either GCSE Computer Science or BTEC ICT
- **Age 16** - Average attainment 8 score per pupil will be 5.0. Progress 8 score will be at least +0.25. All students will have achieved at least a 5 score GCSE Computer Science or BTEC ICT
- **Age 18 - 100% of students are expected to have achieved:**
 - At least three A Levels at standards above national averages.
 - We expect around 65% of students to go on to attend university (national average was 52% in 2012), with 10% of these attending Russell Group universities (national average 8%).
 - Up to 20% of those students entering the creative industries sector, deciding to start their own businesses within two years of leaving (In line with the growth of the creative industries sector). This will be measured by a contact questionnaire through social media.
- In all students we will engender in each pupil high self-worth, engagement in learning and a sense of purpose. This is measured annually by the results of the student 'My Voice' Report. We would expect the indicators of self-worth to remain consistently high.
- All students will have conducted a four week internship in the digital sector in Year 12
- We expect over 75% of students to progress to work or study in the digital sector of the economy.
- We expect all students to display a creative mindset and an entrepreneurial attitude – measured by the quality of the PBL work particularly in Year 12 and 13, along with the evidence of the innovation ideas and start up companies students are expected to develop and produce.

Each term The Academy will produce a termly outcomes report (see below) to ensure it is on target for the expected levels of performance. This will include student progress analysis but also a range of other targets. These targets are benchmarked against national averages and also those achieved in our other Aspirations Academies. In every measure we will expect the Livingstone Academy Bournemouth to be above national averages in its performance. For example:

- At least 90% of pupils in Years 1 to 6 are expected by the end of the academic year to have hit national expectations (The national expectation will be 85%, Bournemouth and Poole % is not available yet as this is a new performance measure).

- At KS3 and 4 at least 90% of students are expected to be on course to achieve three levels of progress (KS2-4). (The national figure is 71.6% for English and 65.5% for Maths, Poole schools 70.8% and 65.4%, Bournemouth 78.7% and 67.4%) – refer to 2016 Performance Tables: Attainment 8, Progress 9, A*-C E and M, EBacc and Destinations
- At least three A levels achieved in Year 13 at grades A*-E by all students. (National average is 77.9%, Bournemouth and Poole 82%).
- 95% attendance is an expected level of attendance for a student to be able to achieve the grades they are capable of; research shows that students who miss much more than 5% of school or college perform less well. (This is in line with national and Bournemouth and Poole averages)
- Exclusions should be rare if expectations are high and clear from the outset.
- At Aspirations Academies a great amount of lesson observations take place with a significant amount of teaching to bring teachers up to the expected level. This would be a priority to ensure that all lessons are at least good at the Academy.

Example of the termly Outcomes Report

	ATTENDANCE		STUDENT DISCIPLINARY ACTION
YEAR GROUP	STUDENT ATTENDANCE (% of ALL HALF-DAY SESSIONS)	STAFF ATTENDANCE (% of ALL HALF-DAY SESSIONS) ACADEMY)	NUMBER OF STUDENTS PERMANENTLY EXCLUDED
12	95%	95%	0
13	95%		0
OVERALL	95%		0

	TEACHING (By the end of Year)				I KNOW MY CLASS	OFSTED (Grades)	Retention Rate
YEAR GROUP	% OUTSTANDING LESSONS OBSERVED	% GOOD OBSERVED	% IMPROVEMENT OBSERVED	% INADEQUATE LESSONS OBSERVED	NUMBER OF LESSONS SURVEYED	LATEST OFSTED GRADE	Year 12 into Year 13 (% of Student Population)
OVERALL	25%	75%	0	0	All classes at least once	Outstanding	95%

YEAR GROUP	Student Group	Numbers	PROGRESS In MATHS								Numbers
			Maths								
			Meeting and exceeding expected National Standard								
			End of Autumn Term % on Track to meet EXPECTED NS	End of Autumn Term % on Track to EXCEED NS	End of Spring Term % on Track to meet EXPECTED NS	End of Spring Term % on Track to EXCEED NS	End Year Actual % meeting EXPECTED NS	End Year Target % meeting EXPECTED NS	End Year Actual % EXCEEDING NS	End Year Target % EXCEEDING NS	
R	ALL										
	EAL										
	SEN										
	PP										
1	ALL										
	Lower										
	Middle										
	Upper										
	EAL										
	SEN										
	PP										

How the Livingstone Academy Bournemouth assessment system works:

Table 2: Secondary Aspirational KS2-4 four levels of progress for student target setting

KS2	Year 2				Year 3				Year 4				Year 5				Year 6				GCSE target	
	Baseline	A	B	C	Baseline	A	B	C	Baseline	A	B	C	Baseline	A	B	C	Baseline	A	B	C		
1a	47	48	49	50	52	52	53	54	55	56	57	57	58	59	60	61	62	63	64	65	66	A*
1b	46	46	47	48	49	51	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	
2a	45	45	46	47	48	50	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	
2b	44	44	45	46	47	49	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	
3a	43	43	44	45	46	48	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	A
3b	42	42	43	44	45	47	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	
4a	41	41	42	43	44	46	46	47	48	49	50	51	51	52	53	54	55	56	57	58	59	
4b	40	40	41	42	43	45	45	46	47	48	49	50	50	51	52	53	54	55	56	57	58	
5a	39	39	40	41	42	44	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	B
5b	38	38	39	40	41	43	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	
6a	37	37	38	39	40	42	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	
6b	36	36	37	38	39	41	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	
7a	35	35	36	37	38	40	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	C
7b	34	34	35	36	37	39	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	
8a	33	33	34	35	36	38	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	
8b	32	32	33	34	35	37	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	
9a	31	31	32	33	34	36	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	D
9b	30	30	31	32	33	35	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	
10a	29	29	30	31	32	34	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	
10b	28	28	29	30	31	33	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	
11a	27	27	28	29	30	32	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	E
11b	26	26	27	28	29	31	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
12a	25	25	26	27	28	30	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
12b	24	24	25	26	27	29	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	
13a	23	23	24	25	26	28	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	F
13b	22	22	23	24	25	27	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	
14a	21	21	22	23	24	26	26	27	28	29	30	31	31	32	33	34	35	36	37	38	39	
14b	20	20	21	22	23	25	25	26	27	28	29	30	30	31	32	33	34	35	36	37	38	
15a	19	19	20	21	22	24	24	25	26	27	28	29	29	30	31	32	33	34	35	36	37	G
15b	18	18	19	20	21	23	23	24	25	26	27	28	28	29	30	31	32	33	34	35	36	
16a	17	17	18	19	20	22	22	23	24	25	26	27	27	28	29	30	31	32	33	34	35	
16b	16	16	17	18	19	21	21	22	23	24	25	26	26	27	28	29	30	31	32	33	34	
17a	15	15	16	17	18	20	20	21	22	23	24	25	25	26	27	28	29	30	31	32	33	H
17b	14	14	15	16	17	19	19	20	21	22	23	24	24	25	26	27	28	29	30	31	32	
18a	13	13	14	15	16	18	18	19	20	21	22	23	23	24	25	26	27	28	29	30	31	
18b	12	12	13	14	15	17	17	18	19	20	21	22	22	23	24	25	26	27	28	29	30	
19a	11	11	12	13	14	16	16	17	18	19	20	21	21	22	23	24	25	26	27	28	29	I
19b	10	10	11	12	13	15	15	16	17	18	19	20	20	21	22	23	24	25	26	27	28	
20a	9	9	10	11	12	14	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
20b	8	8	9	10	11	13	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
21a	7	7	8	9	10	12	12	13	14	15	16	17	17	18	19	20	21	22	23	24	25	J
21b	6	6	7	8	9	11	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	

- Assessment data is managed through specific software programmes used across the Trust. For the primary age group it will be 'Pupil Progress', merging in to '4Matrix' from the age of 7.
- In all Year groups in all subjects/areas of study in the first week of September all students sit a benchmarking test developed by subject staff in line with the National Standards/examination requirements. Using either the KS1-KS2, KS2-KS4 or the KS4-5 flight path, (example above) they are also set a target for the end of the year and for the end of Year 6, 11 or 13, whichever is more relevant. (These target grades need to reflect at least a rate of progress higher than

national expectations, aspirational). The table above gives an idea of how this works although it will need to change in view of GCSE changes.

- The different groups of students will be clearly identified on the assessment system and so analysis can be specific and future support made appropriate to their needs. These groups include: EAL; SEN; More Able, etc.
- Regular assessments are made (every six weeks). These are designed to illustrate progress against their flight path or give notice that a student is either standing still or going backwards with their work.
- There will be an on-line assessment report every six weeks.
- As soon as possible following each assessment deadline an analysis of student performance is needed. Any student deviating from their expected flight path will need appropriate support. This analysis will be at a whole Academy, personal tutor and individual teacher level.
- Each assessment report will be made available to parents and students through the MAAP, providing 24/7 on-line access to student performance.
- A range of study support, adaptation of teaching, monitoring and mentoring strategies would be put in place by the SLT and the subject leaders to ensure that any student under performing is helped to get back on target by the next assessment round.

Reporting to Parents

Parents will have access to the progress and attainment data of their children 24/7 through an on-line portal. This data will be updated every six weeks. In addition to the MAAP assessment data there will be one Parents' Evening and one Celebration of Achievement Evening each academic year. Two days each year, one in December and one in March, students will attend a meeting accompanied by parent(s) with their personal tutor. The meeting will be used to discuss attainment and progress based on recent attainment data, and any issues relevant to the student's learning and progress. At this meeting students will also be expected to exhibit their digital portfolio to their parents.

At Post 16 there will also be two subject based parent evenings for parents to discuss A Level progress with the subject teachers.

Skills Measurement Licences

The development of work-readiness (21st century) skills and those associated with computing are central to the vision of Academy. These skills are not generally assessed or measured by the current national examinations at KS2, GCSE or A Level. As a result, we will develop Creative Industries Capability Licenses. Each license will be sponsored by a relative creative or digital industry such as Cisco and students will be able to achieve these licenses at a range of different levels as the move through the Academy. The Licenses will clearly tell employers exactly what computing and work-readiness skills the student has developed. The key features of the licenses are:

- The computing skills will relate to progression pathways
- Based around key computing skills in the curriculum, work/readiness (21st century) skills, literacy and numeracy.
- They are not age related but skills related.

Review Systems: Monitoring And Evaluation

The Livingstone Academy Bournemouth will have its own review processes to monitor every aspect of the education provided. This will involve internal review systems in line with Ofsted expectations. In addition, the Aspirations Academies Trust Central Management Team support the improvement and development of each Aspirations Academy through a supportive Review Programme. This Review Programme is always conducted alongside the SLT of each Academy. The Review Programme involves:

September: Academy Exam Report produced by the Principal of the Academy each September, followed by a meeting with the Executive Principal and Chief Executive.

September/October: Teaching Review Week 1: All teachers will be observed teaching for a full one-hour lesson. From this a CPD development plan is produced.

Each half-term all-year a one day triangulation review (utilizing Ofsted inspection techniques).

Each half-term all-year an Academy Improvement Meeting – Principal and CEO

January: Outcomes analysis sheet (termly performance)

January: Governors Ofsted checklist to CEO

February: Teaching Review Week 2: All teachers will be observed teaching for 30 minutes as part of a mock Ofsted inspection.

April: Outcomes analysis sheet (termly performance)

April: Governors Ofsted checklist to CEO

July: Outcomes analysis sheet (termly performance)

July: Governors Ofsted checklist to CEO

In addition the Aspirations Academies Trust will prepare an annual Improvement Plan for the Livingstone Academy Bournemouth to outline their expectations and to hold the Academy to account. As part of the support provided by Aspirations, either the CEO and Lead Executive Principal visit the school at least once a fortnight as well as conduct the above reviews. All SLT from each Aspirations Academy support each of the other academies with the lesson observation programme. The Academy senior leaders would be involved in the observation of staff in other academies, which standardises performance measures across the country. Benchmarks and data is collected centrally by the Trust and feedback provided to the SLT of academies over actions that might be needed. This applies to academic performance, teaching observations and financial issues. Internally, the Livingstone Academy Bournemouth Local Advisory Board have to monitor the performance of the Academy each month and provide a termly Ofsted checklist to the CEO. This is done based on data and information provided by the SLT and the governors are trained in effective monitoring of the educational provision and finances. The role of the governors is outlined more clearly in section F2.

The Aspirations Academies Trust expects Livingstone Academy Bournemouth to be graded as outstanding at the first Ofsted inspection within two years of opening. It has recently achieved this with the brand new Jewell Academy Bournemouth, the sponsored Magna Academy Poole and the converter academy Rivers Academy West London.

Strategies used to Monitor and Review the Quality of our Teaching and Learning

The evidence used to review the quality of teaching and learning includes:

- Observation of lessons and discussion with teachers and students about the observations.
- Some joint (two staff to moderate standards) observations and related discussions.
- Discussions with students about their work and their experience of teaching over time.
- Academy and individual analysis of the views of students, parents and staff ('I Know My Class', 'My Voice', etc.).
- Work scrutiny and consideration of marking.
- Scrutiny of student progress - terminal results, on-going assessment, and other data.
- All subjects are formally reviewed each year
- Exam meetings between SLT/teachers take place in September and January

All senior staff are trained in making effective observation judgments, including some moderation of judgments.

High Expectations for behaviour, attendance and teaching quality. The very nature of the education provided at the Livingstone Academy Bournemouth will create a highly motivating environment resulting in high levels of engagement, leading to excellent student behavior for learning. However, a very straightforward and clear behaviour policy will also be put in place to ensure that all students are very clear about what is expected of them and how they will be treated in the event of the basic rules for behaviour and attendance being broken. A system of rewards will also be in place. A detailed outline of the behaviour, attendance and bullying policy and expectations is available on request, however an outline of expectations can be found below.

If students are to enjoy academic, social, and personal success, they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow. Such a positive state of mind can only be effectively developed in an environment where high expectations in terms of respect and discipline are successfully modeled. High expectations in relation to appearance are also an important part of the learning process, helping develop self-discipline, pride and an understanding of the importance of how other people see you. There will be a very strict uniform/business dress code at Post 16 (students from more disadvantaged backgrounds will be provided with financial support to purchase this). High quality productivity is another essential area for young people to understand. If students get used to producing work of a high quality then this becomes the norm and will provide them with a greater chance of success in their later life. As a result we expect 95% attendance by students, 90% of all lessons observed should be good or outstanding.

Livingstone Academy Bournemouth Behaviour Policy Outline (Modified from the Aspirations Academies Trust Model Policies)

Good behaviour and high standards are essential attributes the Academy. We have a very detailed and coherent policy and procedures available. Here is an outline of our behaviour policy and expectations:

Prevention and Good Practice

*'Prevention is better than cure'. This statement is particularly true in relation to inappropriate student behaviour. A well managed, effectively organised Academy, with outstanding teaching and learning will have good student behaviour. **These are our essentials to ensure good behaviour** (detailed strategies and guidance are available):*

a. Deliver effective lessons

These strategies should be used by all teachers consistently in order to deliver effective lessons:

General Guidance for Teachers and Support Staff:

- Students and teachers should arrive punctually.*
- Students should be in full uniform/ business dress. If this is not the case, teachers should raise the issue in a non-confrontational manner.*
- Students should arrive prepared and ready for learning.*
- The teacher should set clear objectives for the learning session: the what, why and how, which should be clearly written on the board/smart-board.*

b. Students need to be engaged in their learning

Teacher subject expertise, gaining full student interest and mutual respect between teachers and students are all essential ingredients to ensuring full student engagement and effective learning. If students are fully engaged in their learning then behaviour enables effective learning.

c. Rules are very clear and there are high expectations *Rules need to be clearly displayed around the college and in student planners so that there can be no dispute about what they are. All staff should expect and model high expectations in all aspects of college life.*

d. Sanctions and rewards are clear and consistently applied. *All staff need to understand the sanctions and rewards systems at the college so that they can fully support the systems. Staff must not make up their own versions of rules and sanctions.*

e. Effective support systems are in place for students with particular behavioural needs

Effective recording of student negative and positive events is essential in order to maintain good behaviour. Academy management information systems should be used to record these incidents as and when they happen. A whole range of support at different levels from mentoring to an alternative provision should be in place to help prevent a repeat of or pre-empt poor behaviour.

f. All staff challenge poor behaviour and follow college procedures. *When every member of staff takes responsibility to support the rules and expectations of the Academy behaviour is inevitably outstanding. Students know exactly where they stand and what is expected and staff do not feel isolated and alone in dealing with behaviour. Managing behaviour is part of the role of everyone who works in the Academy - it is a shared responsibility.*

g. All managers take responsibility for their areas and maintain standards. *All managers in the Academy have a responsibility to ensure that teaching and learning is highly effective in their area.*

h. There exists a climate of mutual respect

Respect can be developed in a number of ways although it must be modelled by staff if students are to respond. Simple things such as the way students are spoken to and the nature of support provided to students are very important in building up a climate of mutual respect.

i. All issues and incidents are dealt with fairly and quickly

Clear systems and procedures with fairly applied sanctions are essential element of any behaviour management system. Every incident needs to be investigated and records kept in order to respond to parents, students and provide evidence to support any sanction. The more efficient the system the better.

j. Blockages/failures in the systems are dealt with effectively and everything is continually monitored, always looking to make improvements

All systems require constant review and modification. If something is not working, the source of the problem needs to be identified and a solution found. The Academy is constantly evolving and so there is a need to alter systems and procedures accordingly. Never be afraid to change.

Expectations and Rules

The Academy rules are there to maintain order, structure and discipline so that teachers can teach and students can learn. Students expect to see rules applied fairly, so this needs all staff to apply the Academy rules consistently. Livingstone Academy Bournemouth expectations are very high. Students are expected to work hard, behave well, dress smartly in their uniform/business dress and to treat others with respect. Rules are simple, have a clear purpose and be fairly applied.

High Quality Teaching and Learning

High quality teaching is a requirement of every teacher working at the Livingstone Academy Bournemouth. The desire and application to continually reflect upon and improve one's own teaching is an expectation of all teachers. Full support and training will be provided for this purpose. The Aspirations Academies Trust firmly believes that **high quality teaching and learning results in student engagement, and high levels of student engagement results in high levels of attainment.**

Excellent teaching can transform lives. Excellent teachers enliven minds, build knowledge and understanding, explore ideas, develop skill and excite the imagination. Effective teaching is a complex combination of skills, knowledge, dispositions, attitudes, values and interpersonal capability.

Pedagogy is the why, what and how of teaching. It is the knowledge and skills teachers need in order to make and justify the many decisions that each lesson requires.

Basic Expectations

What we expect of our teachers:

1. Have a secure knowledge of what is to be taught and learned.
2. Command a broad repertoire of teaching strategies and skills.
3. Understand the principles of effective teaching and learning.
4. Use sound judgement to weigh up needs and situations, apply the principles and deploy the repertoire appropriately.
5. Use the framework of the Academy's aims and values to steer and sustain teaching and learning.

In addition we expect our teachers to:

- Aspire to be outstanding teachers
- Work hard and enjoy the success it brings
- Understand and share the vision of the Academy
- Model high expectations at all times
- Work as a complete team
- Enforce standards

- Hit performance targets
- Live the *Three Guiding Principles* and *8 Conditions*

We expect all teachers to aim to be ‘Outstanding’ practitioners.

- **Expectations:** The teacher has high expectations of all students. The teacher enthuses, engages and motivates students and engenders high levels of enthusiasm and a commitment to learning.
- **Planning, Expertise and Activities:** The teacher plans astutely to ensure that teaching is very well matched to individual needs. The teacher is very knowledgeable in their subject and area of learning and highly effective in teaching them. No time is wasted and the teacher sets challenging tasks that are closely matched to specific learning needs.
- **Literacy and Numeracy:** The teacher takes every opportunity to develop crucial skills such as reading, writing, communication and numeracy.
- **Computing:** The teacher immerses computing skills into all aspects of their teaching.
- **Interventions and Support:** Interventions are well judged and have notable impact on the quality of learning.
- **Assessment:** Assessment is consistently accurate. The teacher systematically and effectively checks students’ understanding throughout lessons.
- **Marking and Feedback:** Marking and constructive feedback from both the teacher and students are frequent and of a consistently high quality.
- **Students’ Progress and Learning:** Individual students and groups of students make well above expected progress over time.
- **Students’ Attitudes to Learning:** Students are resilient and confident and are developing as independent learners who take responsibility for their learning.

National Standards for Teachers

These standards apply to all teachers regardless of their career stage, and define the minimum level of practice expected of teachers. The Principal will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Performance Management of Teachers: The objectives will relate to the following three performance measures:

Objective 1) Professional practice and outcomes.

With reference to the relevant career stage descriptor, the teacher is delivering teaching and learning of the required standard. Evidence for this will include:

a. Pupil progress:

In secondary teachers, at least 90% of pupils/students in each of a teacher’s classes should achieve their expected level of progress, or better, over an academic year. *[due allowance will be made for exceptional circumstances, e.g. high pupil turbulence within a year].*

In primary teachers, at least 80% of pupils should be at the expected national standard by the end of the academic year. Year 6 should always be 90% of pupils, the Principal will set the targets for each other class in each other year group.

b. Lesson Observations: The quality of teaching is consistently of the level, appropriate to the individual, as described in the career stage descriptor (Table 2).

Objective 2) Professional relationships and development.

Promoting Aspirations Good Practice Exhibition: All staff are expected to exhibit their understanding and practice of using aspirations to improve teaching and learning. This should be something they have developed and used in their own teaching practice. It may be:

- a. A model lesson, or segment of a lesson, that promotes one or all of Self-Worth, Engagement, and Purpose;

- b. An idea/approach/tool/resource (individually or in a team) that uses aspirations to improve teaching and learning in the academy;

This 'Good Practice' can take any form (item, resource, lesson plan, video, app., etc) and must be accompanied by a 10 point written explanation. All staff present their 'Good Practice' to a small team in each Academy in the Summer Term, with the most appreciated being entered for a Trust wide competition.

Objective 3) An additional personal professional development target may also be added.

This may include aspects such as a target to help a teacher move along the pay-spine progression or provide additional opportunities or experiences.

TLR/Leadership Objective(s). One or more objectives relating to the TLR/leadership role being undertaken.

Working with parents

Parental involvement in the education of their children is highly desirable and encouraged at the Academy. We envisage a high degree of involvement with parents as there will be community use of the facilities but also we would expect a wide range of parents to have a background in digital technologies and will possibly be able to support the leadership/work readiness programme. Parents will also be informed in their child's progress through the 24/7 on-line MAAP. Parent aspirations workshops, leadership workshops and language classes (if required) will also be provided.

Section D3

The key to the quality delivery of the curriculum at the Livingstone Academy Bournemouth is the flexible approach to staffing to enable a range of activities - teaching, facilitating, tutoring, core project and lesson preparation. Teachers employed at the Academy will be excellent, well-trained teachers, although additional support at Post 16, such as mentoring, will be provided by people with business related experience who do not hold Qualified Teacher Status (QTS). In these cases, if required, the Aspirations Academies Trust will provide relevant training and support.

Subject and phase specialists will provide high quality provision, for example, Early Years, literacy and numeracy specialists in the primary phase and subject specialists in the secondary phase. In the primary phase we will employ four teachers for each year group of 90 students. This will provide the ability to set students by ability in literacy and numeracy, provide built in planning and preparation time and absence cover. Teaching groups in KS3 and 4 will contain around 22/23 students on average. In discrete subjects from Year 4 to 11 where possible students will be taught in subject sets. However, where the learning is through PBL approaches learning will be through mixed ability approaches. Teaching groups for each A level would be capped at 25 students. All staff at the Academy will also be personal coaches responsible for 12/15 students.

It is expected that mentors from the digital industry sector will be regularly involved in the leadership/work readiness and innovation workshops in KS4 and KS5. And a particular emphasis will be placed on digital industries to provide all post 16 students with an internship opportunity each year. A dedicated member of staff will be employed to manage this process.

Initially in Year 1 there would need to be much co-operation and sharing of staff in specific subjects with Magna Academy Poole (secondary), Ocean Academy Poole (junior) and Jewell Academy Bournemouth (primary). The expertise and economies of scale available to the Livingstone Academy Bournemouth from being part of a Multi-Academy Trust with a significant numbers of outstanding schools in the South Coast area is particularly advantageous and minimizes both the financial and educational risks associated with starting up a new school. Also, this will be the sixth new school the Trust will have opened and so there is a great amount of experience available to support the development of the Academy. All the teaching staff supporting the new Academy from other Aspirations Academies will be funded by the Trust. The level of support will very much depend on the exact nature of the cohort. However, we expect the following support to be put in place:

- Executive Principal – 2 days a week, funded by the Trust
- Lead Executive Principal – 1 day every fortnight funded by the Trust
- Chief Executive – Half day a week, funded by Trust
- Lead Primary Consultant – paid for by the Trust
- Principal of Ocean Academy Poole and Jewell Academy Bournemouth (both primary age) – 1 day a month in Year 1. Paid for by the Trust
- Director of Finance and Operations and Director of HR – as needed, at least once every two weeks, funded by the Trust.
- South Coast District Senco – at least 1 day a week in Year 1, funded by the Trust
- EAL support from specialist West London district. Training and support as needed.
- Teachers working alongside subject teachers at the new Academy. On-going on-line and coaching support.
- Teachers from South Coast training Livingstone Academy staff

In some cases there may be a need for a specific subject specialist from Magna to take the place of a subject shortage. In such a situation the time would have to be paid for by the new Academy – this is accounted for in the staffing costs.

There would also be on-going savings across the Trust's South Coast District, particularly in Years 1, 2 and 3. The Business Manager and finance officer posts would be shared, as would IT support, premises and some admin.

How will computing be embedded into all aspects of the curriculum?

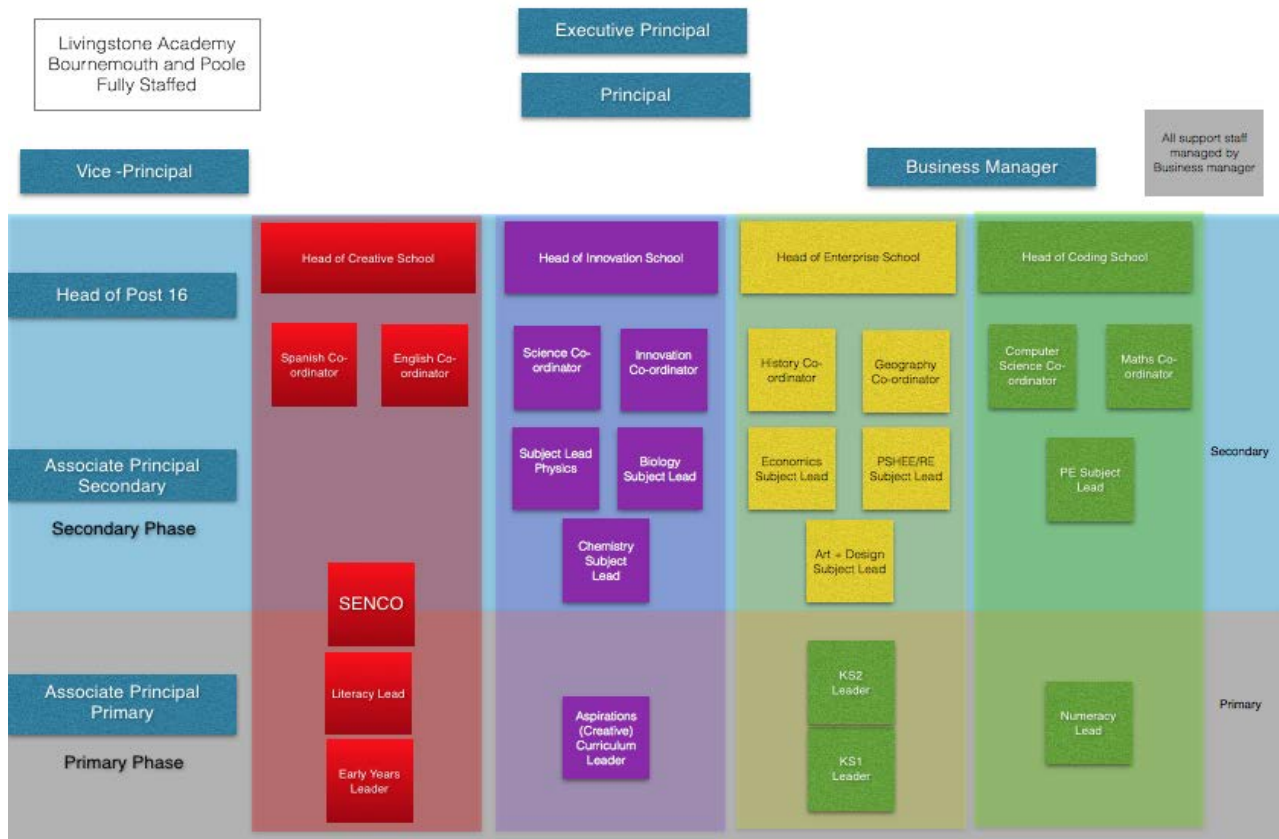
The development of computing throughout the curriculum will be guided by the age and subject relevant computing progression pathways, along with the age related requirements for computing in the National Curriculum. Additionally, creative and digital industries will be used to input into the development of the curriculum. The key to the gradual, effective development of computing in all aspects of the curriculum is the use of qualified computer science teachers to work alongside teachers of other disciplines as the school moves to full capacity over several years.

The year before opening will involve detailed curriculum planning to embed computing across the curriculum for Reception and Year 7. The computing based projects for term 1 will be developed and schemes of work for the first half-term of each subject will be created. At the same time a training plan for all teachers will be formulated in order to help develop each individual teachers computing knowledge, skills and capabilities.

In Year 1 additional Computer Science teachers will be employed to team-teach, plan and train all other subject teachers. Planning is the key to successful development of computing in each subject area. All teachers over the first couple of years will be provided with dedicated curriculum planning time throughout the academic year with one week at the end of the summer term also dedicated to curriculum planning with no students in the academy. In Year 2, these additional computer science teachers move on to support the next wave of new teachers. The curriculum materials and training programmes developed will be consciously developed and made available to teachers in other schools.

Management Structure. The Livingstone Academy Bournemouth is designed to be a sustainable and highly effective teaching and learning organisation. With 1,510 students, and every teacher also a personal coach, the academic and pastoral support structures are combined allowing for a very effective management structure. With all teachers involved in the learning and pastoral side of a student's education, plus a highly engaging curriculum, behavioural issues should be much less compared to a normally structured school. This should require fewer layers in the chains of command and allow teachers to teach and facilitate learning. The Livingstone Academy Bournemouth will be a completely free-standing school with its own governing body and management team, however it will operate as part of the Aspirations Academies Trust South Coast Academy District operating under the guidance of an Executive Principal. The day to day operation of the school would be managed by a Principal, Vice-Principal and two Associate Principals, one managing each of the secondary or primary phase, along with a Head of Post 16. The management structure is difficult to show diagrammatically, however, the line management structure would work like this:

- Principal manages the Vice Principal and Business Manager
- The Vice Principal manages the Associate Principal Primary, Associate Principal Secondary and the Head of Post 16.
- The Associate Principals each manage a vertical and horizontal part of the academy. They manage two Heads of School each and one manages the secondary phase and one manages the primary phase.
- The four 'Schools' which run throughout the whole age range and each of these will have a Head of School who would also be part of the Senior Leadership Team. The Heads of School would manage relevant subject leaders but also be responsible for the support and welfare of a quarter of all students.
- Co-ordinators lead a subject but also support the Head of School to pastorally support the students in the 'School'.
- Each subject area would have a Subject Leader in order to manage the subject, it's teachers and it's outcomes. In the primary years there would be particular Leads for things such as literacy and numeracy.
- The business manager would manage all support staff.



The diagram above shows the organization of the Academy when it is full.

The appointment of the Principal would be the most important task facing the Trust as we would need to find an excellent practitioner who fully understands the benefits of developing computational thinking and digital skills throughout the curriculum. Fortunately, through the educational contacts of Mark Dorling, we are confident that we have a couple of very strong candidates who would be interested in applying for this role. It will also, be important to employ teachers who are aware and able to identify and develop computational thinking and digital fluency in their teaching. The Executive Principal who would oversee the work of the Academy is already employed by the Trust.

Phased Build up of Staff. In Year 1 some core Subject/Phase Leaders will have been appointed in order to establish the curriculum. With only 60 Reception and 150 Year 7 students in the Academy in Year 1 the Principal, the two Associate Principals would be appointed to form the Senior Team in this first year. The Executive Principal would be significantly involved in the early years of operation. In Year 3, Heads of School will be appointed. In Year 4 the Vice Principal, would be appointed when the Academy is almost at it's full size. In Year 5 a non-teaching Director of Operations/Business Manager would be appointed to manage all the support staff. The table below shows the expected phased build up. The table is not split into primary and secondary as there will be considerable overlap between KS2 and 3. A full staffing analysis and curriculum analysis document has been prepared for the Academy which in the form of the model used in all Trust academies, it is available on request:

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Primary Age students (Reception to Year 6)	60	120	180	240	300	360	420
Secondary Age students (Year 7-11)	150	300	450	600	750	750	750
Post 16 students						150+25	315+25
Total Students	210	420	630	1015	1225	1450	1510
Executive Principal	1	1	1	1	1	1	1
Principal	1	1	1	1	1	1	1
Vice-Principal				1	1	1	1
Associate Principal Primary	1	1	1	1	1	1	1
Associate Principal Secondary	1	1	1	1	1	1	1
Head of Post 16					1	1	1
Heads of School			4	4	4	4	4
Director of Operations					1	1	1
Heads of Subject/Co-ordinators/themes	3	6	8	12	13	13	13
Teachers	7	11	17	35	42	58	60
SENCO		1	1	1	1	1	1
Business Manager	.5	.5	.5	1	1	1	1
Teaching Support staff	1	2	2	4	4	4	4
EAL	2	3	4	5	6	7	7
Premises Support Staff	3.5	5	6	7	8	8	8
Admin. staff	1	2	3	3	4	4	4
Science Technicians	.5	1	1	3	3	3	3
Media Technician		.2	.5	.5	.5	.5	1
Computer Technician			1	1	1	1	1
On-Line Learning Technician				1	1	1	1
Various staff marketing, data, exams, MIS	All shared with South coast						

The Principal will ideally be appointed in September 2016 to help plan and manage the development of the academy in advance of opening. In year one the task would be to appoint a mixture of experienced and new teachers in order to manage the financial implications of start up. All staff would experience a rapid training programme on pre-opening.

The Principal of the Academy would also have heavier teaching load, dependent on need, and curriculum development role than in later years as the academy develops to its full staffing complement. This would mainly be with the innovation and PBL sessions of the curriculum. In Year 2 the aim would be to reduce the teaching load totally for the Principal. Another strategy to stabilise the academy finances will be that most services and support will be outsourced as and when needed. The aim is to establish a very efficient and lean educational model putting into place systems and strategies not necessarily used in mainstream schools, for example there would be no need for money to be spent on supply or cover teachers as additional teachers are employed as part of the staff team and the nature of the project based learning would allow great flexibility in terms of staff deployment. Our experience of opening new schools is that we can make significant savings and economies of scale by supporting the development of the academy with staff from other Trust schools. In most cases this will be funded from the Academy budget but can and will be supplemented at times from the Central Trust budget.

Each primary Year group would have 3 teachers for every 60 pupils, along with support staff dependent on the EAL and SEN need. This is to provide setting by ability for literacy and numeracy, in-built cover and PPA time. Specialist subject teachers in Maths, Science and Computer Science would be put in place from Year 1. Other subject teachers would gradually be put in place. We have a detailed curriculum analysis document for the Livingstone Academy Bournemouth, which we use in all our academies, available on request.

As stated earlier, there will be a significant number of Computer Science teachers appointed in the first couple of years to help other teachers to develop the computing elements in their subjects. As the teaching staff number grow through the years costs will increase, although any flexibility in funding will be used to employ additional primary and secondary teachers to reduce class size, support interventions and to run special programmes. Coaches and peripatetic music teachers will be employed gradually to run enhancement activities after school and in holidays.

Section E: Evidence of need – part One

	2017				2018 *estimate			
	A	B	C	D	A	B	C	D
Nursery								
Reception	60	83		138	60	83		138
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	150	181		121	150	181		121
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of need – part 2

Section E1

The Livingstone Academy Bournemouth will be a dynamic all-age Academy, with a specific focus on computing. We believe this is an ideal location for the Academy for a variety of reasons:

- The expertise and location of the Aspirations Academies Trust in the South Coast District.
- 'Silicon Beach' and all the hub of related digital industries are located here.
- There is a high level of demand for new, high quality schools.
- There is no secondary school in the town centre of Bournemouth.
- The need to provide real links for local students to our dynamic industries is vital.
- The need to develop a school model that can offer a unique combination of academic rigour matched with the development of essential computational and digital skills essential for young people to thrive in the world today.

We have analysed the need for more high quality places in Bournemouth and Poole and how the demand for places is projected to dramatically increase between 2017 and 2022 with at least 6 new forms of entry required for reception, and at least 20 forms of entry for secondary by 2022.

We have looked at the need both nationally and locally for the recruitment of a skilled workforce to supply the growing digital creative industries.

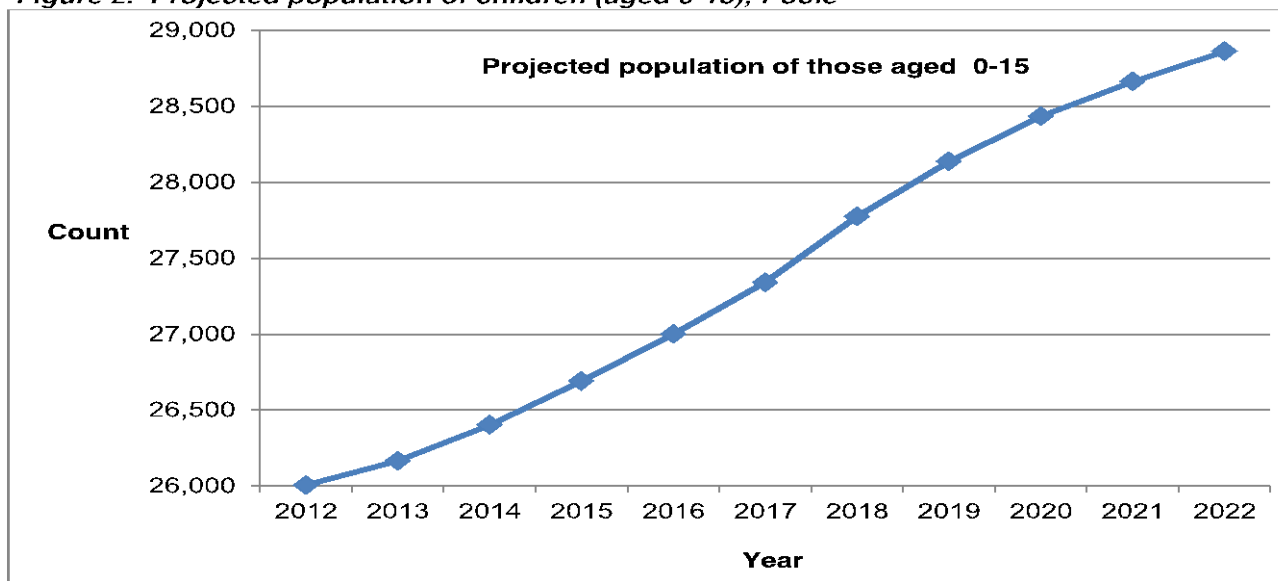
We believe that there is a gap in the demand amongst young people in Bournemouth and Poole and their parents for greater choice of schools, with better standards, and which develop the skills required for success in this digital world.

We have polled prospective parents & carers of children eligible for application to the school in 2017/8 and shared with them our vision for a new school with a unique specialism in computing and digital skills.

Need for places

Bournemouth and Poole is an area of significantly rising population growth and many new school places are required. The table below shows the overall situation with an increase of nearly 3,000 school age children between 2012 and 2022.

Figure 2. Projected population of children (aged 0-15), Poole



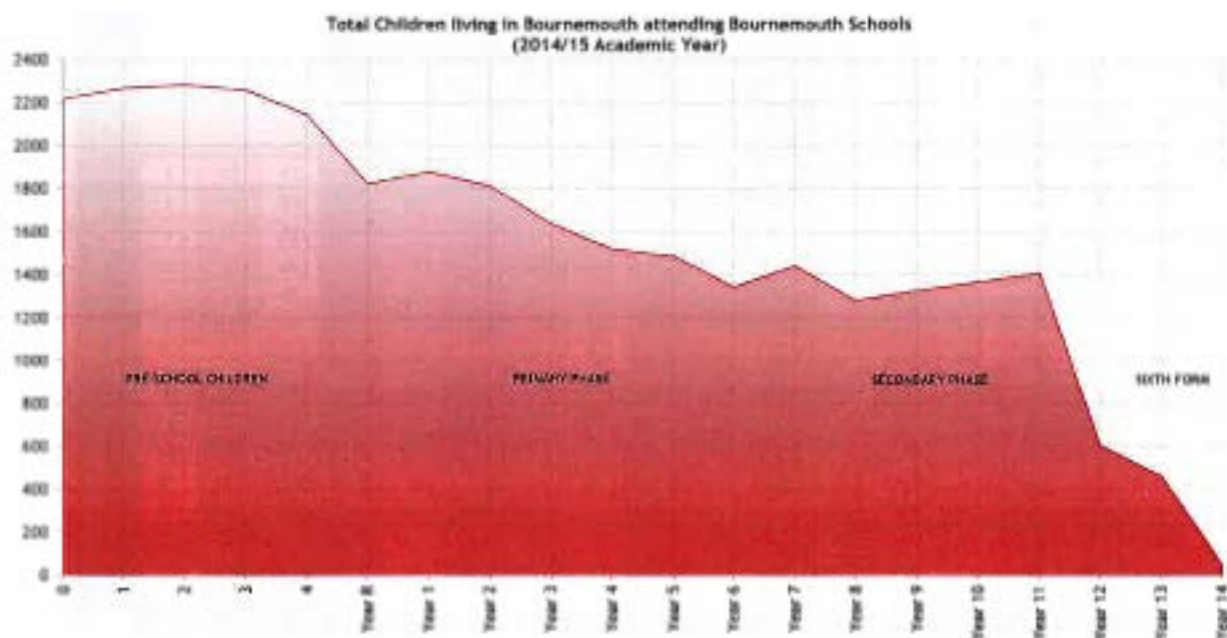
Data source: ONS 2012-based population projections

The table below shows the unpredictability of the demand for Reception places in Poole, with a forecast of need anything between 65 and 105 extra places needed in 2013.

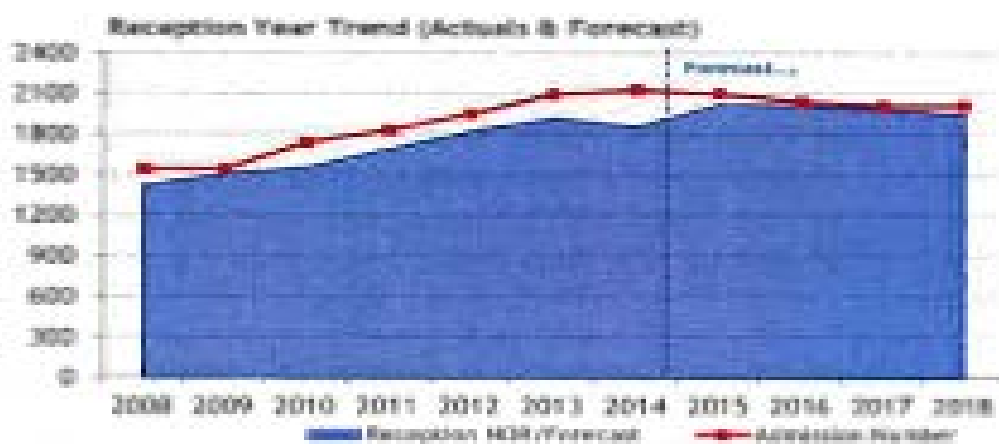
Table 3: 2012 Poole Pupil Projections - Reception pupil estimates for September 2013

2012 Projection Scenarios	Actual Reception places offered for 2013	2012 Forecast Estimates of 2013 Reception Numbers	% Error compared to actual offers
Scenario 1 2011 Take Up (88.6%)	1550 (situation 22 May 2013)	1524	-1.7%
Scenario 2 2012 High Take Up (93.9%)		1615	+ 4.1%
Scenario 3 Increased Take Up (96.4%)		1658	+ 6.9%
Scenario 4 No export Poole pupils to Bmth & Dorset		1670	+ 7.7%
Scenario 5 High migration		1654	+ 6.7%

The diagram below taken from Bournemouth Place Planning document shows the range in ages of the school population in 2014/15. There are over 600 more pre-school children than Year 11 children and this growth will place a great deal of pressure on school places as they move through school.



The graph below reflects the growing need for Reception places in Bournemouth.



In Poole, there is currently a secondary places study being undertaken to identify a site for a new secondary school as, based on current pupil projections, an additional 10 forms of entry (300 places) will be required in Year 7 over the period 2018 to 2022. Current thinking in Poole is to simply expand the existing schools, several of which are failing or significantly underperforming.

Summary:

Both Bournemouth and Poole are attractive places to live and they have a growing digital economy and planned housing developments particularly in the town centres, as a result the population has grown significantly over recent years and is forecast to grow even more. There is currently a need for around 6 forms of entry at Reception age and an urgent need for more than 20 forms of entry across the two boroughs at age 11.

Standards of local schools

Educational attainment in Bournemouth and Poole is extremely variable at KS2, GCSE and A Level as shown in the information in Section C. There are six primary age schools in the boroughs and three secondary schools that have received grade 3 or 4 Ofsted inspection reports over the last 12 months . **This means that there are at least 547 pupils in the primary age group who would normally go to these under-performing schools, who might consider taking up the 90 Reception Year places at the Livingstone Academy Bournemouth. There would be at least 450 students from the under-performing secondary schools who might apply for the 120 Year 7 places at the Academy.**

Aspirations Academies Trust is well placed to provide high quality education to counter this local poor quality provision:

- In Poole in particular there is a division between infants and junior schools. Many of which are too small to manage the educational provision effectively. Also, the non-grammar schools generally have small post-16 cohorts which can also be too small to offer quality A level teaching. The Aspirations Academies Trust has a range of strong & Ofsted Outstanding primary, secondary, studio and Post 16 schools in a network that provides support to our schools.
- We pay particular attention to transition years between our primary/secondary and post-16 provision. National research tells us that a coherent all-through 4 to 19 provision affects standards in attainment and so in creating the Livingstone Academy Bournemouth as an all through school will ensure coherent provision across all ages.
- Our vision is to ensure that all our students have the aspirations and skills to achieve their dreams and we embed this vision in all our new schools.
- We are building a specialism in schools that provide outstanding sciences, maths & digital education. We are doing this through our Space Studio schools and also at our post 16 Tech City College.
- We are developing strong business links to provide pathways to employment in digital industries. This includes pioneering a new workspace hub for start-up tech businesses at Tech City College, with businesses committed to supporting our project based learning programme. This will be a key part of the new Academy and will ensure a different style of high quality education blending academic studies and practical learning with tech industries.

Poole LA was inspected by Ofsted in the Summer of 2015. The summary findings included:

- Poor challenge by the local authority over time has led to a slow pace of improvement in Poole's primary and secondary schools.
- The outcomes for pupils at Key Stage 2 remain some of the lowest in the country and, from their starting points, pupils' progress is poor.
- Too many pupils do not make good enough progress at Key Stage 4.

- Achievement for learners on advanced level courses in school sixth forms is average.
- Leaders do not articulate clearly an ambitious vision for the strategic improvement of education in Poole.

This report further highlights the need for further quality education provision in the area.

Digital industries recruitment

There is an urgent need for a new generation of young people with computing skills and knowledge to help drive the future UK economy. The sector is considered to be a main driver of the economy over the next ten years and requires nearly 300,000 recruits at Professional, Manager and Associate Professional level to fulfil growth potential to 2020. In order to maintain a competitive edge in the world of the future we need to invest in the development of the skills for the future in our young people. This involves the development of high level computing skills.

The UK's digital companies are creating huge employment opportunities across the country. Currently, there are more than 1.46 million digital jobs nationally, with the largest concentration in Inner London (228,572). According to Future Fifty company, Adzuna, there are currently 45,000 digital jobs being advertised in The UK (excludes IT telesales). **The percentage growth of digital jobs over the next six years is expected to be higher than that of all other occupations combined – the result of the formation of more and more digital businesses. The Tech City UK Report 2015 stated that a larger pool of digitally skilled workers is high on the wish list of the UK's tech community.** One-third of survey respondents **considered a lack of local talent to be one of their biggest barriers to growth.** Plans to grow the digital technology sector in Bournemouth and Poole and nationally will depend on attracting highly skilled practitioners. The leading British computer graphics production houses who are supporting this bid (Double Negative & Framestore) have recently launched a higher apprenticeship in order to support career pathways into their industry as they recognize that they are increasingly outsourcing entry level roles overseas and so they are not building local skills in the UK workforce. They are not alone in finding difficulties in recruiting specialist creative operators and all of our partner companies have talked to us about the need for international recruitment due to the lack of home-grown skills.

The change is beginning in our schools with the recently introduced computing curriculum and with the Government ambition for the majority of young people to continue studying maths until age 18 by 2020 in order to compete globally.

The Livingstone Academy Bournemouth will go one step further through not only developing high quality, applied STEAM and CASM (Creative Application of Science and Maths), education, but also developing an entrepreneurial mindset from an early age. Students at the Academy will also greatly benefit from our emphasis on student engagement in teaching and learning and from the close liaison that will take place between our schools.

In order for digital industry companies to be successful and to grow their businesses, the importance of recruiting and developing young people through partnerships between schools and the industry is vital as there is currently a growing skills shortage and dearth of young and suitably qualified people. This school will have access to many digital industry companies, who have both readiness and interest to help create a very different educational environment designed to ensure young people leave school with the computational skills and qualifications needed for success in today's world. The Project Based Learning curriculum at the school combined with the Aspirations vision will ensure that the school is tailored to develop the skills required by digital employers and, as such, will make

Academy students highly employable. Employers involved in the creative industries have pledged their support and the project based learning curriculum will involve them in a variety of methods including: personal coaching, research, independent and group study, real work, thematic projects, discrete subject lessons. Employers, academics and teachers will be involved in the development and delivery of the curriculum at the Academy. The following companies and individuals involved in the creative industries sector have expressed a commitment to support the Academy. Letters of support are available if required.

Company/Organisation	Visits	Internships	Mentors
[REDACTED]	Y		
[REDACTED]			Y
Digital Schoolhouse	Y	Y	Y
Code Kingdoms, [REDACTED]	Y	Y	Y
Cannybots	Y	Y	Y
London Small Business Centre, [REDACTED]	Y		Y
Maker Club, [REDACTED]	Y		Y
Double Negative, [REDACTED]	Y		Y
Square Enix, [REDACTED]	Y	Y	Y
Mediatonic, [REDACTED]	Y	Y	Y
Mind Candy, [REDACTED]	Y	Y	Y
Bossa Studios, [REDACTED]	Y		Y
Raspberry Pi, [REDACTED]	Y	Y	Y
Shazam, [REDACTED]	Y	Y	Y
Aspirations Workspace Tenants	Y	Y	Y
Disney, [REDACTED]	Y		Y
ITV, [REDACTED]	Y	Y	Y
University of Bournemouth, [REDACTED]	Y		Y
CEMP, University of Bournemouth – [REDACTED]	Y		Y
Redweb	Y		
Bright Blue Day	Y		
Silicon South Organisation	Y		

Parental Demand (See Section E2)

Section E2: Successful engagement with the local community

We have and will continue to engage with the local community in a number of ways:

- We have canvassed with parents and have used the school website, social media and a street interview to reach out to prospective parents and local residents.
- We have held a public meeting.
- We have met with local businesses in the digital industries and will widen this with other local stakeholders, including community groups during the autumn 2015.
- We held several extremely positive meetings with the Bournemouth and Poole Borough Council and also local schools & other local education establishments. We are planning to speak at the secondary & primary schools head teacher association at their next meeting.

Local Authority & local opinion leaders: We have advised the Borough Council and met with some prominent school leaders in Bournemouth and Poole. Both Borough Councils recognize that it is an exciting and innovative project and have told us that they are always keen to talk to groups who wish to provide services in the boroughs. Meetings are currently on-going with the School Improvement Team and councillors. On September 24th we met with Bournemouth LA and identified a potential site for the academy.

Digital Industries: On September 24th we started the first of many meetings with the 'Silicon South' group representing the creative industries and also with Bournemouth University digital technologies section.

Schools: We are planning to meet school leaders through their regular forum and have written to all Nursery, Primary and secondary School Heads in the LA .

Local Community Groups: We are beginning a dialogue with a wide range of diverse community groups in Bournemouth and Poole. We have canvassed local opinion face to face in the street and through a leaflet and advertising campaign in the local media. Leaflets were placed on community notice boards and handed out in local supermarkets.


Parents: We held a parents meeting at Bournemouth University on Thursday 24th September 2015. A large advert was placed in local newspapers, sessions have been set up on local radio and we have established a website for the Academy with an online survey so parents can register their interest and for us to gather feedback from the local community. We have used social media including Facebook, Mumsnet and Netmums,. The overwhelming response to the communications campaign so far has been positive. There has been some negative responses where some people simply object politically to the concept of Free Schools.

We have identified significant parental demand in Bournemouth and Poole as well as demographic pressures detailed above. We have widely canvassed in the local area primarily face to face surveys conducted by Magna Academy Poole post 16 students and at public meetings. Parents in Bournemouth and Poole are faced with a selective education system at the age of 11 with few good alternatives, with the exception of Magna Academy Poole, to the Grammar School provision. Parents would welcome a high quality computing, science and maths focused education.

We have also canvassed parents of pupils at our three Aspirations Academies in the South Coast. Although none are of the required age group to join the new Academy in 2017 100% agreed that they would be keen either for their child to continue their education in an Aspirations Academy, either Livingstone Academy Bournemouth or Magna Academy Poole, and the parents at Magna Academy Poole considered the post 16 offer at the new Academy to be very attractive. This would bring a total

of 150 Year 6 pupils looking for places at either the new Academy or Magna, and 180 students looking for post 16 places.


This is the advert for the public meeting placed in the press:



Livingstone Academy
Bournemouth and Poole
An Aspirations Creative Technologies Academy

A new age 4-18 Academy in Bournemouth and Poole
For young people to be equipped with the skills and qualifications required to operate and play an active and successful role in today's knowledge-based, interdependent, highly competitive, fast-changing digital world.

An Academy fit for the Digital Age in which we live



Information Meeting for Parents
Thursday 24th September 2015
6 p.m. to 7 p.m.
at
William Barnes Lecture Theatre,
Fern Barrow, Talbot Campus,
Poole, BH12 5BB

The Academy will focus on the development of high level qualifications, an emphasis on Science and Maths and the computational knowledge and skills delivered through a partnership between the Academy and the digital industry that are central to a successful life as a digital citizen in the 21st Century

Opening September 2017 for Reception and Year 7 pupils and students

This is the leaflet distributed in the local community and used for the street interviews:

Livingstone Academy Bournemouth

Do you have children and are you thinking about their school options?

If you have children who are either two or three years old or who are eight or nine right now and you are thinking about which school to apply to, please read this leaflet.

The Aspirations Academies Trust is applying to the Department for Education to open a new non-selective primary and secondary school in Bournemouth and Poole. This school will specialise in Computing and Sciences and will open in a new building in 2017.

This school will be called the Livingstone Academy because we are in partnership with one of the founders of the UK computer games industry, [REDACTED] and we are working with a number of leading digital companies based locally in Bournemouth and Poole.

Currently, Aspirations run twelve schools across London and the South and in 2015 at the latest three Ofsted inspections, all three schools were graded Outstanding. The schools are mainly primary and secondary schools, but there are also two studio schools specialising in space sciences and a sixth form specialising in sciences and technology.

Our name is our educational ethos:

Aspirations: the ability to dream about the future, while being inspired in the present to reach those dreams.

All Aspirations schools have this ethos. We believe that in order for students to reach their academic promise they need to believe in their ability to do so. We are committed to helping schools foster student aspirations so that all students reach their full potential.

We provide outstanding learning opportunities for our students with a curriculum that is informed by the Aspirations Framework of the guiding principles of Self-Worth, Engagement, and Purpose. We use this to help our schools bring this vision for learning to life.

Our vision for the Livingstone Academy:

All our young people today live in a digitally-connected world surrounded by computers at home and at school. Teenagers run their lives through mobile devices, it is their primary tool for information and news and they immerse themselves in social media and screen entertainment. In a world that has become reliant on technology, it is important that all young people are thoughtful and informed consumers of technology, but also have the knowledge, insight and skills to create their own technology as digital operators.

Our aim is that all our students will be equipped with the skills and qualifications required to play an active and successful role in today's knowledge-based, interdependent, highly competitive, fast-changing digital world. Our new school will have a rich partnership with the digital industry to ensure that students gain the skills and knowledge that are central to a successful life as a digital citizen in modern Europe.

We believe that there is a role for a new local school specialising in computing, science and technology that will provide wider opportunities for future careers for a new generation of successful and confident citizens who will contribute to local, national and international economic success.

This will be a new school that will combine modern technology with specialist science labs, design studios and an on-site business hub for start-up and tech businesses to ensure that our students will combine excellent academic results with enterprising practical experience tailored to the needs of contemporary society.

Our pledge to our students:

- *Every student at one of our schools receives outstanding care, outstanding education and outstanding opportunities.*
- *The school will have a strong academic basis with a curriculum centred around computing and digital learning so all children get an excellent start.*
- *There will be a wide range of practical based learning and business mentored experiences for all students.*
- *Every student will have an individual learning plan and every parent will have a direct relationship with their child's class teacher.*

As part of preparing to send a bid into Government, we will be asking for other ideas from prospective parents and the Bournemouth and Poole community. You can play your part in helping us make this happen, or simply find out more about our plans and our progress, by filling in a simple form with your contact details. By keeping in touch, you could be helping to make a big difference in your community.

Please let us know what you think about our plans by contacting us at info@livingstone-aspirations.org.

We look forward to hearing from you.

We used a questionnaire both online and through face to face canvassing. This is the questionnaire that has been used:



Livingstone Academy **Bournemouth and Poole**

An Aspirations Creative Technologies Academy

You have had the vision of the new school explained to you. Do you agree with the vision and idea of this new school? (Please tick)

YES

NO

Would this be the first choice for your child(ren) in September 2017? (Please tick)

YES

NO

Signature:

Please give the date(s) of birth of your child(ren):

Child 1

Child 2

NB: Children who were born between September 2012 and September 2013 will be eligible for year 1 first year of entry for the new nursery school in 2017 or children born between September 2013 or September 2014 will be eligible for year 1 first year of entry for the new nursery school in 2018.

NB: If you have a child currently in Year 5 who was born between September 2005 and September 2006 they will be eligible for Year 7 in the new secondary school in 2017. If you have a child now in Year 4 who was born between September 2006 and September 2007 they will be eligible for Year 7 in 2018 in the new secondary school.

What is your postcode?

What is your house number?

If you want to be kept in touch, please complete your contact details below.

Please use **CAPITAL LETTERS** so that we can collect this information accurately:

Name:

Phone number:

Email:

In total, up to 31st September 2015, we have interviewed or surveyed over 260 people. Well over 95% of all those interviewed thought the principles behind the Academy were very appealing and 83 parents of Nursery age children and 181 parents of Year 6 age students have indicated that they would be very interested in making the Academy their first choice of school. The interviews and surveys have been very successful in gaining a commitment from parents. In each case parents were asked for their name, their postcode, the age of any children, and their email address. All these completed surveys are available as requested. The face to face meetings were more successful than the on-line survey, although the survey will be kept open over the coming months to ensure parental demand is continually recorded leading up to opening.

The street interviews asked the following questions:

1. Are you satisfied with the current state school educational provision available to your child? **Response: Those parents who had school age children responded with a 55% positive response.**
2. Are you supportive of a high quality Academy delivering an education designed to create the digital makers and citizens of the future? **Response: 100% positive response.**
3. Do you agree that an Academy should work closely with the creative and digital industries in order to develop the relevant skills for success in today's digital world? **Response: With 'Silicon Beach' so close there was a 100% positive response**
4. Would you like your child to develop the skills and knowledge related to computational thinking from an early age? **Response: 76% positive**
5. Would you like your child to receive substantial experience of real work in the creative and digital technologies sectors during their education? **Response: 80% positive.**
6. Would you like your child to be involved in solving real-world problems as part of their education? **Response: 92% positive**
7. Would you be happy if the Academy day and Academy year were longer than most schools? **Response: 75% positive**
8. Would you choose the Livingstone Academy Bournemouth as the first choice school for your child? **Response: 74% positive**

5. Parents interviewed have had a range of questions about the proposed academy:

- Where will it be located?
- Will it work with the University?
- What do you think can go wrong with the Academy?
- What is different about the curriculum?
- What will the Academy provide for younger students?
- How will the Academy support parents?

There has so far been overwhelming support for Academy from the people interviewed or completing the on-line surveys with a virtually unanimous agreement that there is a real need for an innovative Academy providing an education in tune with the requirements of this digital age.

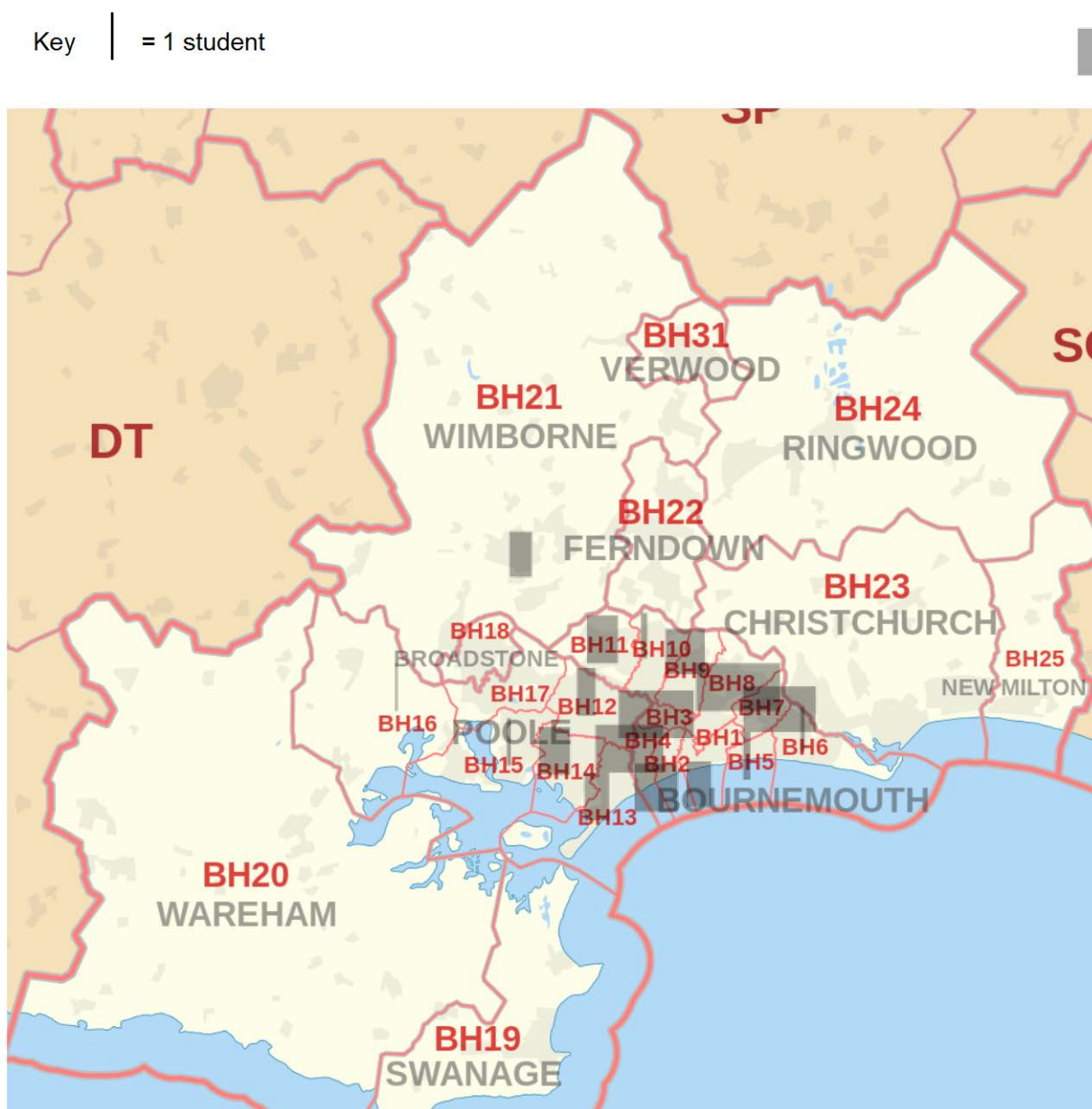
Reception: Parents of nursery age pupils have been interviewed and parents of 83 children have indicated that they would choose the academy as a first choice for their children.

Year 7: Parent of over 181 children of Year 5 age currently expressed a real desire for their children to attend such a school.

Below are the postcodes of parents (for Reception age 2 and Year 7 Year 5) who answered positively to the question: 'Would you choose the Livingstone Academy Bournemouth as the first choice school for your child?':

Hand written sheets including name, response to questions, age and postcode are available on request	Post Code	total	Year group
	BH1	3	Reception
	BH2	8	Reception
	BH3	13	Reception
	BH4	11	Reception
	BH5	0	Reception
	BH6	0	Reception
	BH7	13	Reception
	BH8	16	Reception
	BH9	5	Reception
	BH10	0	Reception
	BH11	4	Reception
	BH12	3	Reception
	BH13	2	Reception
	BH14	3	Reception
	BH15	1	Reception
	BH16	0	Reception
	BH17	0	Reception
	BH18	0	Reception
	Other	1	Reception
	TOTAL	83	RECEPTION
	BH1	8	Year 7
	BH2	11	Year 7
	BH3	19	Year 7
	BH4	20	Year 7
	BH5	5	Year 7
	BH6	4	Year 7
	BH7	21	Year 7
	BH8	22	Year 7
	BH9	19	Year 7
	BH10	3	Year 7
	BH11	10	Year 7
	BH12	4	Year 7
	BH13	8	Year 7
	BH14	4	Year 7
	BH15	4	Year 7
	BH16	2	Year 7
	BH17	5	Year 7
	BH18	0	Year 7
	Other	12	Year 7
	TOTAL	181	Year 7

The map below shows the location of the respondents for first choice places in Reception and Year 7 combined. The map shows the combination of parents for Reception age 2 and Year 7 Year 5. These are the ages of pupils eligible for the opening year groups of the Academy in 2017.



The data we have collected does provide a statistically valid sample to show that the Academy will be fully populated. There is no other Academy delivering such a unique education combined with the excellent academic track record of the Trust.

Key communications campaign timetable below:

The basic advertising campaign for recruitment to Livingstone Academy Bournemouth:

Date	Entry group of pupils/ students	Action
September/October 2015	All	Canvassing parents, parents meeting at Bournemouth University. Advertising campaign: leaflet drops in supermarkets, nurseries and schools. Canvassing on street, in nurseries and schools, dialogue with community groups & digital/creative businesses, dialogue started with community groups
November/December 2015	All	Public meeting, at Bournemouth University. Dialogue with community groups & local businesses
January/February 2016	All	Public meeting, at Bournemouth University. Dialogue with community groups & local businesses
March/April 2016	All	Public meeting, at Bournemouth University. Dialogue with community groups & local businesses
Summer 2016	All	Public meeting, at Bournemouth University. Dialogue with community groups & local businesses
September 2016	Primary schools	Visits to all local Bournemouth and Poole Primary schools
September 2016	All	Public meeting at Bournemouth University. Leaflet drop in local schools, nurseries, streets, and supermarkets
October 2016 Bournemouth and Poole Secondary Year 7 Application deadline	Secondary	LA booklet information
November 2016	Primary	Public meeting and visit to all nurseries
January 2017 Bournemouth and Poole primary application deadline	Primary	LA booklet information
March 2017	Primary and secondary	Numbers of pupils applying for Reception and Year 7 places informed by the LA

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

The table below outlines the wide range of people involved in the development of the academy:

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
Steve					

Ellen					

F1 (a) Pre-opening skills and experience

Between the Aspirations Academies Trust and the Livingstone Foundation we have significant experience of the education and the digital sector. The education and finance experience is first class and the capacity to deliver time and energy is fully available to ensure the success of the Academy. As you can see from the list above there are a large number of very experienced and successful people involved in this initiative. There is a core group who are driving the development and their CV's have been included in the Annex. There are numerous other people in the Aspirations Academies Trust based in London who will also be involved as needed in the set up process. The Aspirations Academies Trust has twelve academies in operation and so has a good sized team from which to draw. The Trust is totally committed to providing the very best educational and management support to each of it's academies, including the Livingstone Academy Bournemouth, and is continually building capacity to ensure this is of the highest quality. Also, policies, financial systems and procedures, EFA contacts and other procedures are already in place across the Aspirations Academies and most of these can be readily transferred to the new Academy. The Trust achieved 'Outstanding' Ofsted grades in three of its academies, both secondary and primary, in the spring and summer of 2015.

We believe we have significant experience in the key areas of managing school finance, leadership, project management, marketing and human resources. In addition, as soon as the bid is approved we would set up a steering group consisting of the core applicant group to support the Aspirations Academies Trust in the project management of the Academy development. The Aspirations Academies Trust would work full time on the development of the Academy with the support of the Livingstone Foundation. We would also ideally appoint the Principal from September 2016 who would then become an important part of the development of the Academy systems, structures and curriculum and play a major role in marketing and student recruitment. The principal of one of the existing Aspirations

Academies in the South Coast District would act as an Executive Principal for the new Academy in the first couple of years.

The Trust is very experienced at opening several schools at the same time and the Trust growth plan is centred around the creation of three all-through age self-managing Districts by the time the Livingstone Academy Bournemouth opens in 2017. There will be a Banbury District with 4 schools, South Coast District with 4 schools, a West/Central London District with 6 schools. Each District will have its own Executive Principal, Director of Operations and Finance, marketing and HR officers. All Districts will be supported by the Central Team. The table below shows the past, present and future development plan for schools in the Trust:

Academy Opened	Type	New or Existing	Year
Banbury Academy	Sponsored secondary	Existing	2012
Dashwood Banbury Academy	Sponsored primary	Existing	2012
Harriers Banbury Academy	Converter primary	Existing	2013
Rivers Academy West London	Converter secondary	Existing	2013
Magna Academy Poole	Sponsored secondary	Existing	2013
Jewell Academy Bournemouth	Basic need primary	New	2013
Oriel Academy West London	Converter primary	Existing	2013
Oak Hill Academy West London	Converter junior	Existing	2014
Space Studio Banbury	14-18 studio school	Free School	2014
Ocean Academy Poole	Basic need junior	New	2015
Space Studio West London	14-18 studio school	Free School	2015
Tech City College	Sponsored Post 16	Existing	2015
Livingstone Academy Bournemouth	Basic need/Free school 4-19	Free School	2017
Livingstone Academy Bournemouth	Basic need/Free school 4-19	Free School	2017
Livingstone Academy Oxfordshire??	Basic need/Free school 4-19	Free School	2018
Oak Hill West London Infants	Basic need/Free School 4-7	Free school	2018

As the table above shows we have a strong team and a very good record of opening new schools and ensuring that they all improve. The table below shows that we have two years to plan for the opening of the Livingstone Academy Bournemouth whilst ensuring the continued improvement of all our academies:

Year	Number of new schools opened or taken over
2012	2
2013	5
2014	2
2015	3
2016	0
2017	2
2018	2

The Project lead on all these schools is the Chief Executive who manages the rest of the Central Team and other Academies in order to maximise the best support for the development of each new academy.

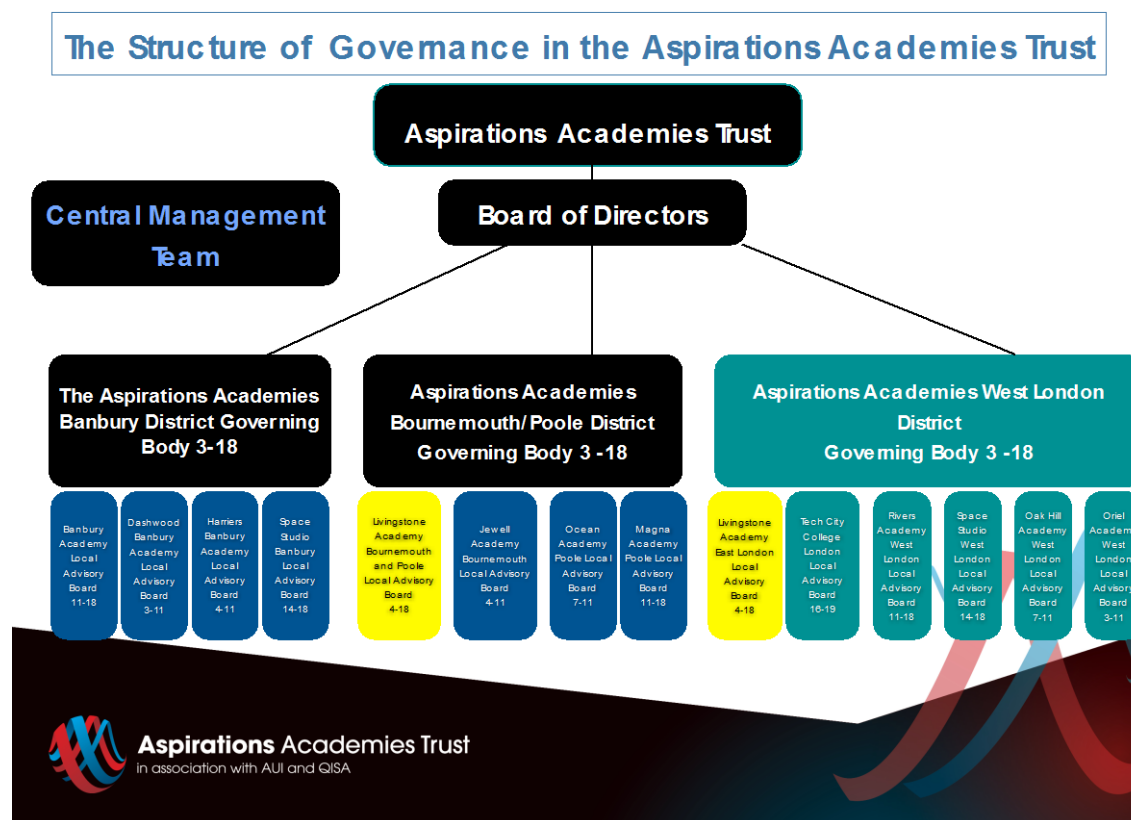
Skills gap in pre-opening

The Aspirations Academies Trust have the experience of setting up two Studio Schools, a brand new primary school, a brand new junior school and re-opening two failing schools without any negative impact on other existing provision. As our family of aspirations academies grows the capacity for mutual support increases. As a result we believe we fully understand what is required to open a new academy and believe we have the experience and expertise to make a successful academy development. If there were any area we discover we have a weakness or need in we would look at our usual contacts to find sufficient support. The sustainable strategic structure for our central team and each District outlined above will be fully in place by 2017 ensuring that there is more than adequate capacity to manage the development of the academy.

Section F2

Governance Structure

The Livingstone Academy Bournemouth would form part of the Aspirations Academies Trust Mutli-Academy Trust. As such the Academy would be an Aspirations Academy, with the legal responsibility for the Academy being in the hands of the Trust, operating as a school with its own identity within the structure, and with the management support, of the Aspirations Academies Trust. The Academy would have its own Local Advisory Board (LAB), which is effectively a governing body with significant delegated powers as outlined in the Aspirations Academies Trust terms of reference (The term Local Advisory Board is stolen from DfE terminology and is in reality a common school governing body). The Livingstone Academy Bournemouth LAB will have at least three of its members nominated by the Livingstone Foundation. . A Memorandum of Understanding is in place between the Livingstone Foundation and the Aspirations Academies Trust.



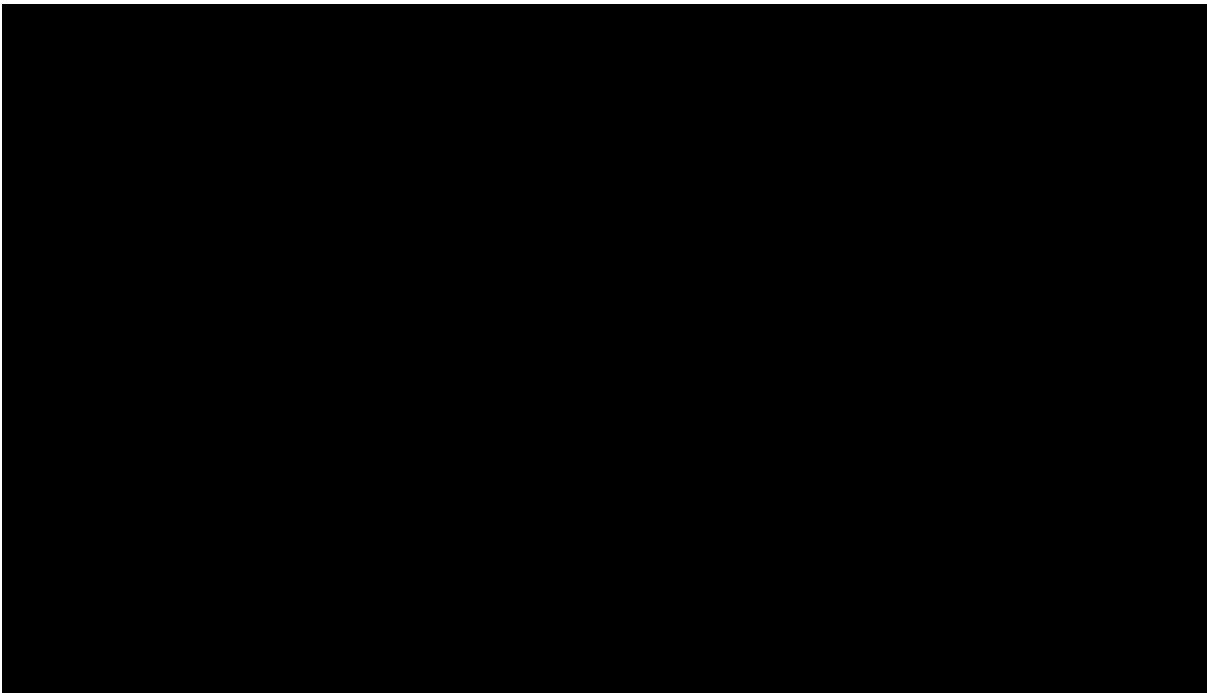
The Livingstone Academy Bournemouth LAB would feed into the Aspirations South coast District Board??. The operation of the LAB and District Board is determined by the guidelines provided by the Aspirations Terms of Reference. The LAB would in turn be governed by the Aspirations Academies Trust Board of Directors (a strategic body which meet three times a year and made up of a highly experienced team of educationalists and business people). The Aspirations Academies Trust Board is provided with monthly operational, financial and educational updates by the Chief Executive and when necessary call a Skype conference hosted at the Aspirations Academies Trust Head Office. The Trust Board devolve the management and operation of the organisation to the Aspirations Central Management Team, and the responsibility for governance is devolved to the relevant local and district boards. The responsibilities for both these bodies are clearly explained in the Terms of Reference of the Aspirations Academies Trust, a copy is held by the Department for Education, however, the basic responsibilities are:

Essentially, it is the District Governing Body that manages the Academies in the District on behalf of the members of the Aspirations Academies Trust. The key responsibilities are to:

The Aspirations Academies Trust South Coast District Governing Body

- Development of Aspirations Academies Trust vision, philosophy and principles.
- Development of the Academy vision.
- Monitoring and support to achieve the development/improvement Plan targets centred on the four Ofsted areas of inspection:
- **Outcomes for Children and Learners:** Learning and progress of all groups of students; Progress over past three years; attainment in relation to national standards; Target setting; Effectiveness of assessment; Reporting to parents; Examination entry; Support and targeting; Student aspirations.
- **Quality of Teaching, Learning and Assessment:** Review systems; Performance management; CPD; Student engagement; Leadership Incubator Programme; Aspirations training and student aspirations activities; Quality of student work.
- **Personal Development, Behaviour and Welfare:** Attitudes to learning ('My Voice' data); behavior in class; Behaviour around the Academy; Levels of bullying; Exclusions; Reward systems; Equal opportunities and respect; Parental views; Attendance levels and punctuality.
- **Effective leadership and management:** Leaders, at all levels, pursuance of excellence; Effectiveness of monitoring and evaluation; Accountability for the quality of teaching and learning; Quality of the curriculum; Capacity for sustained improvement; Effectiveness of governance; Safeguarding; Community links; Management of facilities and resources. Recruitment of senior staff (with the support of the Aspirations Academies Trust).
- SEN provision.
- Student/Pupil admissions.
- Policies.
- Financial oversight.
- Planning, budgeting and reporting procedures.

- Statutory Compliance and risk management.
- Sharing educational practice and support between Aspirations Academies.
- Ensuring the 'all-through' educational provision is cohesive and effective.
- Safeguarding.
- Marketing and publicity.
- Health and Safety and risk assessment.
- Preparation for Ofsted - aim to be outstanding.



The Principal of the Livingstone Academy Bournemouth will have full responsibility for the Academy in line with the usual responsibilities of a school Headteacher. However, the Principal will have the support of and will be directly line managed by the Lead Executive Principal of the Trust, as well as being fully supported by the Aspirations Academies Trust Chief Executive and Management Team.

Any conflicts of interest would be initially dealt with by the Executive Principal or ultimately by the Chief Executive. The Trust is highly sensitive to this issue and has been under close scrutiny by the Department for Education as

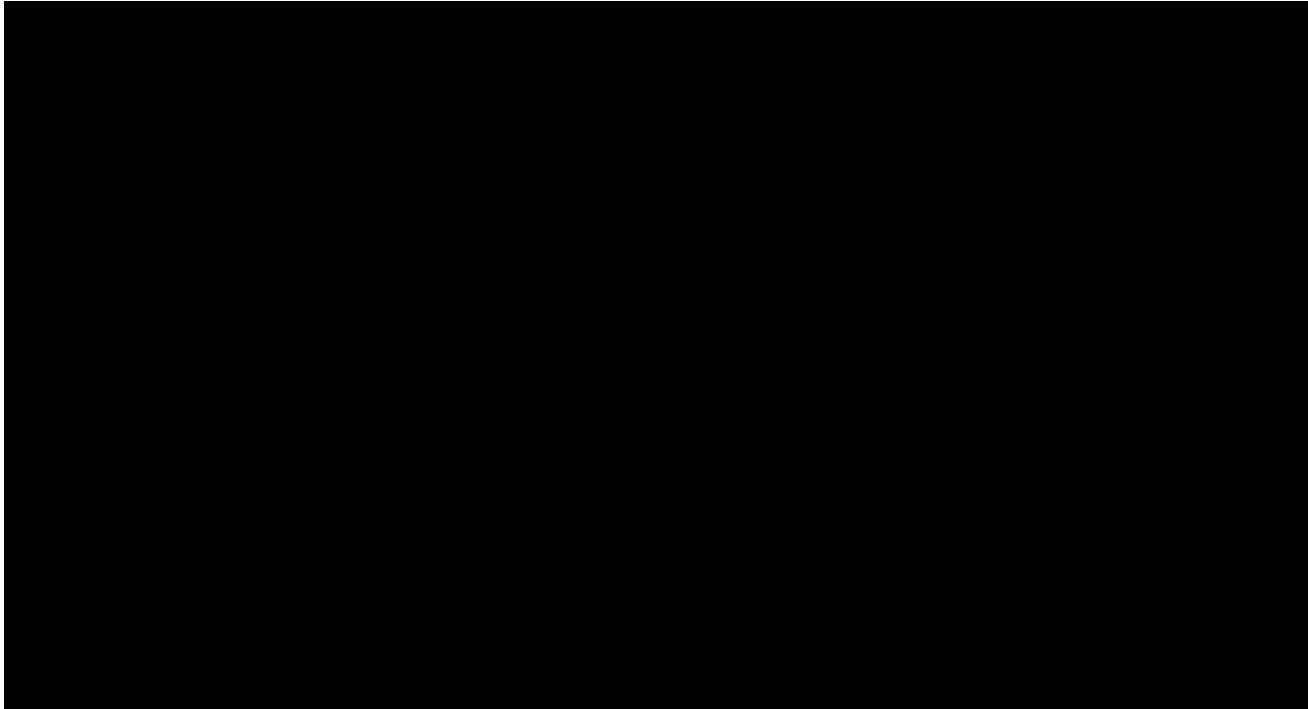


This issue has not created any issues and in the event of any conflict the President would effectively step in, supported by the other



In the pre-opening phase a steering group will be set up and will meet monthly, this would continue in the

future to guide the management of the opening of the Academy. This group will include members of the Livingstone Foundation and the Aspirations Academies Trust.



The Aspirations Academies Trust Central Management Team

Although the Aspirations Academies Trust Board delegates most responsibilities to the Local Advisory Boards, it is the Aspirations Trust Central Management Team that will oversee the operational function of the Livingstone Academy Bournemouth, ensuring standards and expectations are maintained, conducting regular review and monitoring and intervening where needed to ensure the Academy meets expectations. The LAB will meet monthly and will oversee the management of the Academy budget and educational provision. In particular, attention will be paid to ensure the Academy meets the highest educational standards in line with the Ofsted inspection criteria. Governors will be highly trained in analysis and encouraged to ask relevant questions requiring evidence from the SLT in order to ensure high quality. The Academy will have it's own

development plan driven by the SLT and closely monitored by the Governors. The academic and financial targets for the Academy will be set by the Trust against national benchmarks in consultation with the LAB. The Trust Board meet three times a year and the LAB and District Boards each meet monthly.

F3 (a) Proposed governors

The Trust Board details are already held by the Department for Education and outlined on the Trust website and in our Terms of Reference (if you require a copy it can easily be provided). They are:

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The Livingstone Academy Bournemouth Local Advisory Board

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
?	Principal of Academy	Principal Designate		Full Time
?	Executive Principal	Steering group	Current South Coast Principal of an outstanding school	1 day

	Trust			
Plus 1 parent			Finance	8 hours
Plus 1 parent			Bournemouth Community	8 hours

Two elected students would also be ex-officio members of the LAB. The Chair of the LAB and the Principal of the Academy would sit on the West London District Board. Eventually the LAB would consist of only one employee of the Trust Central Team to provide guidance and continuity. Full details of the structure and operation of our Trust LAB’s is available on request in the Terms of reference.

F3 (b) Skills gap for board of trustees

None, however, we do need to recruit two parents when the academy opens. The Aspirations Academies Trust Terms of Reference state that the composition of a LAB must include the following as a minimum:

1. Principal of the Academy.
2. Two parents of pupils/students at the Academy.
3. A minimum of four co-opted governors with relevant expertise and experience.
4. One or two members of the Trust Central Management Team

We expect three of the co-opted governors to be from the Livingstone Foundation. In addition two pupils/students from the Aspirations Team and the SLT of the Academy will be invited to attend LAB meetings but will not have voting rights.

Conflicts of Interest

All issues in relation to conflicts of interest are initially dealt with by the Chief Executive who may delegate this role at times to the Director of finance and Operations. In cases involving the Chief Executive, [REDACTED] will deal with any issues.

Section F4

A credible Plan for recruiting a high quality Principal during pre-opening Timeline for appointment of a Principal

During the first two or three years, the Livingstone Academy Bournemouth will not only be supported fully by the Chief Executive of the Trust and the Lead Executive Principal (both former, highly experienced Headteachers), but there will also be an Executive Principal from one of the Trust outstanding academies on the South Coast. The timescale for appointing a Principal will be:

- January 2016 – The Academy steering group develop full Principal specifications and starts the research process.
- Advert placed in national press for April 2016 (this will be withdrawn if the application for the Academy is unsuccessful)
- April 2016 – Announcement of success of application for the Academy
- Interviews for Principal in May 2016.
- September 2016 - Principal designate starts work (otherwise January 2017)

The selection process for the Principal would be lead by the Aspirations Academies Trust and the Livingstone Foundation jointly, involving the Chief Executive of the Aspirations Academies Trust, the Lead Executive Principal, The Chair of the Steering Group and [REDACTED]. The selection schedule will involve:

- Candidate short-listing and subsequent request for references
- Pre-interview meeting at Magna Academy Poole. This will involve a presentation about the Livingstone Foundation, the Aspirations Academies Trust and the Academy, and a chance to informally talk to Aspirations staff and Academy Steering Group members.
- Interviews: Morning session starts at 8.50 and consists of 5 separate 30 minute activities:
 - Discussion of a specific learning issue with a group of students, looking for strategies.
 - A RAISE on-line exercise with a specific action plan the result.
 - Discussion with a group of staff around leadership strategies.
 - Lesson observation and feedback.
 - Person specification interview (how they match it).
 - Lunch with Governors and Central Management Team.
 - Candidates given 30 minutes to put together a 5 minute presentation on school improvement (title given there and then)
 - Candidates present to the Interview Team followed by questioning on leadership, management, aspirations and school improvement - 1 hour maximum for each candidate.

However, the type of person we would like to be Principal of the Academy must be an outstanding educationalist with a clear understanding of the importance of computational thinking, digital skills and of raising aspirations. They must also have an entrepreneurial mindset, as well as being an outstanding role model. The Principal of the Livingstone Academy Bournemouth could be an experienced Headteacher or a Deputy Head with enormous potential. The Livingstone Foundation and the Aspirations Academies Trust will

also use their existing networks to identify suitable candidates. The Principal job description is outlined below:

Job Description (This is a brief outline, a more detailed version is available).

The Principal of the Livingstone Academy Bournemouth shall carry out the professional duties as described in line with the School Teachers Pay and Conditions document. The Principal is accountable overall to the Aspirations Academies Trust, and directly to the Executive Principal, for ensuring the educational success of Academy within the overall framework of the Aspirations Academies strategic plan as well as the individual Academy strategic plan. The Principal is responsible for all aspects of the internal organisation, professional leadership, management and control of the Livingstone Academy Bournemouth and for leading supervision over teaching and support staff. They should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in all areas of the Academy's work. Main aspects of the role:

- Carry forward the Livingstone Academy Bournemouth and the Aspirations Academies Trust vision;
- Drive the continuous and consistent focus on computational thinking, digital literacy, creativity, raising achievement and improving student outcomes;
- Lead within the Academy the development of the Aspirations Academies Trust "brand" and ensure it is effectively publicised;
- Ensure the Aspirations framework is embodied in every aspect of the Academy.

Managing the Academy:

The Principal will work closely with the Executive Principal to:

1. Shape the Future (Strategic Leadership).
2. Lead Learning and Teaching.
3. Raise aspirations, achievement and attainment.
4. Develop Self and Working with Others.
5. Lead the Organisation.
6. Manage the Organisation.
7. Secure Accountability.
8. Support the work of the Aspirations Academies Trust.
9. Lead in the Community through collaboration.

Person Specification for the position of Principal

We have a detailed person specification amounting to over two pages of qualities, skills, qualifications and attributes required. It is available on request. The headings include:

- Knowledge and qualifications
- Professional experience
- Personal aptitudes, qualities and skills
- Raising Aspirations
- Computational thinking and digital literacy
- Leading learning and teaching

Section G: Budget planning and affordability

Sections G1

Accurate financial plans based on realistic assumptions: The expenditure figures for the Livingstone Academy Bournemouth are based on the budgets of our other academies for which we benchmark each cost centre on a monthly basis. The Academy site will be similar in scale to a combination of one of our typical primary and secondary academies and so for premises related costs this was the nature of the calculation. The aim of the Academy is to create a highly sustainable economic model for a school. By utilising technology and on-line project based learning techniques, with a supported BYOD policy, there should be little need for paper and many books.

Staffing is the most significant cost in any school and the advantage of starting a new school is that certain savings can be made in this area. Specific staffing savings and efficiencies at the Academy are:

- Staff contracts – staff will be employed for longer hours in the week and for more weeks of the year. However, through educational innovations such as PBL and our primary staffing model there is significantly less teacher led teaching than in mainstream schools and virtually no supply cover costs.
- Support staff economies of scale will be made through close liaison with the Aspirations South Coast district. This will apply to finance, HR, site management and administration.
- Eventually, post 16 students will also be expected to play a major role in the operation of the Academy and will have some tasks as part of their curriculum, which would normally be staffed – these will include mentoring, managing areas such as the library, café, etc.

All Heads of School will be paid for on the leadership spine to ensure they have good pay progression and so that their terms and conditions are slightly different to normal teachers – i.e. their hours and duties can be more flexible.

M5 on the teachers' pay scales have been taken as the average pay level for teaching staff. (this is based on the average salary of Magna and Jewell Academies transferred to Inner London rates).

All staff can access up to [REDACTED] attendance and performance bonus each year. This encourages lower levels of absence and teamwork towards the common Academy targets. This has been used very successfully in other aspirations academies.

There are relatively few administration and support roles. There is a need for a media resource technician to develop high quality on-line resources and to assist students to develop these. There is also a need for support to manage personal coaching and internships. It is expected that the vast majority of support staff also act as personal mentors.

Other significant costs will be to provide a good level of ICT resources, as students will be expected to make full use of on-line information.

Our Income Assumptions: We are convinced that with an active marketing campaign across Bournemouth and Poole and its central location (hopefully), that the Livingstone Academy Bournemouth will be oversubscribed. The digital and computational thinking focus will be a unique attraction. It is intended to market Academy activities to nursery, primary and secondary schools.

A unique feature of the Livingstone Academy Bournemouth will be the Aspirations Workspace where up to 50 start up creative sector companies working in the digital sector will be able to purchase a working desk in return for a lower than expected rent and for mentoring/working with students. This model is working currently at Tech City College in Islington raising around [REDACTED] a year for the college and bringing the workplace to the students. We expect this income to be around [REDACTED] in the Bournemouth and Poole area. All workspace company staff are DBS checked and trained as mentors. The safeguarding requirements are strictly adhered to. However, this income is additional and the Academy operation does not depend on it.

The development of the Livingstone Academy Bournemouth is intended to be an effective educational model for the 21st Century; however, it is also about creating a sustainable and financially efficient operational model. In putting the budget together we have looked at what is needed and not what is normally used in schools.

Section G2

The Viability of Livingstone Academy Bournemouth: The Livingstone Academy Bournemouth would be a viable financial operation. In Year 1, 2017/18 with reduced staffing levels as only the Reception and Year 7 would be in attendance, with a total of 210 students there would be an operating surplus of [REDACTED]. This includes the leadership grant of [REDACTED], which would be very useful to allow the Academy to get the main senior leaders in place in Year 1. However, if such a grant was not available we would have to reduce the number of key leaders appointed in Year 1 and modify the following budgets: [REDACTED] contingency, learning and IT resources [REDACTED]. There is also a predicted surplus of [REDACTED]. It would be relatively straightforward to develop a cost effective operational budget in Year 1. **In addition, we are expecting additional income of up to [REDACTED] from the Aspirations Workspace and lettings. This income can be used to support any aspect of the budget and is sustainable**

year on year. In later years with 1,510 students, there is an operational surplus generally of around [REDACTED] although within this there is still a good contingency and a high level of spending on resources. The accumulated surpluses over several years are quite high although in reality a surplus of around [REDACTED] would be maintained and the remaining funds invested in the Academy.

In Year 1 there is some front-loading of some curriculum leaders and the Principal and Associate Principals in order to get the Academy operating effectively with the highest of standards from day one. The Academy would be easily capable of maintaining financial viability in later years. Operational surpluses are generally aimed to be about 2% of the income with as much money as possible is invested in equipment or the teaching environment.

G3 Financial resilience to reductions in income

Part of the vision of the Academy is to create an economically sustainable educational model for the future. In the development of the educational provision we have used our experience of running schools, researched schools such as Hi Tech High in the USA and worked on our Space Studio School model. There are many areas through developing a different approach to teaching and learning where significant savings can be made. The essence of Livingstone Academy Bournemouth is that we are developing high level student centred learning where the teacher is increasingly the facilitator, although there is still a good deal of discrete teaching. There is nothing compromised in the model by a reduction in student numbers by 30%. Our experience of developing primary, secondary, post 16 and Studio School curriculums follows us to believe that we could cater for three-quarters of the expected numbers; however, we do fully expect the Academy to be oversubscribed.

On the assumption that the Livingstone Academy Bournemouth is undersubscribed by 30% fewer students we have completed the table below. The nature of the education the Academy will provide is very different to mainstream schools with a lot of education being student centred.

Leadership savings can easily be made as additional support could be provided through the Trust.

A 30% reduction in students in Year 1 would mean that there were 40 Reception and 100 Year 7 students. Rather than needing 7 teachers and 3 subject leaders, it could be operated with 5 teachers, 2 subject leaders and no Associate Principals as support could be brought in from our local academies. This would bring an approximate saving of [REDACTED].

For other staff, as already stated, the gaps could be filled by support from the South Coast District. A reduction in 30% of costs is again realistic.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Year 1			
Leadership	Do not appoint Associate Principals	■■■■	
Staffing - teaching	Reduce by 30%	■■■■	
Other staff	Reduce by 30%	■■■■	
Learning resources	Fewer students – reduce by 30%	■■■■	
ICT resources	Fewer students – reduce by 30%	■■■■	
Contingency	Reduce	■■■■	
Admin supplies	Reduce by 30%	■■■■	
Aspirations contribution of 4%	Fewer students – reduce by 30%	■■■■	
Energy, water, etc	Reduce 30%	■■■■	
Other savings	Reduced 30%: employee expenses, training, recruitment, buildings, marketing,	■■■■	
IT managed service	Based on student numbers – cut by 30%	■■■■	
Reduced surplus		■■■■	
TOTAL Year 1 saving			■■■■
Reduction in funding through 30% fewer students			■■■■

* There are significant other savings that could be made, particularly by working even more closely with the South Coast District schools. There is also the expected income of £75,000 that can be utilised.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Year 2 onwards		All from Year 2	
Leadership	Do not appoint Associate Principals from Year 2		■■■■
Staffing - teaching	Reduce by 30%		■■■■
Other staff	Reduce by 30% + no PBL or coaches		■■■■
Learning resources	Fewer students – reduce significantly		■■■■

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
ICT resources	Fewer students – reduce significantly		██████
Contingency	Reduce		██████
Aspirations contribution of 4%	Fewer students – reduce by 30%		██████
Other savings	All reduced by a third: employee expenses, buildings, energy, admin supplies,		██████
Surplus	Reduce proportionally		██████
ICT Managed service	Based on student numbers – cut by 30%		██████
TOTAL annual savings after Year 1			██████
Reduction in funding through 30% fewer students			██████

In Year 1 if the college only had 70% of it's projected numbers the income would fall by around ██████. The savings that could quite easily be made on the proposed expenditure amounts to around ██████. More than the savings needed. In subsequent years with only 280 students the funding would fall by ██████ per year. The savings outlined above amount to ██████. More than needed. Even at 70% capacity the Academy would be large enough to provide a really effective educational provision.

As stated in the opening paragraph we believe the quality of education we will provide would not be adversely affected by funding reductions. The educational model is designed specifically to be able to cope with possible government inspired financial fluctuations in the future.

Section H: Premises

Livingstone Academy – Lansdowne location

The Lansdowne area of Bournemouth would be an ideal location for the Livingstone Academy, in terms of need for school places, excellent transport links, and links to the digital industry and Bournemouth University. It would also provide a much needed community focus in the town centre area

The Lansdowne in Bournemouth hosts many companies in financial services, digital and creative sections, as well as being the second campus of Bournemouth University. It is walking distance from Bournemouth town centre.

Bournemouth Borough Council currently have a consultation underway to redevelop the area and encourage investment and more employment in the area. At the same time, Bournemouth town centre is also developing as a more residential area with further housing developments planned. However, there are limited community facilities available to the growing population now living in the town centre.

At present, there is only one primary school in the town centre area, St Michaels CE VC Primary School. This was a two form entry school which was recently permanently expanded to 3 form entry, and then temporarily to four form entry. It is on a very restricted site, and there are no further options for development there. However, there remains significant demand for primary places in the town centre, and at present children unable to get a place at St Michaels are travelling fairly long distances to access a school place. Many who live close to the Lansdowne are already attending Jewell Academy. There are no secondary schools in the town centre, with the catchment secondary schools being approximately 3 miles away.

The two form entry primary provision would provide Bournemouth with exactly the additional capacity they need in their primary phase. We would anticipate that this would fill from a mixture of local families seeking an education for their child close to home, and children whose parents work in many of the local companies, particularly JP Morgan, LV=, Nationwide and other large financial services, and the many creative and digital companies in the area along with Bournemouth University. These parents may be drawn to the particular nature of education at Livingstone Academy.

Bournemouth is due to begin experiencing a high level of demand for additional secondary places in 2018. The five form entry secondary provision would provide sufficient places for the children already attending the primary phase, children from Jewell Academy, and other children from Bournemouth and Poole. The transport links at the Lansdowne are excellent, with the main train station and a bus interchange almost adjacent to the proposed site.

The links with Bournemouth University, Arts University Bournemouth and the local digital creative industry would be easy to facilitate on the proposed site, as it is walking distance from Bournemouth University's second campus, and a short bus ride or drive to their main campus in Talbot Village, where the Arts University is also located.

[REDACTED]

[REDACTED]