



LIVINGSTONE ACADEMY BOURNEMOUTH

an Aspirations Academy

We are delighted that you have shown an interest in sending your child to Livingstone Academy Bournemouth (LAB). The aim of the school is to prepare children, aged four to 18, to succeed in the digital future that awaits them. The venture is a collaboration between Steve and Paula Kenning, CEOs of Aspirations Academies Trust and Ian Livingstone, a digital entrepreneur and one of the founding fathers of the UK games industry.

We hope this guide is of use answering the questions you have about LAB.

Dates & times

What is the build status of the school & is it on track to open September 2021?

The opening in September 2021 will be in the refurbished court buildings. This has been fully gutted and the refurbishment programme is now moving forward rapidly. Construction is well underway to achieve the planned opening date.

What time will school start and finish?

- *The Livingstone Academy Bournemouth will have a longer day than most schools. From Reception to the end of Year 6 students will attend from 8.30 a.m. until 3 p.m. There will be two 30 minute breaks each day.*
- *Year 7 to 11, 8.30a.m. to 4.30p.m. (Friday 3 p.m. finish). There will be two 30 minute breaks per day.*

Will starters in Year 7 (Sep 2021) remain the oldest year group, with years filling underneath them as they move through the school?

Yes, although we may start a post 16 sixth form in 2022.

Green spaces & outdoor PE

Being a city centre campus, what green space is available for kids?

As part of the design process, ensuring that there is sufficient green space has been a key feature. As a result, there will be plenty of outdoor space for students.

Will there be enough space for PE and outside play time?

Yes. We have been extensively involved in the design of the building and site and there are plenty of spaces for PE, sports and outdoor play times/break times. As well as outdoor spaces for young people to get fresh air at break times, there is a sports hall, outdoor multi-use games area, indoor gyms and studios for dance/drama/fitness.

What after-school facilities/clubs and competitions will there be with other schools?

There will be a full range of extra-curricular activities in a range of different areas, such as sport, performance etc. Livingstone Academy Bournemouth will actively participate in competitions undertaken by other schools in the local area.

SEN

How will the Livingstone Academy specifically support children with Special Educational Needs?

We will have Learning Support Programmes to ensure that help is at hand for students who need it. These programmes are tailored to support children 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 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.

Our impressive track record with Ofsted

What experience does the Trust have with Ofsted and what are the gradings for Aspirations Academies?

The trust has 15 academies, of these:

Prior to becoming Aspirations Academies

EIGHT had been in special measures before acquisition by Aspirations

ONE had been Requires Improvement

FOUR were brand new schools

Now, since becoming Aspirations Academies

11 are Good or Outstanding

1 Requires Improvement (from Special Measures before we acquired it in 2017)

3 have yet to be inspected as Aspirations Academies



The Livingstone curriculum & class sizes

What computing technologies will be in the curriculum?

We aim to put the latest computing technologies into all aspects of the curriculum and to ensure they are up-to-date. All students will use Chromebooks and there will be a couple of high powered IT designer suites.

Computational thinking will be developed throughout all aspects of the curriculum from KS1.

In the primary academy, Year 1 to Year 6 in particular, computational thinking will be taught in single discipline and transdisciplinary learning sessions. Pupils will be taught to programme, model and create using the computer. These approaches will change over time but at the time of writing they will involve:

1. Scratch Coding (age 6+): This is a website built by MIT that allows users to create projects ranging from games, to animations and stories using drag and drop command blocks that stack together to create code, and is specifically designed to make programming fun and easy. Students start with the hour of code and then explore the ins and outs of creating games with Scratch. With a basic understanding of how a computer works (using the trackpad or mouse and being able to find keys on the keyboard), pupils as young as 5 or 6 can create good projects.

2. Python Programming: Python is a widely known text-based, object-oriented programming language that can be used to create text and graphic games, quizzes, interactive artwork and more. Python is an ideal starter language because it is easy to write, easy to read, and is used in the real world. Students begin by writing simple projects to develop familiarity with the language and move onto creating interactive text-based games and even drawing with code.

3. Java Programming: Pupils can learn to program games in one of the most commonly used programming languages in the world: Java. Minecraft, Android apps, and robots are just three of the hundreds of ways that Java is used in the real world. Pupils can explore the basics of Java through building arcade-style video games or programming a stop light. Using Greenfoot or Eclipse, (platforms designed to make learning Java fun and easy) students learn the basics of writing and debugging Java to create real, working games.

4. Robotics with Edison (age 7+): Edison is an educational robot used to teach pupils computational thinking and computer programming in a fun, interactive way. Using computer software and connecting the robot via USB, students instruct their robots with either text or block based code to respond to light, follow paths, communicate with other robots and more.

5. 3D Printing & Modelling (age 6+): Students learn about 3D printers and modelling in 3D space. They learn to build small models such as pencil holders, name tags amongst other things. Students can dream it up or use an image video to draw inspiration and model their vision. They learn about the history of 3D printers, the different types, how to level the build plate and load filament, in addition to the limitations of the technology.

6. Stop Motion Animation (age 6+): Here pupils learn how movies, such as Wallace and Gromit, were made. Stop motion animations are created by taking lots of individual pictures and playing them back at a certain speed to create movement. Students can explore stop motion animation by creating stories with Legos, alternatively known as “brick films.” Students learn concepts like frame rate, lighting, storyboarding, and how to add sound.

In the secondary academy, computational thinking will be taught through free programmes developed by Epic Games. The starting point in Year 7 is the award-winning Twin Motion, which is a real-time 3D immersion software that produces high-quality images, panoramas and standard or 360° VR videos in seconds. Developed for architecture, construction, urban planning and landscaping professionals, Twin Motion combines an intuitive icon-driven interface with the power of Unreal Engine by Epic Games. Twin Motion is extremely easy to learn and use, regardless of the size and complexity of the project, the materials, the user’s IT knowledge or their preferred BIM modeller. Direct synchronisation with Archicad allows users to move from the BIM model to a VR experience in only three clicks.

Older students will use Unreal Engine. This is the world’s most open and advanced real-time 3D creation tool. Continuously evolving to serve not only its original purpose as a state-of-the-art game engine, today it gives creators across industries the freedom and control to deliver cutting-edge content, interactive experiences, and immersive virtual worlds. We would expect all students to leave the academy fully trained in Unreal Engine. The academy will hopefully become a fully accredited Unreal Engine trainer.

Can you expand on what a ‘computational thinking’ approach is?

Central to the curriculum at LAB and streaming through every aspect in every Key Stage is computational thinking. Computational thinking includes many different skills. The list below shows some of the skills that can be categorised as computational thinking:

- *Breaking a complex problem into smaller, more comprehensible steps*
- *Creative problem-solving*
- *Debugging*
- *Logical thinking*
- *Conditionals (if this, then that)*
- *Recognising patterns*

Computational thinking is important. It is essential for pupils to focus on the thinking method behind programming before starting with the actual writing of code. This forces people to learn which sequence of steps is most efficient to solve a certain problem, how specific their instructions must be to reach a desired goal, and how to solve unexpected errors by efficient debugging and creative problem solving. The mastering of the skill of computational thinking allows people to tackle more difficult problems, offering many opportunities for future technologies. Furthermore, computational thinking is not only useful for writing code, but also in many other aspects of life. Once people master the skill of breaking complex problems into smaller, more comprehensible steps, they can apply this in any other situation.

Alongside the development of computational thinking is the requirement to develop high level digital literacy. This impacts on every aspect of life and encompasses e-safety through to functional IT skills. Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

I was hoping the academy would specialise in a variety of arts and engineering but is this actually all technology related e.g. graphic design and computer engineering?

Most future career areas will be covered, in fact at post 16 one of the 10 week projects they will work on is focussed on engineering. There will also be several of the assignments students work on in all year groups focused on arts and engineering. Our aim is to focus on the knowledge needed in these areas but in particular to develop the skills required to deal with issues and problems in these areas.

For children who excel in academic subjects such as English/maths how will they be supported to reach their potential?

We are extremely good at achieving very good KS2 SATs results, GCSE and A level results in our academies and this will also be true at Livingstone Academy. We expect students to achieve the very highest outcomes of which they are capable in a range of measures, not least in their examinations. However, excellent results are no longer sufficient to have access to the very best universities and careers. Young people will be encouraged to participate in the high level opportunities that Aspirations offer so that they leave school not only with their best possible qualifications but also with a portfolio of skills and experiences that will impress the most demanding university admissions tutor or future employer. We have an excellent track record of admissions to Russell Group and international universities.

How will the school encourage and give space for students to ask and explore the very biggest worldview questions human beings ask, be they philosophical, metaphysical or even religious?

Our entire approach to education at Livingstone Academy Bournemouth is centred on the fundamental belief that young people need to develop skills as well as knowledge whilst they are at school. Amongst the skills that we consider essential for young people to be 'world-ready' as well as 'work-ready' are creativity, problem solving, curiosity (to ask the big questions), powers of analysis and synthesis, collaboration and teamwork. These skills will ensure that young people are exploring the world around them as part of their development whilst at school.



How will the school care for and nurture students as whole people with emotional, physical, mental, even spiritual needs?

Aspirations is a Trust with a highly inclusive approach to education. We are driven by our three guiding principles of self worth, engagement and purpose. The focus on self worth means that we are completely committed to nurturing each individual in our school communities so that they are able to achieve their very best potential. We have worked hard on a 'Wellness' curriculum which focuses on the emotional, physical, mental and spiritual needs of every individual child. This runs very successfully in each of our academies.

What are the projected class sizes for the 2021 Year 7 intake?

Up to 30 in subjects that do not require practical activities. In science and technology labs/spaces we will reduce these class sizes accordingly.

Policies & safety

Can we be made aware of the policy in relation to discipline, detentions, bullying etc.

Aspirations promotes an ethos of high standards. In addition, we expect adults and young people to be highly respectful of each other. Our behaviour policy is clear and reasonable. We do not impose unreasonable sanctions on young people, these will be proportionate. Ultimately, every individual deserves the right to work and play in an environment centred on high levels of respect for ourselves and each other. Aspirations does not tolerate bullying. Our approach to any reports of bullying will be to investigate each case thoroughly and ensure through reasonable approaches that this comes to a halt.

How are you factoring in the school's site for children's safety, especially as they arrive and leave the site each day?

Aspirations run 15 school sites currently, each with its individual challenges and opportunities. Safety comes as an absolute first priority in all that we do. Staff will be well trained in procedures for arrival and departure of students. There will be significant supervision in place at each of these key transition points in the school day, as well as at break and lunch times on site. Young people will also be well versed with the arrangements for arrival and departure. Our Director of Safeguarding and premises teams will not only oversee these arrangements, there will also be routine evaluations and checks that the systems are working well.

Staff

When will a Headteacher be appointed?

There will be a Head of Secondary appointed from Easter 2021 and the Executive Principal will be appointed in February 2021 to start in September 2021.

Application process

Our aim is to provide continuous education from age 4 to 18, so we expect pupils from nearby Jewell Academy in Bournemouth (which is part of the Aspirations Academies Trust) to move on to Livingstone Academy.

However, we also expect and welcome admissions for pupils who are currently not studying at an Aspirations school.

There is no catchment area and the last criterion for admission is distance from your home to the school rather than which road you live on.

To apply, please click the link here:

<https://www.bournemouth.gov.uk/childreneducation/Schools/Livingstone-Academy.aspx>

School transport

Will there be transport? We live in Townsend.

Transport will be provided by BCP in line with their policy for those living a certain distance away from the school. Please check this with BCP.

Home learning

What equipment would be required to have at home?

We would hope that all young people will be able to access online learning at home. Where this is not affordable, we will work with families to support them to provide this access.

Volunteering

Will there be opportunities to volunteer at Livingstone Academy?

Yes! We will be very keen to engage with the local community, especially with businesses and industry, to enhance the provision at Livingstone Academy. We will be looking to develop key partnerships with a range of companies and one of the ways that volunteers can support the school is by becoming mentors for young people. Mentors will provide guidance and support as young people navigate through each stage of their education and, ultimately, prepare for life beyond school.