



**LIVINGSTONE
ACADEMY**

an Aspirations Academy

Welcome

Mr Tharme, Principal

A brief overview



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Welcome from the Managing Directors



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The vision for Livingstone Academy Bournemouth is centred on the desire to fully achieve the Trust's purpose 'To reinvent education for the 21st century. To use technology and modern pedagogies to give children from 2 to 18 the knowledge, skills and mindsets to achieve excellence in a fast-changing world. At Aspirations Academies, we provide a challenging, engaging and supportive environment to bring out the best in every child.'

Livingstone Academy Bournemouth aims 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, power 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 requires a very different approach to the delivery of education common to most schools. There are traditional approaches such as discrete subject teaching alongside a great emphasis on Project Based Learning and the involvement of people from the digital sector. Our teaching methods enable students to learn by working in teams, working independently, problem solving and offering solutions, 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.



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Welcome from the Principal

It is with great pride that I introduce myself as the Principal of Livingstone Academy Bournemouth. As an Aspirations Academy, our Guiding Principles of Self-worth, Engagement and Purpose are at the heart of everything we do and every decision we make.

Livingstone Academy Bournemouth opened in 2021 and combines excellent education with an innovative skills development programme, ensuring students from the age of 4 to 18 have the skills and qualifications they need to succeed in their futures.

Here, we aim to:

- Empower each individual student with the knowledge, skills and character they need to play an active and successful role in an ever-changing world.
- Deliver an innovative, authentic and engaging curriculum, in which every student can thrive.

Mr Tharme, Principal



Welcome from Sir Ian Livingstone



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I am delighted to learn that your child will be attending Livingstone Academy Bournemouth. We will work hard to ensure our students will enjoy and be inspired by the experience.

Creativity gives the UK an edge as a nation and it is essential that school is a place where young minds flourish. Imagination is key to the 'maker' generation. Creativity above consumption moves children from the passenger seat to the driver's seat of life.

At Livingstone Academy, we will strive to help students navigate a world that is in constant change. We want our students to achieve good examination results at the same time as equipping them with skills for the 21st century digital world through a combination of knowledge and know-how. We want them to be world-ready and work-ready. Curiosity, creative thinking, problem-solving and an entrepreneurial mind-set, combined with a belief in being a team player, will help children become job makers not just job seekers.

Sir Ian Livingstone



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Aspirations Academies Trust

‘To empower future generations to follow their dreams and to build a society of which we can all be proud.’

Founded in 2011 by former Head Teachers Steve Kenning and Paula Kenning with education pioneer Dr. Russ Quaglia, the Trust aims to use technology and modern pedagogies to give children the knowledge, skills and mindsets to achieve excellence in a fast-changing world.

Aspirations Academies share a powerful common vision, common values and a common purpose. Each academy operates as an individual school, serving the local area, meeting the needs of its pupils and reflecting the leadership style of the principal.

The core values that underpin the Trust’s educational provision are based on the student aspirations work of Dr. Russell J. Quaglia. The Aspirations Framework comprises of ‘3 Guiding Principles’ and ‘8 Conditions That Make A Difference’. They provide the trust with an identity and a simple, highly effective set of transformational values and beliefs.



Vision...



**LIVINGSTONE
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***To empower future generations to
follow their dreams and to build a
society of which we can all be proud.***



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Guiding Principles...



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SELF WORTH



BELONGING

We feel like we are part of the school community while being recognised and appreciated for our uniqueness. We also experience Self-Worth when someone in our lives believes in us.

HEROES

People we can look up to, respect, and learn from.

SENSE OF ACCOMPLISHMENT

We must be recognised as much for our effort, perseverance, and citizenship as we are for high grades and good test scores. As we build Self-Worth, we are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach our goals.

ENGAGEMENT



FUN & EXCITEMENT

Becoming so involved that we lose track of time. At the end of a lesson or task, we wonder, "Where did that time go?"

CURIOSITY & CREATIVITY

Live in how we learn, fostering inquisitiveness and a desire for new discoveries.

SPIRIT OF ADVENTURE

We are not afraid to try new things, or to take on healthy challenges, whether we might succeed or fail. With Engagement, learning becomes important in and of itself.

PURPOSE



LEADERSHIP & RESPONSIBILITY

In our lives. We must learn to make decisions and understand the consequences of our choices.

CONFIDENCE TO TAKE ACTION

toward a meaningful, productive, and rewarding future. We believe in ourselves and are motivated to reach our dreams.

Our Guiding Principles are at the heart of everything we do and every decision we make.



What makes LAB, LAB?

Our all-throughness: 4-18

Innovation, creativity & risk-taking

Re-thinking KS2-KS3

Diversity & Inclusion

Regular authentic applied learning



LAB Technicals at KS2

Creator Space at KS3

LAPD at KS4

STEAM powered

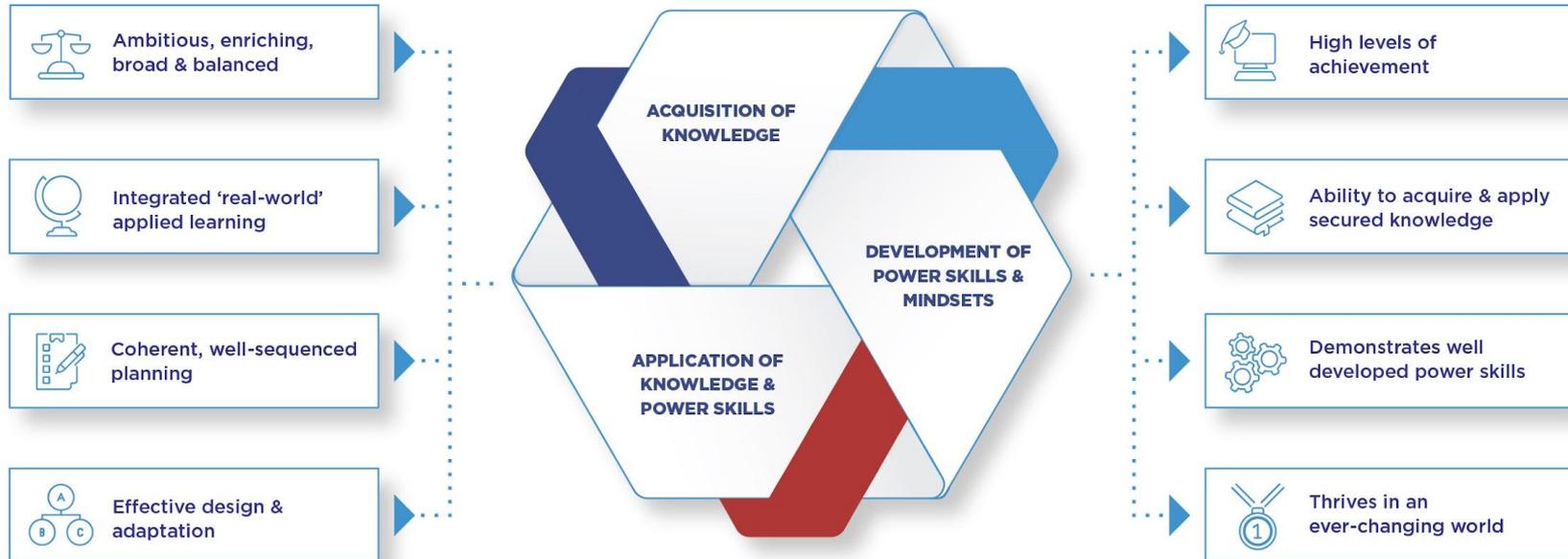
Digital fluency & creativity

Our Curriculum Intent



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ENGAGEMENT AND PROGRESSION THROUGH THE APPLICATION OF KNOWLEDGE AND POWER SKILLS



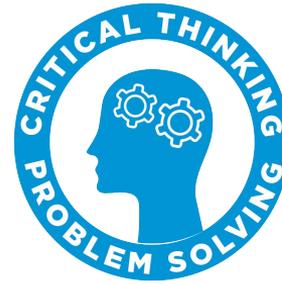
THE NO LIMITS CURRICULUM



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POWER SKILLS



Our pupils must regularly encounter challenging and authentic scenarios or problems and asked to communicate, collaborate, create, think critically and solve problems.

Power skills...

POWER SKILLS



Strand 1:

Regular low stakes opportunities for pupils to build a deep understanding and develop their power skills by regularly taking the lead on their learning.



Reduce It Transform It Derive It Deconstruct It Compare It Create It



Categorise It Prioritise It Criticise It Practise It Extend It Connect It

Strand 2:

A showcase opportunity for pupils to apply their expert knowledge to reach an **applied learning outcome** demonstrating their deep understanding and power skill development.

POWER SKILLS		Medical Conditions in Sport					
Applied Learning		To research, understand, summarise and present to others your deep understanding of the target medical conditions. Your presentation must include a reflection on the impact of these conditions on people in sport, and suggestions of ways these barriers can be overcome.					
Outcome:		You will work in groups of 2 or 4. You have 40 minutes in total to prepare for the presentation. Your presentation must be no longer than 10 minutes. You will present to the class. The medical conditions: asthma, diabetes, coronary heart disease, leg blood pressure.					
Criteria and constraints:		<div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> <p>5</p> <p>Working successfully alongside others in varied group sizes to achieve a goal.</p> </div> <div style="width: 20%;"> <p>2</p> <p>The comparison and generation of original content.</p> </div> <div style="width: 20%;"> <p>3</p> <p>The use of necessary character traits in order to be successful in challenging learning situations.</p> </div> <div style="width: 20%;"> <p>4</p> <p>The process of thinking carefully about a subject for a time to solve problems.</p> </div> <div style="width: 20%;"> <p>5</p> <p>Providing clear, concise and effective communication suited to the purpose, audience and format of the scenario.</p> </div> </div>					
<p>During this task, you will need to:</p> <ul style="list-style-type: none"> • Evaluate the strengths and limitations of your team and group roles. • Take clear notes on the task plan including deadlines. • Discuss self-reflection to achieve the goal on time. 		<p>During this task, you will need to:</p> <ul style="list-style-type: none"> • Create a comparison or presentation. 		<p>During this task, you will need to:</p> <ul style="list-style-type: none"> • Self-reflection • Independent • Perseverance • Ability to focus in and meet deadlines 		<p>During this task, you will need to:</p> <ul style="list-style-type: none"> • Summarise • Analyse • Adapt 	
							



Our Impact...

Our students will...

Stand out amongst their peers.

Be knowledgeable and **articulate communicators**, who can work successfully in **collaboration** and **independently**.

Be **creative** and **critical** thinkers who, when faced with a problem, have the **mindset** and **skill** to tackle it.



LAB Technicals at KS2...



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Pupils from Years 2-6, in small groups of 10 and alongside a specialist, complete 9x 3-week projects across the year, developing their technical fluency in the following STEAM areas:

- Cookery – chopping, kneading, mixing, frying, baking, mashing, hygiene...
- Woodwork – drilling, hammering, sawing, joining...
- Coding & Engineering – following the Lego and Knex Education programmes.
- Sketching, painting and sculpting – learning proper artistic techniques to create beautiful work.
- Geographical skills and fieldwork – measurements, compass work, map reading...
- Science investigations and laboratory skills – lab safety, fair testing, hypothesising...
- Sewing – cutting, stitching, hand sewing, machine sewing, overlocking...
- Photography – taking and editing photographs.
- Music – learning to play the uke.



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The Creator Space at KS3...



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In Key Stage 3, as part of their timetable, each class will have a timetabled double period every other week (opposite to Tech in the timetable) to complete a 'Creator Space Project'.

These are carefully designed learning opportunities for pupils to develop their 'Power Skills' and digital creativity, working in groups to solve a problem, meet a criteria or create a product using varied technologies and digital equipment:

- Virtual reality
- Computer Aided Design (CAD) and 3D Printing
- High-performance laptops
- Green screen and content creation
- Gaming and app creation
- Lego/K'nex education, Minecraft education, E-Sports
- Laser etching



Y7

Collaborative Engineering Challenges: These encourage students to work together to solve problems, whilst learning about engineering principles.

Minecraft for Education-sustainable cities: Students apply their knowledge of sustainability to collaborate and build their own city.

Paper Circuits: Building on their knowledge of electronics, students design, plan and build their own card or model incorporating an LED circuit.



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Livingstone Academy Project Diploma (LAPD) at KS4...



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Moving on from the Creator Space, every child in Key Stage 4 will complete the The Livingstone Academy Project Diploma (LAPD).

The Livingstone Academy Project Diploma (LAPD) will help our pupils of all abilities and interests to acquire independent learning skills, by exploring an area of study that interests them. Learners can use these new skills in their existing study, as well as to prepare for higher education and working life.

The Livingstone Academy Project Diploma (LAPD) gives learners the opportunity to:

- explore an area that interests them, aligned to an area of the curriculum or a hobby or interest;
- research a subject that might not be available through other qualifications;
- develop independent research and project management skills;
- become future ready by learning skills that will help in further study;
- higher education or the workplace.

The Livingstone Academy Project Diploma (LAPD) has been designed so that learners can choose a project title that relates to their current study or a topic that they are personally interested in or passionate about.

The LAPD is a 60-hour qualification (half the size of a GCSE) with a recommended ratio of 1:2 between teaching and independent student work. The assessment structure mirrors the EPQ at Level 3. For this programme, the intention is for 2 HPQs to be completed during the two-year KS4 period.



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Rethinking KS2-KS3...



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Nationally, children struggle to transition from primary school into secondary school. Often, children find the change overwhelming, causing issues with behaviour and attendance. Nationally, the percentage of children receiving a suspension increases by 5.5% in Year 7, compared to national Year 6 figures, and average attendance drops from 96% to 89%.

Here at LAB, we have introduced our Year 7 model: merging the best of primary with the best of secondary. Similar to the Primary model, pupils in Year 7 have one teacher and one classroom (within the Year 7 base) for their morning lessons of advisory, English, maths, humanities, science, DEAR and PSHE, enabling the staff and children to foster close relationships. During the afternoon, pupils then rotate between teachers to receive specialist teaching in art, music, computing, technology, PE and Spanish.

With 96% attendance and 0 suspensions in Year 7, alongside our pupil and parent voice, we know that our Year 7 model is making a real, positive difference for our pupils and families.



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OFSTED, April 2024



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To read our full report, please [click here](#).

Quality of Education	Good
Behaviour & Attitudes	Outstanding
Personal Development	Outstanding
Early Years	Outstanding
Leadership & Management	Outstanding

‘The school has very high aspiration for what pupils can achieve.’
‘Staff nurture pupils and know them well. Consequently, pupils flourish.’
‘Behaviour is exemplary. As a result, pupils feel safe and learn without interruption.’

School report



Inspection of Livingstone Academy Bournemouth

Madeira Road, Bournemouth BH1 1PA

Inspection dates:

16 to 17 April 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The Principal of this school is Loren Tharme. This school is part of Aspirations Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Kenning, and overseen by a board of trustees, chaired by James Pomeroy.



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