



**CHELTENHAM
BOURNSIDE
SCHOOL**

Inspiring ...

Our 5 year vision, 2022-2027

Our vision is for Cheltenham Bournside School to inspire our students, our colleagues and our local, and national, community.

We empower lives by delivering to our students an inspiring curriculum, in an inspiring culture, on an inspiring campus, as members of an inspiring community. We are academically and socially ambitious, delivering a curriculum which enables every student to understand the lessons of the past, the cultural richness of the present and their role in shaping a better future. We view each student as an individual whose hopes and dreams are to be nourished and cherished.

We are Cheltenham's Bournside School.

Curriculum, Campus, Culture and Community

Inspiring curriculum



Aim	Summary of action	Success criteria
<p>Our pupils' progress is outstanding</p>	<p>Ensure curriculum is appropriate and challenging.</p> <p>Continually develop the quality of teaching and learning.</p> <p>Celebrate and develop our inspiring culture.</p>	<p>Progress 8 scores in the top 20% nationally and "Well above average" on DfE School Performance tables</p> <p>There is no difference between the performance of disadvantaged students and that of their peers.</p>
<p>Our learners are ardent</p>	<p>Ensure inspiring, committed teaching.</p> <p>Provision of wide co-curricular activities programme which demonstrates the commitment of teachers and thus infects the learners with a passion for their subjects</p>	<p>External and internal reviews of teaching evidence highly committed, highly enthusiastic learners and outstanding behaviour. This is as a result of high levels of engagement rather than simply compliance.</p>
<p>We provide an interconnected curriculum in which subject knowledge and skills are viewed as a continuum.</p>	<p>Joint curriculum planning by heads of cognate departments.</p> <p>Clear documentation of an integrated curriculum.</p>	<p>Publication of integrated curriculum document.</p>

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Inspiring curriculum

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Aim	Summary of action	Success criteria
<p>We work closely with key primary schools so that the pathways from KS2 are clearly defined and appropriate to all learners.</p>	<p>Close working with key partner primary schools.</p> <p>Work towards forming a MAT with appropriate primary schools where KS2/3 curriculum integration and shared best practice, will benefit all.</p>	<p>Mat successfully formed with appropriate primaries and benefits of these alliances are felt by all stakeholders.</p> <p>Successful, mapped curriculum links with other local primaries.</p> <p>Curriculum pathway documents begin in KS2 and are provided to learners and parents so that the journey through education, is clear to all.</p>
<p>Our school provide curriculum hubs of excellence</p>	<p>Take a leading role in local teaching school hubs.</p> <p>Outreach to local secondaries and primaries.</p> <p>Strengthen links with teacher training universities.</p>	<p>Other schools approach us for support and guidance on curriculum issues.</p> <p>Our teachers and HoDs visit other schools to provide support.</p> <p>We have well established links with universities.</p>
<p>Our curriculum intent will reflect the local and national need.</p>	<p>Clear determination of local need, including links with local employers and Cheltenham's growing cyber industry.</p> <p>Regular review and revision of curriculum in response to local and national need.</p>	<p>Curriculum content reflects local need with an eye to longer term national trends.</p> <p>Students' academic and co-curricular achievement maps strongly to local employment and FE opportunities.</p>
<p>Our curriculum is representative of diversity and difference. The curriculum is broad.</p>	<p>Review of curriculum as part of on-going departmental deep dives.</p> <p>Allocation of curriculum time is reviewed every Autumn ready for following academic year.</p>	<p>Curriculum reviews take place.</p> <p>Curriculum amendments as appropriate.</p> <p>Feedback from student voice and parent voice panels.</p>

Inspiring **campus**



Aim	Summary of action	Success criteria
<p>We create an inspiring physical environment</p>	<p>Refer to “Good Estates Management Strategy” plan</p>	<p>Refer to “Good Estates Management Strategy” plan</p>
<p>We contribute to global efforts to respond to the climate emergency</p>	<p>Recycling is improved through better education and facilities.</p> <p>Insulation is improved wherever possible.</p> <p>Sustainable power sources are investigated for electricity and heating.</p> <p>Activities are organised for pupils to enhance the environment of the school and their local community.</p> <p>Launch facility for the re-use of school uniform.</p>	<p>75% of waste is recycled.</p> <p>The use of single use items (even recyclable items) is reduced.</p> <p>Photovoltaic cells and heat pump technology is installed.</p> <p>Utilities consumption declines.</p>
<p>We provide catering which nourishes the body and the mind.</p>	<p>Recruitment and training of appropriate staff.</p> <p>Menus are designed with nutrition, sustainability and education in mind.</p> <p>Regular review.</p>	<p>School meal take-up increases.</p> <p>Nutritional guidelines are met.</p> <p>Feedback is positive.</p>

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Inspiring campus

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Aim	Summary of action	Success criteria
<p>We are a hub for the local community.</p>	<p>Effective provision and marketing of the available facilities.</p> <p>Lettings process is improved.</p> <p>Reduced or free of charge opportunities for selected groups.</p> <p>Policies and procedures of hirers are in place and their core values align with those of the school.</p>	<p>Our facilities are used to maximum effect.</p> <p>Lettings revenue increases and is used for the benefit of our students and community.</p> <p>The school is the centre for a diverse range of sports, arts and cultural groups from our local community throughout the year.</p>
<p>Our pupils “love where they learn”</p>	<p>Staff demonstrate their concern for the school environment.</p> <p>Students are given practical opportunities to improve the school environment</p> <p>Student groups are provided with finance for culture enhancing projects</p>	<p>Clean, litter free environment free of vandalism and damage</p> <p>Students seen actively improving their environment</p> <p>Budget provision</p>

Inspiring culture



Aim	Summary of action	Success criteria
<p>We provide the biggest, brightest and best co-curricular offer in the county and honour the Bournside pledge</p>	<p>Appointment of co-curricular coordinator on leadership team.</p> <p>Commitment to offer co-curricular provision sought in recruitment interviews.</p> <p>Celebration of extra-curricular provision through newsletter, website, social media etc.</p> <p>Careful monitoring of take-up of provision to ensure all pupil groups are involved.</p> <p>Ongoing audit of extra-curricular opportunities, their take up and quality.</p> <p>Incorporating Bournside pledge into extra-curricular offer.</p>	<p>Provision covers: a range of inclusive sports and locally and nationally successful teams; successful drama performances as well as school production; a range of musical performances giving opportunities for students from elite musicians through to enthusiastic casual performers; cultural clubs (reading, debating, green issues); DofE (at all three levels); STEM.</p> <p>All students are involved in at least one extra-curricular activity</p>
<p>We inspire responsible citizens through a life-long partnership with our learners who are “Bournsiders for life”</p>	<p>Celebrate the history of the school and utilise significant anniversaries to bring our community together.</p> <p>Establish an alumni association</p>	<p>Annual alumni events take place</p> <p>Golden Jubilee is recognised by all stakeholders as a significant milestone.</p>

Inspiring culture

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Aim	Summary of action	Success criteria
<p>We ensure that the culture is one where all feel safe and valued.</p>	<p>Daily pastoral staff meetings discuss issues and take pre-emptive action.</p> <p>We are proactive in dealing with discrimination and misbehaviour.</p> <p>The causes of misbehaviour are considered and tackled.</p> <p>Frequent survey of students and other student voice to check students continue to feel safe and valued.</p> <p>Societal issues are considered as part of the curriculum and the co-curriculum</p>	<p>External verification from OFSTED and other groups; departmental reviews etc.</p>
<p>We are highly ambitious for ourselves and each other.</p>	<p>Revision of “rewards” – House Heroes, Honours boards, Subject Ambassadors, awarding of house points, department awards etc.</p> <p>Celebration of success in Awards Evening, social and other media, celebration assemblies, etc.</p>	<p>Prominent celebrations of success</p>
<p>Teachers are outstanding and they have enthusiasm and passion which is infectious.</p>	<p>Rigorous recruitment of staff who align with our values and culture.</p> <p>Teachers are invested in through high-quality professional development.</p> <p>A culture of open doors and praise is developed.</p>	<p>External and internal reviews of teaching evidence outstanding, passionate teaching.</p> <p>Pupil and parent voice feedback is extremely positive</p> <p>Staff turnover is low (vs national norms).</p>
<p>The whole school community is consistently focussed on the school's core values and we are all pulling in the same direction.</p>	<p>Values are communicated to all staff through the words, actions and conduct of SLT and Governors.</p> <p>Values are communicated to pupils through the words, actions and conduct of all staff.</p>	<p>Clear, shared agreement of core values.</p>

Inspiring **community**



Aim	Summary of action	Success criteria
<p>We are the school of choice for Cheltenham</p>	<p>The strengths of the school are effectively communicated to all stakeholders.</p> <p>There is liaison with key groups and individuals and development of mutually beneficial partnerships.</p>	<p>The school is full in all years</p> <p>The school's reputation is excellent</p>
<p>Our Governors passionately play an integral part in monitoring and shaping the school</p>	<p>Appropriately skilled governors drawn from the local community</p> <p>Frequent school visits</p> <p>Rationalisation of reports to governors</p> <p>Employees responsible for specific aspects of the school's work attend governors' meetings.</p> <p>Governor links to key areas of the school with key departments and members of the culture team attending governor meetings.</p>	<p>High calibre applications are received for vacant governor posts.</p> <p>Governor school days are regarded as beneficial by school staff.</p>

Inspiring **community**

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Aim	Summary of action	Success criteria
<p>All colleagues and all communications contribute to promoting the school and all of its achievements.</p>	<p>Marketing and communications manager in post</p> <p>Internal and external communications are consistent and clear.</p>	<p>Student numbers</p> <p>Reputation</p>
<p>All adults in the school are role models and all students are ambassadors.</p>	<p>Students aspire to help shape our school through a variety of leadership opportunities.</p> <p>SLT and middle managers model the behaviour, attitudes and appearance required of junior colleagues.</p> <p>Teacher Standards and school values are referred to in the performance development process.</p> <p>Opportunities for students to work in the local environment are sought and promoted (e.g. sixth form carol singing in care homes; love where you learn initiative extends to local area)</p>	<p>High standards are seen in school and coming to and from school.</p> <p>Successful engagement on local community and national projects.</p>
<p>We are outward looking and seek out opportunities to work with parents, business, other schools and local communities</p>	<p>Hosting business network events.</p> <p>Contribute to and lead local education partnerships (CASH, CEP, Teaching hubs, GITEP)</p>	<p>Business network hosted twice per year.</p> <p>Leading role in education partnerships.</p> <p>Evidence of activities such as litter picks, care home visits, community concerts, teacher and student taster days etc..</p>

Empowering lives through learning