

Bolder Academy Development Plan June 2020 – Sep 2021

Our vision and values

Bolder Academy is in its second year. It is a non-denominational, mixed secondary school in the London Borough of Hounslow.

Bolder Academy has been set up by local primary and secondary school headteachers to meet the demand for additional places. It is born out of passion, innovation and need.

We recognise that each and every one of our students is unique, with different strengths and different passions. We welcome all to Bolder Academy.

We challenge and inspire our students. We prepare them to lead ambitious lives with confidence and energy and our wish is that they leave us as **kind, strong and brave** young adults who lead Bolder lives, with a belief that anything is possible. These values are strongly interlinked to the Academy's work of promoting British values: Be kind: mutual respect and tolerance of those with different faiths and beliefs; be strong: democracy and the rule of law; be brave: individual liberty.

The key priorities for Bolder Academy are focussed on the successful ongoing set up of the Academy: securing excellence in leadership and management, ensuring a high quality of education and, developing behaviours and attitudes which supports our vision, upholds our values and enables our students to succeed.

The Academy's Priorities for 2020-2021

There are three key priorities and these are shared with all staff. The priorities underpin Academy planning, monitoring and review procedures:

- Priority 1: Kind - Sustaining excellent student behaviour through a consistent approach and providing outstanding provision for personal development.
- Priority 2: Strong - Developing a high quality education by implementing a robust curriculum offer based on a shared understanding of intent and intended impact.
- Priority 3: Brave - Developing highly effective leadership and teaching, support staff who promote Bolder's core values.

Priority 1: Kind - Sustaining excellent student behaviour through a consistent approach and providing outstanding provision for personal development.								
Intent (what do we want to achieve)	Implementation (what actions will be taken to achieve this)	Intended impact measures (KPIs) – how will we know if it our actions are right?	Staff member leading on action	RAG	Monitoring Staff/Gov	Training Req'd	Timeframe	Resources and Cost
1a. Bolder is a highly safe, calm and positive environment and students behave with consistently high levels of respect for others.	<p>Use staff and student voice to review and update current behaviour policy.</p> <p>Provide training for staff to target knowledge and application of strategies eg: Restorative Justice / Positive behaviour management.</p> <p>Develop alternative curriculum and pathways approaches for those students who need additional support with behaviour.</p> <p>Reduce the number of Fixed Term Exclusions</p>	<p>Records of exclusion, incidences of poor behaviour and the use on internal exclusions show that the incidences decline and that the number of repeat offences is minimal.</p> <p>Termly trend data analysis used to identify key groups / students of concern. Identification of needs means that internal/external support/agencies and the curriculum is adapted.</p> <p>Student voice and SEF activities indicate high quality provision for personal development.</p>	AWA		HSW	<p>Whole School Positive Behaviour Management Training</p> <p>Whole School Restorative Justice Training</p>	July 2020-July 2021	<p>Gateway – alternative provision £3000</p> <p>Rewards budget: £3,000 (£9 per student)</p> <p>Being Bold providers – £9k</p>
1b. Attendance and punctuality is above the national average	<p>To address the needs of students who may be reluctant to return to school in light of Covid-19.</p> <p>Tighten up the systems and procedures for tracking for attendance and punctuality to</p>	<p>Review the needs of individual students and put into place individualised programmes of support to ease the transition back to school.</p> <p>Registers are accurate and taken each lesson.</p>	AWA		HSW	<p>Regular review of students' wellbeing through EduKit and CPOMs</p> <p>Use of SIMs to track, record and analyse</p>	June 2020 – end of academic year 2020	N/A

	<p>ensure poor attendance is followed up swiftly and that it improves.</p> <p>Work with agencies to address persistent absenteeism.</p> <p>Develop the new Pastoral Manager's role to enable capacity to be increased to follow up attendance.</p>	<p>The analysis of attendance and punctuality shows that attendance is above 96% for all groups of students and PA is 9%.</p>				attendance accurately		
1c. Effectively support students with SEMH	<p>Reviewing and adapting provision in light of Covid 19.</p> <p>The importance of mental health and wellbeing becomes a whole school priority. Mindfulness and academic resilience becomes a part of the whole school ethos and is embedded throughout the curriculum.</p>	<p>Students feel well supported by the Academy as indicated from the EduKit survey in terms of their mental health and well-being.</p>	FGI		HSW	<p>CPD for specific interventions to be delivered by TA, SENDCO and new Pastoral Managers.</p>	<p>June 2020 – end of academic year 2021</p>	<p>Hounslow Youth Counselling Service: £7,300 per day.</p> <p>CPD interventions. Approx. £250</p>

Priority 2: Strong - Developing a high quality education by implementing a robust curriculum offer based on a shared understanding of intent and intended impact.

Intent (what do we want to achieve)	Implementation (what actions will be taken to achieve this)	Intended impact measures (KPIs) – how will we know if it our actions are right?	Staff member leading on action	RAG	Monitoring Staff/Gov	CPD Req'd	Timeframe	Resources and Cost
2a. The curriculum is ambitious and maps out clearly the knowledge and skills that students gain within each year group to ensure they are prepared for the next stage of their learning.	Curricular overviews are produced for KS4 and staff are skilled in identifying the appropriate GCSE specification and can deliver it effectively.	From QA it is clear that all staff are aware of the knowledge and skills that students need for study at KS4, KS5 and beyond. From QA it is clear that all students understand the knowledge and skills that they are required for their current and future learning.	Subject teacher and Middle Leaders		ABO	Research into specifications by middle leaders, CPD for class teachers on GCSE specifications	June 2020-June 2021	N/A
	Schemes of work have been adapted in light of 'gaps' due to Covid-19. Schemes of work are based on the national curriculum and students make effective progress as a result of strong assessment practices.	Subject staff and leaders are able to articulate clearly why SoW are sequenced in a particular way and how they show progression. Assessment is clear to all stakeholders and supports effective teaching and learning.	JHU Subject teacher and Middle Leaders		ABO	Work with other subject specialists from schools to moderate curricular and assessment & with UCL.	June 2020-June 2021	Potential cover cost
	Exploration of on line if Covid-19 continues to disrupt the ability for students to come into school.	On line platforms are explored. Staff are effective in planning and delivering on line learning. Student engagement is strong with online platforms and support students to achieve	ATO with Subject teacher and Middle Leaders		ABO		June 2020-June 2021	£2.7 TLR for on line learning lead £3k for additional training or platforms.
	Academic language is used by all departments and students to ensure strong progress and	Students are able to talk and write in an academic way and this evidenced in student voice and book looks.	ERI Subject teacher and Middle Leaders		HSW	Research time with FVE	June 2020-June 2021	NGTR Reading Baseline- Year 7 only: 180 X 2 (Baseline and

	life opportunities are met.	NGTR test indicate strong student achievement from the beginning of the academic year. All teaching and learning reflects excellence in literacy.						End of year) = £2,500 CPD Literacy Specialist support £500
2b. The curriculum ensures the success of vulnerable groups of students.	All staff are teachers of SEND, PP and Most Able: Ensure that the 'Graduated Approach' is at the centre of all curriculum planning, classroom practice and intervention plans. Gaps from 'lost' learning time due to Covid-19 are addressed effectively.	Review the needs of the students regularly during the pandemic and adapt the curriculum accordingly. SEND, PP students achieve well and are given the knowledge and cultural capital to succeed in life. Visits to established schools to observe best practice. Staff able to deliver specific strategies on phonics, dyslexia.	FGI, SJO		ABO/HSW	Whole school training on SEND, PP and Most Able External training events for specific SEND interventions	June 2020-June 2021	SEND INSET Specialist Training: Speech and Language Therapy: £425 per day and a half x 40 weeks = £17,000 (supported by EHCP funding) Educational Psychology Service: £3600 SEN consultancy support £2000
2c. The curriculum continues to broad and ambitious, providing a full range of subjects across each Key Stage.	Bolder ensures the year 9 curriculum continues to offer students a wide range of subjects as well a rich diet of extracurricular activities through Being Bold provision.	Students enjoy the wide range of subjects that they study.	ABO Subject teacher and Middle Leaders		HSW	Time to review Being Bold and its effectiveness	June 2020-June 2021	Budget for Being Bold £40 coach (sport) p.h. Food Tech First Aid
2d. Teaching staff are highly capable. They have strong subject knowledge and are highly effective practitioners.	All teaching staff further develop a strong subject knowledge and understand the requirements of GSCE	QA show that teachers have expert knowledge of their subjects.	ABO		HSW	Research work with UCL about subject knowledge	June 2020-June 2021	£2000 membership of associations Support to become and

	and Level 3 qualifications.							examination marker Potential cover cost
2e. There is an effective programme across the Academy that allows students to make an informed choice about the next stage in their learning and the GCSE option process is managed highly effectively.	Option choices are varied and adapted to meet the needs of the Year 9 students. A programme for ensuring students make effective GCSE choices is in place. A clearly defined careers programme is mapped out and shared with all stakeholders.	The Gatsby Measures are adhered to well and there is a long and short term programme in place that meets the statutory guidance. From QA students can talk well about the advice they are given and they are ready for the next stage in their education.	NRN		ABO	Time to research best practice	Dec 2020 – Feb 2021	SPARKS – £7k

Priority 3: Brave - Developing highly effective leadership and teaching, support staff who promote Bolder's core values.								
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3a. All staff and students understand the vision and this is realised through strong, shared values, policies and practices.	<p>Plan and deliver highly effective induction.</p> <p>Consider and develop plans for the successful integration of new students and staff.</p> <p>Revisiting regularly values and policies so all staff promote and develop ethos and culture.</p>	<p>Day to day interactions with students and staff indicate leader's high expectations of all and, a shared way of working as a result of the values.</p>	HSW		ADO	CPD on specific policies	June 2020- July 2021	£100 for hospitality
3b. CPD is bespoke to individuals and supports the Academy's development effectively.	<p>Individualised CPD programmes are in place for all staff which supports Academy-wide priorities, values and wellbeing.</p>	<p>Staff speak positively about the highly effective and focussed CPD they receive.</p> <p>90% of staff are successful in their appraisals.</p>	HSW		ADO	Dependent on individuals	June 2020- Sep 2021	6K
3c. The Academy supports its staff by addressing workload and well being issues.	<p>Risk assessments and well being programmes are put into place for staff as a result of Covid -19.</p> <p>CPD on workload and well being.</p> <p>All policies put into place adhere to and support staff well being and work load.</p>	<p>Staff feel that they have been well supported during the Covid-19 pandemic.</p> <p>Workload issues are dealt with effectively.</p> <p>Staff consistently report high levels of support for well-being issues.</p> <p>Stress management training and surveys</p>	HSW		ADO	N/A	Sep 2020 – Sep 2021	<p>2k – coaching</p> <p>5.6K – middle and senior leadership coaching by James Aidoo</p> <p>Request for Sky coaching opportunities to continue.</p>

	<p>Employers Assistant Programme in place and staff made aware.</p> <p>'Vibe management' is in place to provide staff with social opportunities.</p> <p>Leadership coaching focuses on wellbeing.</p>	undertaken and indicate positive results.						
3d. The strong culture of safeguarding helps to identify, help and manage vulnerable students.	<p>CPD on safeguarding is kept alive and relevant.</p> <p>New Deputy Headteacher ensure all Pastoral Managers have DSL training and supported effectively.</p> <p>Work with multiagency groups to support most vulnerable.</p>	<p>The SCR is exemplary.</p> <p>There is a comprehensive list of the referrals made to the DSL and to the LBH with details of resolutions.</p> <p>There is an accurate list of open cases with children's services where there is a multi-agency plan.</p> <p>Regular CPD is provide to staff to support them identify safeguarding issues.</p> <p>Intervention groups and counselling supports vulnerable students.</p>	<p>PD and HSW</p> <p>AWA</p> <p>AWA</p> <p>AWA</p> <p>AWA</p> <p>FGI</p>		<p>HSW and ADO</p> <p>HSW</p> <p>HSW</p> <p>HSW</p> <p>HSW</p>		<p>June 2020 – July 2021</p>	<p>Cost of SLA with Tudor Park</p> <p>Time</p> <p>£2k Designated Safeguarding Lead Training plus Andrew Hall briefing subscriptions.</p>
3e. The new build and the split site are well planned to support high quality education.	<p>Continue to project manage the new building to ensure it is ready for summer 2021.</p> <p>Continue to work with The Green School and DFE re: plans for split</p>	<p>The new building is completed by Sep 2021.</p> <p>Plans are in place to ensure a successful year on the split site in Sep 2020.</p>	<p>HSW and KBI</p>		<p>Gov</p>		<p>June 2020 - ongoing</p>	

	site and with all staff about ensuring education provision remains unaffected as a result of working across two sites.							
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Measuring the Success of Bolder Academy – What are other Key Performance Indicators?

Area	Key Performance Indicator	Target	Success Criteria	Target date
Community	Bolder Academy is a school of choice for local community	Admissions application data shows that people in the local community place Bolder Academy as one of their choices in the admissions process.	The majority of places are taken by children living in the London Borough of Hounslow.	April 2021
Community	Promote British Values	The three core values promote fundamental British Values: Be strong; democracy and the rule of law; Be kind: mutual respect and tolerance of those with different faiths and beliefs; Be brave: individual liberty	PSHCE and enrichment activities make specific reference to our values and how these link to British Values.	July 2021
Students	Reducing the difference	Ensure that there are no significant attainment gaps between different groups of learners Ensure that students with lower prior attainment make as much or more progress than their peers.	Academy performance shows that for students whose average progress of students whose baseline in En and/or Ma is lower than average is greater than that of other students.	July 2021
Students	Wellbeing and happiness	The vast majority of students report in annual survey that they enjoy coming to Bolder Academy and feel safe.	Annual point in time surveys (based on as well as Ofsted's ParentView), demonstrate that students, are positive about their experience of Bolder Academy.	July 2021
Students	Attendance	Aspiration that annual attendance of 96% NB: Covid-19 will impact	Students enjoy coming to Bolder Academy as demonstrated by high attendance levels and low persistent absenteeism levels.	July 2021
Students	Exclusions	Very low level of fixed term exclusions No permanent exclusions	Data shows that the Academy's level of fixed term exclusions is lower than the national and LBH average.	July 2021
Students	Student Progress and Outcomes	>90% of students meet or exceed annual targets in their subjects	Annual targets exceeded.	July 2021
Students	Reducing the difference	Ensure that there are no significant attainment gaps between different groups of learners Ensure that students with lower prior attainment make as much or more progress than their peers.	Academy performance shows that for students whose average progress of students whose baseline in En and/or Ma is lower than average is greater than that of other students.	July 2021
Staff	Quality of Education	100% of quality assurance activities (learning walks, lesson observations, work scrutinties and student voice activities) indicate that the curriculum is strong.	Internal and external quality assurance checks show the strength of the curriculum and, the typicality of teaching, learning and assessment is good / outstanding.	July 2021
Staff	Appraisal	90% success for staff meeting targets.	Appraisal records show that 90% of staff members meet their targets completely.	Oct 2020
Staff	Recruitment	100% of posts are filled according to the budget plan.	The Academy recruits high quality staff who contribute towards the continual development of the school and of its students.	March 2020 and ongoing
Finance	The Academy's financial position is strong.	Annual budget surplus within 1% except first year	The Academy fulfils all its statutory accounting obligations satisfactorily and on time, and the wise allocation of financial resources can be seen to have impacted positively upon student outcomes.	2020-2021

