



Cultural Capital

The OBA Journey

Aug 2024 

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OFSTED

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Cultural Capital

Cultural capital is the golden thread that weaves through everything we do, giving students the knowledge and skills to succeed in life.

Cultural Capital

Cultural Capital can be defined as the accumulation of knowledge, behaviours, and skills which an individual can draw on to demonstrate their cultural awareness, knowledge and competence. Cultural capital is one of the key ingredients a student will draw upon to be successful in society, their career, and the world of work.



In the 1970s Pierre Bourdieu, a French sociologist, developed the idea of cultural capital to explain how power in society was transferred and social classes maintained. Bourdieu defined cultural capital as 'familiarity with the legitimate culture within a society', emphasising exposure to art, music, theatres, galleries, and historic sites, and, discussions talking about literature and art within families.

Evidence suggests that the Cultural Capital passed on through families influences a students' performance in school. The knowledge and cognitive development formed by this acquisition, both abstract and formal, provides advantages in educational settings. Students with greater Cultural Capital exhibit a deeper understanding and perform better academically. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles.

Without access to the necessary Cultural Capital not all of the students have equal opportunity to succeed. In addition to a comprehensive and diverse curriculum there must be opportunities and skill development enriching students' lives and equipping them with the 'currency' to navigate modern society.

Cultural Capital at OBA ensures equity and inclusivity enabling our students to build on their knowledge, skills and heritage and create new and exciting forms of culture to develop solutions, build creative industries, celebrate and embrace the different backgrounds, heritage, language and traditions of all living in this country. They are provided with the tools and equal opportunities to succeed and thrive in an ever-changing world.

Ormiston Bushfield Academy

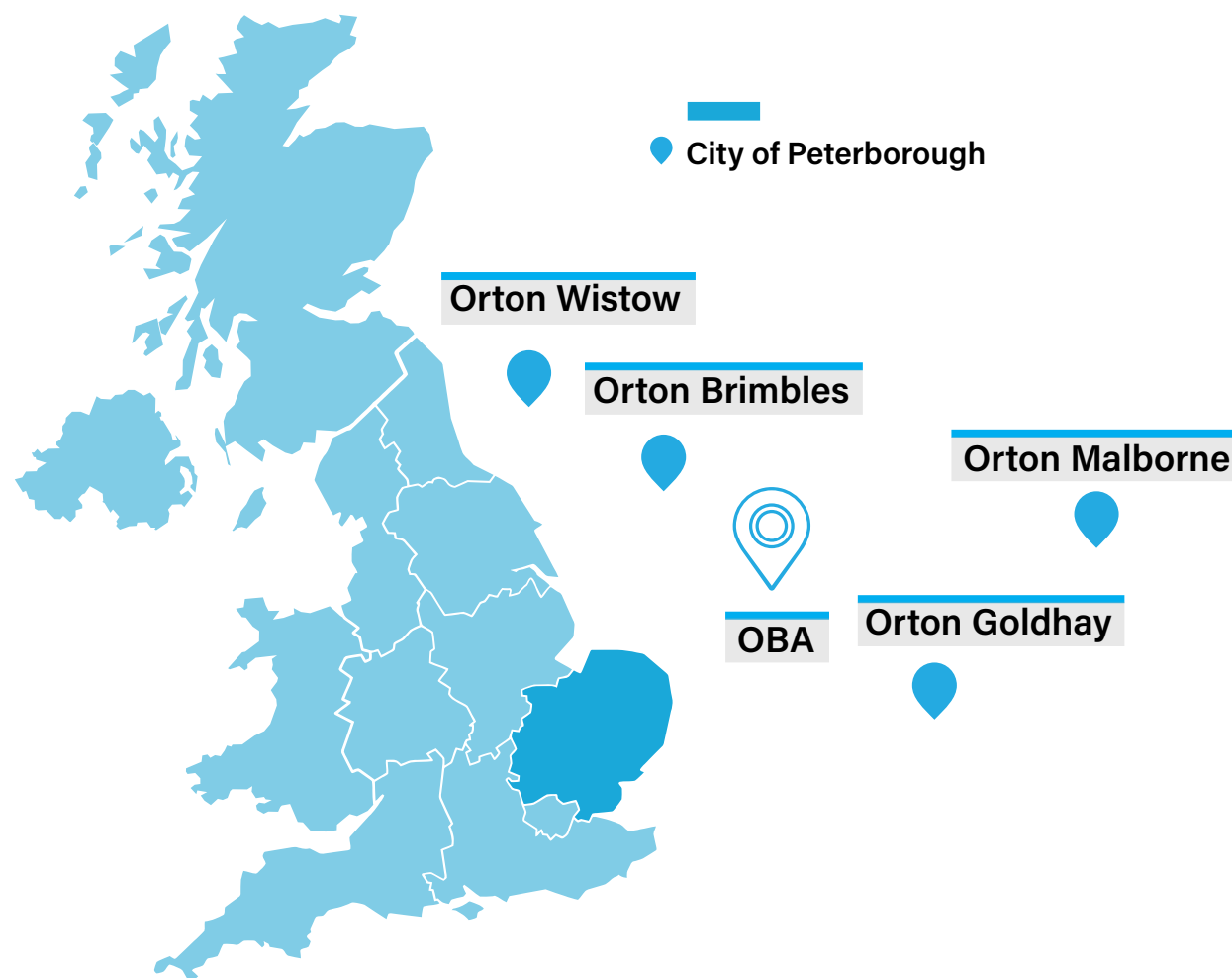
About our journey

Ormiston Bushfield Academy serves the communities of the Orton townships The four closest areas and the location of our main feeder schools being from: Orton Goldhay, Orton Brimbles, Orton Wistow and Orton Malborne representing a diverse range of socio-economic backgrounds We have students who attend from across the city and over the last few years we have had an increasing number of students with English as a second language.

2022-23	Academy November 2023	National 2022
Number on roll	1193	1027
Pupil Premium	36%	27.2%
FSM	33.5%	20.9%
SEND K	16.5%	11.9%
EHCP	1.9%	2.2%
% White British	60.0%	63.9%
% EAL	23.5%	17.5%
Number of CLA	0.2%	1.0%
IDACI IMD score	0.46	0.20

A percentage of our students lack self-belief, resilience and have little knowledge or understanding of the wider world and its opportunities. In order for all the students within our community to achieve the best they can be, we have to nurture their confidence in order to raise their self-belief and build their resilience. We do this by continually reinforcing the importance of enrichment and extracurricular opportunities, offering as wide a range as possible, from academic support to personal development which enriches their school experience and broadens their horizons.

About our Academy



The OBA community of students has a strong student leadership team who listen to their peers' views and opinions. This is paramount to our Academy's success as it has enabled students to make decisions about their unique experience at OBA. These actions continually show that students can make social change and make a difference to their life and that of others.



OFSTED

2019 Framework



OBA Inspection Report, Jan 2020

“”

The school promotes pupils' personal development in different ways. Pupils can join a number of clubs, for example in performing arts, chess, sports or debating. The school also gives them opportunities to take on roles and responsibilities, such as being a member of the school council, subject ambassadors or sports captains. Several trips and visits add to the school's curriculum. These include visits within the local area to Burghley House or further afield, such as a trip to Boulogne or an excursion to Italy for pupils to learn skiing. Adults make the most of opportunities to develop pupils' cultural understanding of the wider world in most subjects.

Area for Improvement 🔍

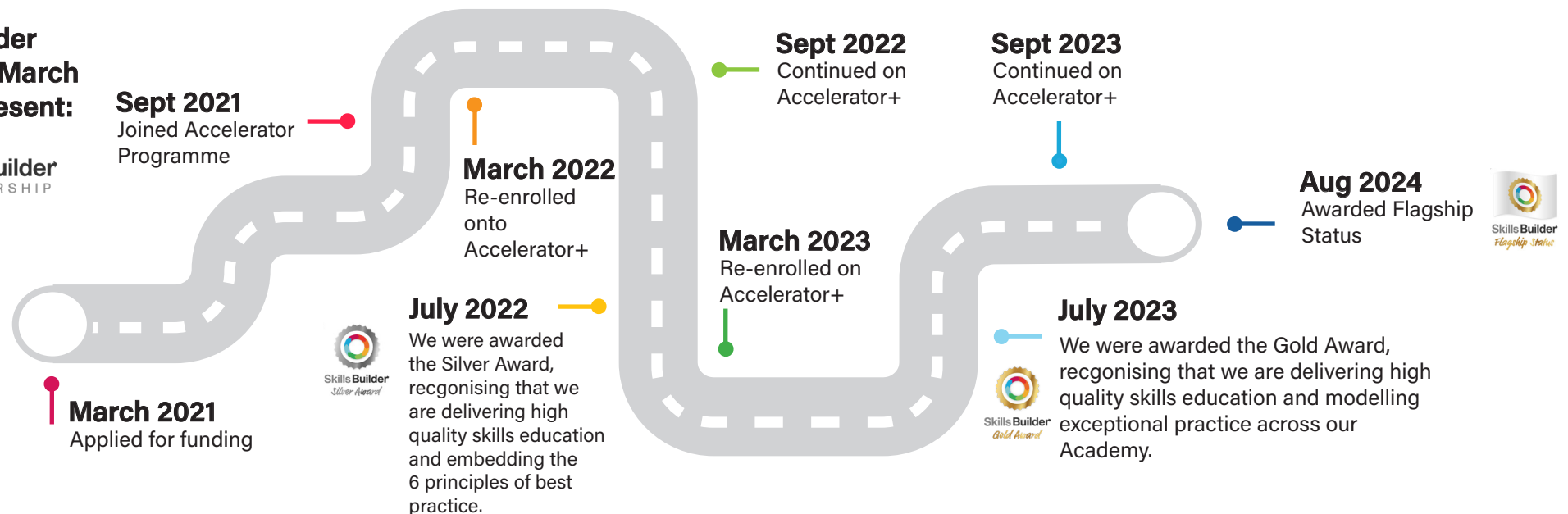
Some subject leaders have worked well together to identify how their curriculums can complement one another. This is helping pupils in the acquisition of knowledge and the development of skills, as well as strengthening pupils' cultural capital. Leaders should pursue this further by mapping out how all subjects contribute towards these aspects.



Skills Builder Partnership



Skills Builder roadmap, March 2021 to present:



Our vision

The OBA vision is that our students will be able to draw on experience of essential skills to succeed in their life goals, we aim to improve life chances and educate the whole child. OBA makes provision for all students to have experiences to develop and apply essential skills, both within and outside of the Academy. For example, volunteering or work experience.

Not only does our curriculum acknowledge specific lessons when skills are being taught and developed, but also our

enrichment opportunities focus and highlight specific skills. Using the essential skills in all aspects of Academy life develops students awareness and ability to transfer knowledge and skills to other aspects of their life. All students are able to use Unifrog to track their experiences and skill development, being able to show a full rounded picture of their own personal character and skill development.



An ambitious knowledge based curriculum focused on helping students



Careers Education Information and Guidance including work experience



Essential transferable employability skills developed through the whole curriculum



OBA's wider pastoral support framework - assemblies; tutor time; behaviour expectations; rewards



Development of speaking; listening; oracy and debate in all lessons



Mental health and wellbeing provisions woven through the curriculum and holistic pastoral support

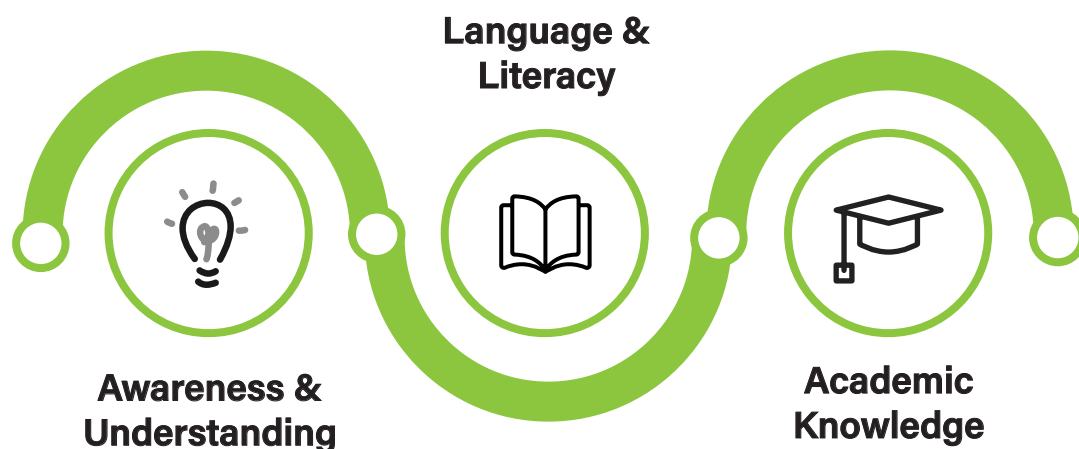
How it's implemented

Curriculum intent

To deliver a broad balanced and ambitious curriculum where all students acquire the knowledge and cultural capital they need to succeed in life. Our priority of 'inclusive' classroom teaching strategies means that the academic curriculum together with the wider curriculum are accessible for all students regardless of any differences of socio economic backgrounds, cultural diversity or academic ability.

All curriculum areas have a brief overview statement explaining how they create cultural awareness and develop opportunities. Cultural capital, personal and character development, are weaved through the whole curriculum, however, there is specific emphasis on Personal and Physical development and Spiritual; Moral; Social and Cultural (SMSC) development.

At OBA, Cultural Capital is further developed using these three main priorities:



Curriculum intent

How a student's Cultural Capital is developed within the Academy Curriculum



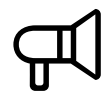
Personal Development

- Knowledge-based curriculum
- Career education and work experience
- Employability skills
- Pastoral support framework
- Speaking, listening, and debate skills
- Mental health and wellbeing support
- SRE (Sex and Relationships Education)
- Safeguarding



Physical

- An extensive and wide ranging PE curriculum which is inclusive, meets our students' needs and is engaging
- Opportunities for extra-curricular teams and individual sport
- Inter house sport challenges



Social

- Embedded in PSHE and taught in other curricular areas
- Throughout the pastoral curriculum including tutor time and assemblies
- Mentoring and buddy systems
- Student Leadership and Student Voice
- Charitable work



Moral

- Embedded in PSHE and taught in other curricular areas
- Throughout the RE and pastoral curriculums including tutor time and assemblies
- Clear and embedded OBA behaviour system based on the principles of Ready Respectful and Safe



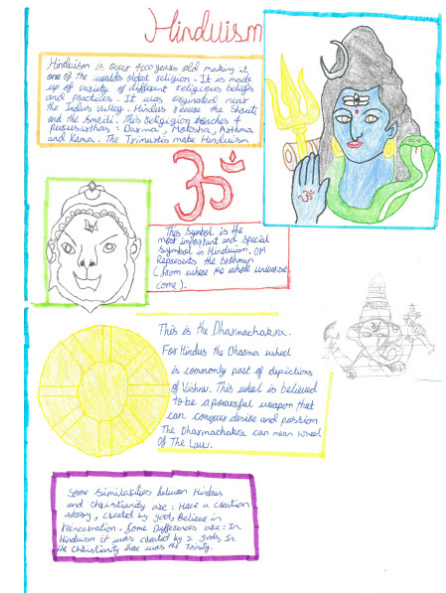
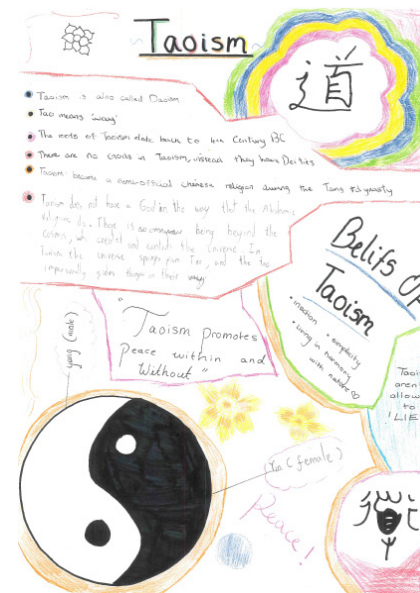
Cultural

- Embedded in PSHE, pastoral curriculum, tutor time and assemblies
- Embedded throughout the Performing and Creative Arts; enhanced with gallery and theatre trips; instrumental lessons and music groups and links with high profile cultural societies
- MFL and STEM with opportunities for trips abroad

Interdisciplinary project

Knowledge and skills were mapped across the curriculum through the separate schemes of learning, student questionnaires were undertaken gathering information about option choices, transferable skills and students understanding of how subject knowledge and skills can complement each other.

From this audit, certain skills or knowledge were highlighted as being introduced and taught at a similar time in separate curriculums. An Interdisciplinary Project was designed and implemented into the Year 7 pastoral curriculum, in which specific subjects were linked both by topics and essential skills from the Skills Builder initiative.



Thematic audit

Similar to the interdisciplinary audit, a thematic audit was taken across all curriculums. The themes were based on all aspects of 'cultural knowledge' such as: BLM; LGBTQIA; Societal Class System; cultural and religious events; family; income, wealth and poverty; politics and government; elitism; philosophy; sustainability. Examples are below.



1. Disability and sensory impairment



Subjects: Social Sciences; H&SC with Child Development; Dance; Science; English; History; Geography with Travel & Tourism; Art; Film & Media; Music; Business; Economics; PSHE; Pastoral curriculum and assemblies.

- Inclusivity;
- Representation in the media;
- Relationships; physical and mental impairments that affected our lifestyles/families etc;
- Legislation; Biology cells, genetics and mutations;
- A Christmas Carol; Industrial revolution; World views and ethics; Euthanasia
- Customer types
- Urban changes in contemporary modern environments
- Chuck Close - paralysed artist; Evelyn Glennie - percussionist; Beethoven
- Contemporary issues in sport and barriers people face. Emerging sports. Paralympic movement.
- Health and safety briefings in class.



2. Nationality, race and ethnicity



Subjects: Social Sciences; H&SC with Child Development; Dance; Science; English; History; Geography with Travel & Tourism; Art; Film & Media; MFL; Food technology; PSHE; Pastoral curriculum and assemblies.

- Ethnicity in crime
- Mental health and cultural statistics, belief/spiritual systems.
- Equality care act
- Meeting individual needs
- Exploring Afro Caribbean dance
- Roots of musical influences
- Evolution and the environment
- Hunger Games, Harry Potter, Macbeth and Malala reading topics
- Passport control, VISA requirements, legislations and other red tape issues
- Backgrounds of artists and their influences
- Media representation
- Scrutiny of inappropriate behaviour in sport
- Being able to put their own cultural stamps on own design projects
- The heritage behind French

Awareness & understanding

At OBA we believe that one of the most important aspects of the education that we give your child is the experiences outside the classroom which help develop them personally and academically.

Raising awareness and celebrating the diversity within our Academy through:



The thematic approach within the pastoral curriculums in tutor times and assemblies.



Our enrichment and extra-curricular opportunities; identifying and responding to the needs of our students.



Student Voice opportunities - students take a leading role in raising awareness of cultural diversity.



Frequent and targeted visits to museums, theatres, libraries and art galleries.



Extra-curricular and enrichment opportunities that broaden students cultural experiences.



Celebrating diversity



Individual Identity

LGBTQUIA; - Rainbow Flag Award



Physical

Sensory impairments; physical accessibility; Student Voice



Cultural

Specific cultural religious events, student led assemblies; 'Ordinary People' Holocaust led by sixth formers; yearly visit to Auschwitz, Black History Month, student led well being

Enrichment & Extra-curricular

Awareness & Understanding

OBA extends beyond the academic, vocational or technical to provide a wide rich set of experiences to develop students talents and interests, which is planned coherently and rigorously tracked within the curriculum. Extra curricular activities including trips ensure that all students are supported/catered for. Fun, enjoyment and new experiences in extra-curricular and enrichment activities foster a love of learning and curiosity that spills into the classroom. Students who participate over a period of time go on to be successful – they show increased confidence; resilience, stronger communication and social skills, building to a more developed young person.



Enrichment trips:



England football - Wembley
West End shows - Wicked
Tate Modern
National Portrait Gallery
Matthew Bourne



Autumn Term

Harry Potter Studio Tour
Women in Black performance
Peterborough Cathedral
Christmas Carol performance
Sleeping Beauty performance

Spring Term



Summer Term

Peterborough Cathedral
Royal Shakespeare
PGL Leadership Residential
Tall Ships - Sailing challenge
Boulogne trip
UCAS Convention

In-house Enrichment

This type of enrichment ensures all students have access to life changing opportunities.

Some examples of the opportunities we provide are stated here:



Culture & Language

Onatti - French Theatre
Language Leaders primary school lessons
Visiting speakers & authors
Eco Club
Debate
Poetry live



Educational & Professional

Work Experience in Year 10/12
Duke of Edinburgh Award
Language Leaders primary school lessons
Careers workshops



Community & Social

Charity days
Year 11 Prom fundraising
World Book Day Swap
B-Hive



Recreational Activities

Sport
Chess
Art



Performing Arts

RSC 12th Night; Romeo & Juliet
Guidhall School of Music & Drama - Jazz musician performance
Onatti - French theatre
Creativity Evenings - Music; Dance; Drama; Art; Poetry; Prose reading
School show
Extra-curricular clubs



Extra-curricular clubs

KS3

School Production
Fimology
Shakespeare Club
OBA Voice
Drama Club
KS3 Science Club
Writing Club

Shh... We're Reading
Chess Club
Sparx Club
Art Club
Student Voice
Eco Club
F1 In Schools

KS4

School Production
History Skills Booster
OBA Voice
Drama Club
KS4 Electronics
Writing Club
Shh... We're Reading

Sparx Club
Art Catch-Up
Student Voice
Eco Club
Shakespeare Club
Duke of Edinburgh

KS5

School Production
OBA Voice
Drama Club
KS5 Science Folder Club
Writing Club

Student Voice
Art Catch-Up
Shh... We're Reading
Maths Intervention
Eco Club



Language & Literacy

To read and to be read to, widely and often

Our aim and how it's implemented

Reading is an essential skill for life. Our philosophy of 'Reading for Betterment' places reading at the centre of our curriculum. Our aim is to nurture and inspire all students to become life-long readers. Our Curriculum actively incorporates a wealth of opportunities for pupils to read independently, read aloud and to be read to, each and every day.



Disciplinary Literacy

The Education Endowment Foundation recognises that *'literacy skills are both general and subject specific'*. As such, within each of our subject areas, we support and teach students how to read, write and communicate effectively.



- Spellings and definitions regularly tested
- Teaching of vocabulary
- Spelling, punctuation and grammar
- Supported and structured complex writing tasks
- Writing / practical instruction combined with reading



Reading ages & targeted support

This enables teaching staff to set appropriate and challenging tasks and to implement targeted support.



- Classroom based intervention through teaching and learning strategies. Reading aloud in tutor time twice per week
- Additional support from a reading buddy to help improve their fluency and comprehension.



Weekly tutor class reading

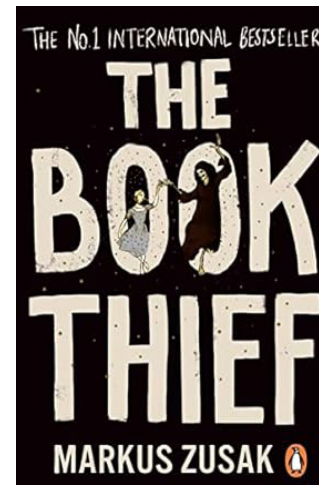
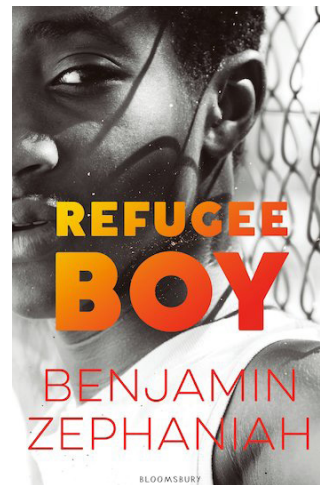
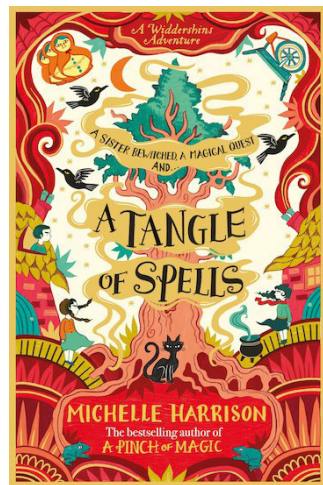
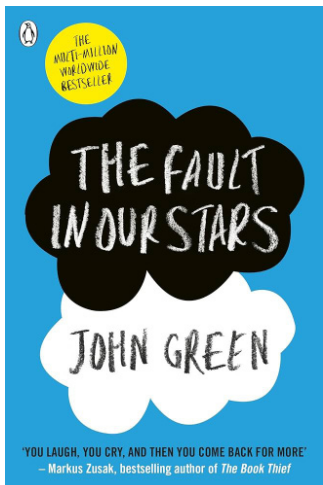
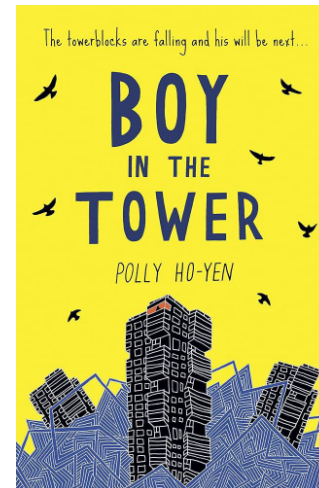
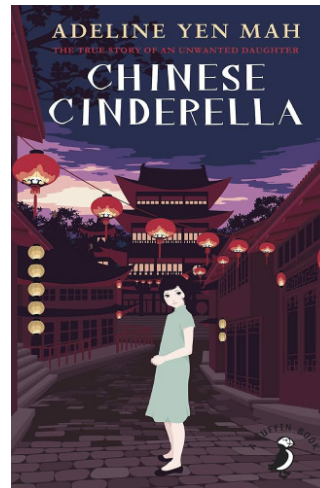
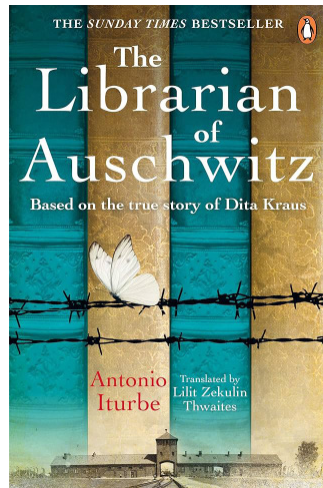
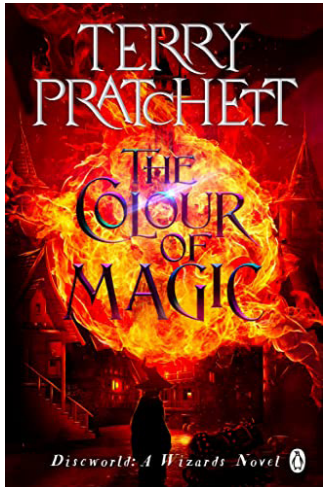
We have an extensive form time reading programme where, twice a week, form time is dedicated to staff reading aloud to students.



- Each year group has an assigned reading list designed to expose students to broad ranges of texts to develop cultural awareness and their vocabulary.
- Academic reading develops knowledge and understanding of texts that they may not normally choose to read.

Examples of books we read in the Academy

OBA Reading Ambassadors review books on a regular basis sharing these with the OBA community. In addition to recommending books. A few examples are shown below:



Wider reading

Access to wider reading materials across KS4/5



All curriculum areas have a bespoke reading list that is available to all students in all key stages and has a brief overview on the website explaining how they encourage reading.

Pastoral Curriculum

Each week students are introduced to new vocabulary linked to their SMSC development. Their knowledge and understanding are further developed with the use of this vocabulary; opinions listened to and when appropriate, challenged.

These categories align with aspects of Social, Moral, Spiritual, and Cultural (SMSC) education.



Examples include:



Civic Education & Governance engagement

Leadership
Parliament
Democracy
Education
Tolerance



Moral & Ethical values

Compassion
Equanimity
Repose
Erudition
Reconciliation

Enrichment Language Development



Enrichment opportunities for language development provide our students with valuable experiences and resources to enhance their linguistic skills beyond traditional learning environments. These opportunities encompass a wide array of activities, programs and practices designed to immerse learners in language-rich contexts, interaction with native speakers and engaging activities accelerate language acquisition, which fosters a deeper appreciation for diverse cultures and communication styles.

Enrichment opportunities:



**NATO oracy
workshop**



**The Economist
Student panel -
Sustainability**



Burnett News



Topical Talk



Author visits



**Creativity
Evenings**

Academic knowledge



Identifying cultural opportunities within the curriculum

Each curriculum area states how they create cultural opportunities within their area. This statement is accessible on our website.



The identifying of how curriculums can complement one another in acquisition of knowledge and develop skillsX

The Interdisciplinary project was designed and implemented into the Year 7 pastoral curriculum where specific subjects were linked both by topics and knowledge from curriculum areas, along with essential skills from the Skills Builder initiative, developing personal and character skills for life. The project runs for a two week period in each term in Year 7.

2022-23 Examples include:

Autumn Term



Maths

Subjects that link:

RE  Art

Topic:



Religious designs and symbols, such as mandalas

Spring Term



Science

Subjects that link:

PE  Food Technology

Topic:



Nutrition for sports people and the impact on the body

Summer Term



English

Subjects that link:

Dance  Geography

Topic:



Conflict within dance e.g. The Haka

Academic knowledge

Thematic approach

The thematic approach within academic knowledge represents a dynamic framework that integrates multidisciplinary perspectives to explore interconnected themes and topics. This approach extends beyond traditional subject boundaries, fostering holistic development across various dimensions. Our students engage in critical thinking, problem-solving and collaboration, equipping them with essential skills for navigating real-world challenges.

Developed through these factors:



Social & Personal Well-being

- Family & lifestyles
- Employment/ poverty
- Charity
- Ethics
- British Values
- Finance



Professional Development

- Careers
- Research



Cultural & Intellectual Enrichment

- Arts, creativity, music
- Inspirational, prodigy
- High culture
- Philosophy, ethics



Environmental Responsibility

- Sustainability
- Animal rights/ genetics

Academic knowledge

Subject specific and super curricular opportunities

Subject specific and super curricular opportunities which take learning in the subject further than the classroom. At OBA, we demonstrate this by offering both trips away from the Academy and also by bringing specialists and experts in their field to work with our students inspiring them with their passion for their subject. Examples are shown below:



Visits

- Field trips
- University trips - High Flyers; Oxbridge; STEM
- Street photography
- Women in Engineering
- Language Leaders
- Twycross Zoo - genetics
- Pinewood Studios
- Cadburys'
- Bletchley Park
- Woburn Safari



In-house opportunities

- Maths High Flyers
- University of Lancaster
- Senior teaching associate
- Anglia Water
- Royal Institute demonstrations
- Geopolitical workshops
- Faraday STEM challenge
- STEM roadshow
- Maths/ STEM Olympics
- Living History



Bletchley Park

Year 9 Cross
Curricular activity

A full week understanding, developing awareness, bringing to life the experiences of World War 1 decoders. Year 9 students experienced learning in a range of subjects, namely Maths; History and English.

Partnerships

In an ever changing world with increasing competition in the job market, we believe it is important to extend beyond the classroom curriculum, working in partnerships with other organisations for resources and different voices. This gives our students the chance to experience various career paths and get the best advice on their personal development, as well as broadening their horizons.

Over the last few years we have forged strong relationships and partnerships with a variety of trusts, agencies and firms to enhance the learning of our students.





Royal Shakespeare Company

OBA is a lead associate school with the Royal Shakespeare Company. As a lead school we work with a cluster of local primary and secondary schools to promote Shakespeare to young people and the wider community. One of the main aims of the project is to help students to be able to understand and interpret the language of Shakespeare, therefore to assist with this we take part in a Playmaking festival each year. As an associate school, students have

taken part in two performances with the RSC. In 2022 we performed a section from Much Ado About Nothing at the New Wolsey Theatre in Ipswich and in 2023 we performed a section from Twelfth Night at the Mercury Theatre in Colchester. In 2024 students will perform Romeo and Juliet at The Farnham Theatre at OBA in which they will work with professional directors and actors from the RSC as well as staff from the English and Drama department.



Guidhall School of Music & Drama The Peterborough Centre for Young Musicians

The Guildhall School of Music & Drama is a prestigious, independent school for the performing arts, boasting a talented alumni including Daniel Craig, Orlando Bloom, Ewan McGregor, Hayley Atwell and Damien Lewis. We have recently become one of three hubs for the expansion of their Centre for Young Musicians (CYM). The Peterborough Centre for Young Musicians (PCYM)

provides opportunities for our students to audition for access to a range of activities, including; ensembles, choirs, and musicianship classes. Performers will be taught by professional music teachers overseen by The Guildhall School itself.



Duke of Edinburgh Award

Every year the DofE inspires hundreds of thousands of young people, from all walks of life, to explore who they are, grow in confidence and develop the skills they need to successfully navigate life. This experience helps young people build a life-long belief in themselves, supporting them to take on their own challenges, follow their passions, and discover talents they never knew they had. Because when you prove to yourself that you are ready for anything,

nothing can hold you back



The Economist

The Economist

An independent charity that was established by professionals with a passion for education. They combine years of journalistic expertise with deep educational know-how to develop high-quality topical discussions in schools. In this digital age, young people need the skills to spot misinformation and have open-minded exchanges with people with whom they disagree. Inclusive, constructive

conversations are crucial for tackling the global challenges they face, from inequality to climate change. In the future workplace, they'll need to understand social, political and economic issues, and have the critical-thinking and communication skills that develop through debate and discussion.



English National Opera

English National Opera nurtures creativity and develops skills alongside curriculum learning. Our students have the opportunity to work alongside the professional artists, participate in the youth programme and have priority access to the productions..



Tall Ships Youth Trust

The Tall Ships Youth Trust is the UK's oldest and largest sailing training charity. Groups of Ormiston Bushfield Academy students, from across the age range of the school, start together from a novice level - slowly taking on bigger voyages as they become more capable

and experienced. Students build up their teamwork, communication and sailing skills until they get the chance to crew a ship by themselves! Our sixth formers often become mentors for younger students, helping them build leadership and confidence.



CERN

OBA is a lead associate school with the Royal Shakespeare Company. As a lead school we work with a cluster of local primary and secondary schools to promote Shakespeare



Wellcome Genome Campus

One of the World's foremost institutes and organisations in genomics and computational biology, delivering life changing science with the reach scale and imagination to solve some of today's world challenges.



Royal Institute of Science

Royal Institute - their role to bring science to life, working with young people and communities exploring science together, empowering;



IET Faraday Challenge Days

IET Faraday@Challenge Days give teams of students the opportunity to research, design and make prototype solutions to real-world engineering challenges

THE POETRY SOCIETY

The Poetry Society

The Poetry Society are an independently run organisation that work closely with local poets who provide workshops for schools to promote mindfulness and creativity through poetry writing.

Careers

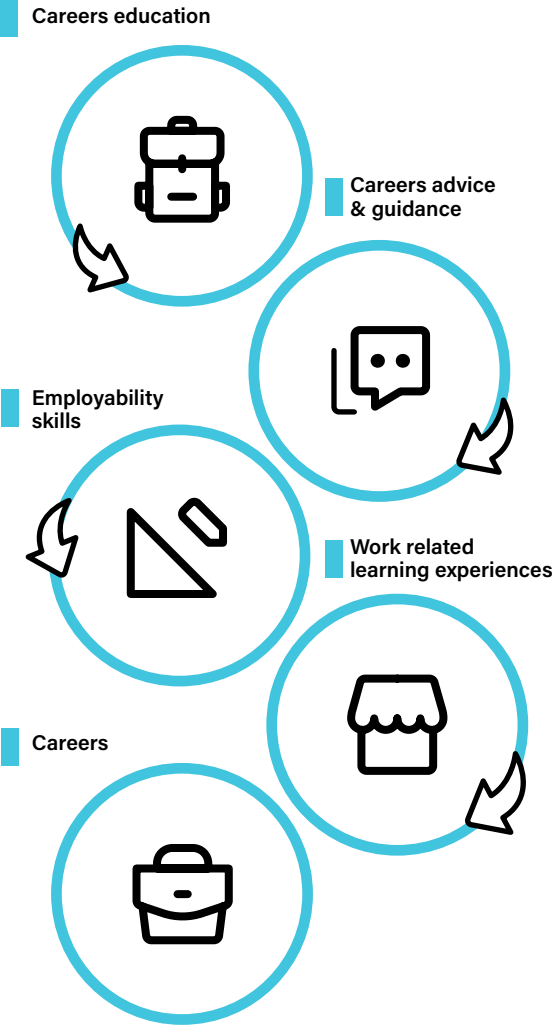
(CEIAG)



Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of OBA's commitment to ensure our students have the required skills, knowledge and belief in themselves to make informed choices about their future careers. We aim to connect to real life careers with learning that facilitates progression into relevant and rewarding careers in a changing world.

The opportunity to learn specific careers skills are coordinated by pastoral and PD staff as part of the tutorial and PD curriculum, with subject careers champions ensure that students have the opportunity to engage with employees from relevant industries in each year.

Core Components





We aim to empower students to explore and pursue their passions and potential through access to a diverse range of careers opportunities. We believe in fostering a culture of high aspirations and supporting the development of self-belief,

enabling students to confidently navigate their future paths and achieve their goals.

Emphasis is placed on students exploring, learning about and experiencing working with different professionals.

Our links with business currently include:

anglianwater

Wates



OBA achieved The Quality in Careers Standard in December 2023



Outcomes

Results and destinations over time

From the examination boards the general consensus to 'access' a GCSE examination such as science/ maths is 13 years of age.

The impact of 'reading for betterment', reading in tutor time, reading within curriculum areas, reading lists and access to wider reading in KS4/5 has enabled our students to have greater access to external exams, improving their results, destinations and future life chances.

Every student sits the same GCSE examination. Not all have the same circle influences or cultural experiences. Our priority is to ensure that all students have the opportunity to build cultural capital and avoid losing out to more advantaged peers. This can be seen in the external examination results.

GCSE and A Level results over time:

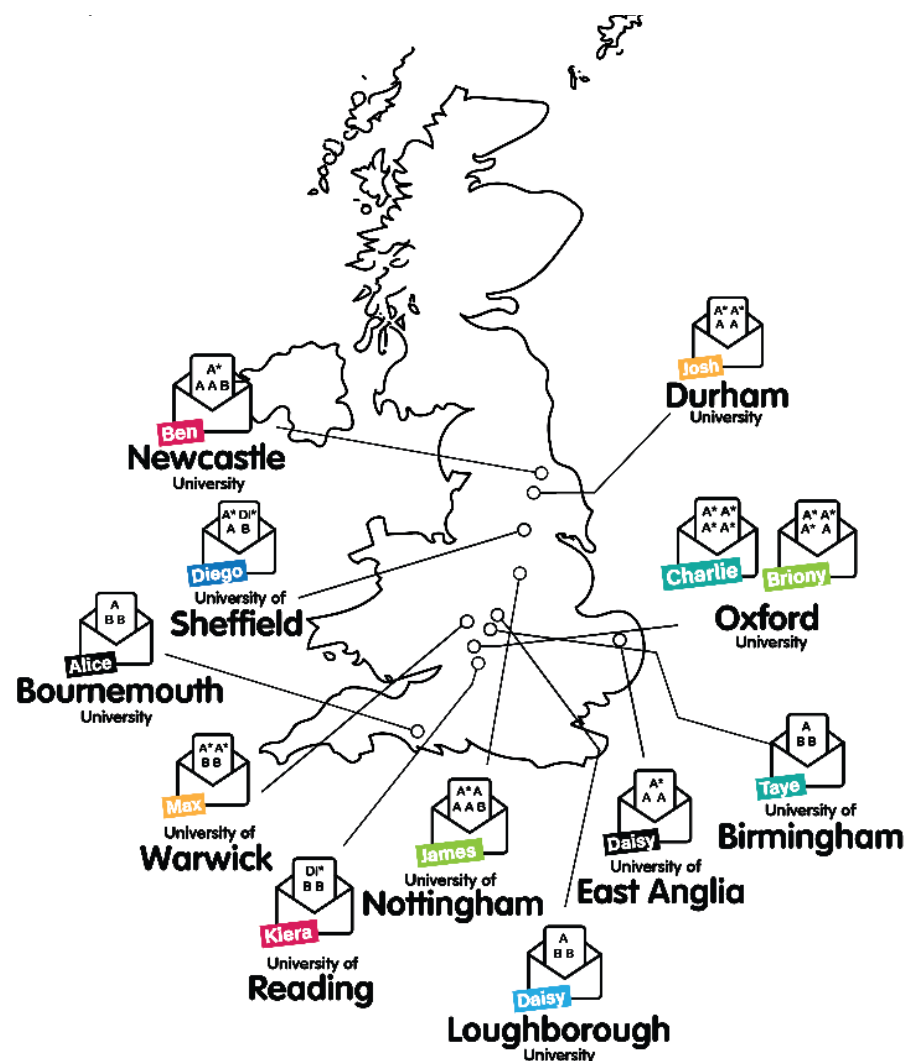
GCSE

	2023	2022	2019	2018
Progress 8 score	0.43	0.22	0.19	0.02
Basics: 4+ in Maths & English (%)	69	69	53	60
Basics: 5+ in Maths & English (%)	41	50	30	32

A Level

	2023	2022	2019	2018
Overall Pass rate	99	99.3	99	96
A* - A (%)	24	27	15	11
A* - B (%)	53	54	39	31
A* - C (%)	79	80	72	65
Academy Average Grade	B-	B-	C	C

A Level destinations 2023



A Level destinations over time

	2023	2022	2021	2020	2019	2018
University	74%	82%	74%	80%	88%	76%
Russell Group	22%	22%	18%	18%	18%	10%
Apprenticeship	5%	5%	10%	10%	2%	7%



Banding Together

“

Learning with new people can benefit yourself when performing, you are mixing with creative and talented people. It showed me that performing can be scary but it gets easier as you progress and learn better techniques.

Alex

Talk the Talk Language acquisition

“ ”

This experience helped me with debating and speaking, you had to listen carefully and give your point of view with evidence.

Mia

Pinewood Film Studio trip

“

'On the Pinewood trip, it gave an insight into what it is like in the film industry, by offering an in depth explanation of each department of film and the ways in which they work.'

Tyler

■ Pinewood Film Studio trip

“ ”

One of the people I spoke to was a Set Designer, and introduced me to my career pathway for my future in this industry

Sophia

Poetry competition

“”

I worked to a deadline which helped my time management and the challenge to write the best I could helped my perseverance.

I will always remember the great opportunity I have been provided with.

Oliver

| Duke of Edinburgh

“ ”

Since completing the DoE trip I have gained closer trust for my friends and
a greater appreciation of the difficulty to surpass limits.

I am grateful that I was able to participate

Will, Year 10

| Duke of Edinburgh

“ ”

Doing the DofE helped me grow in confidence and it taught me new skills such as working in a team and being able to persevere if things went wrong

Sam, Year 10

Reading for Betterment Language acquisition

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The best thing about Shhh We're Reading is suggesting books and getting recommendations from other people, and having debates and discussions about lots of topics related to reading.

Evelyn, Year 8



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