

Bolder Academy Development Plan Sep 2021– July 2022

Our vision and values

Bolder Academy is in its fourth 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 2021-2022

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 strong routines and support to support student behaviour through a consistent approach and providing outstanding provision for personal development.
- Priority 2: Strong - Delivering a high-quality curriculum and implement Key Stage 4.
- Priority 3: Brave - Continuing to develop highly effective leadership and teaching, support staff who promote Bolder's core values.

Priority 1: Behaviour and Attitudes							
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 leading	Monitor'g 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>Continue to 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 e.g.: Restorative Justice / Trauma and Attachment Training/</p> <p>Develop alternative curriculum and work with alternative providers to find 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>Attachment and Trauma Training.</p> <p>Whole School Restorative Justice Training</p>	<p>November 2021</p> <p>September 2021</p>	<p>Gateway alternative provision £10000</p> <p>Rewards budget: £3,000 (£9 per student)</p> <p>Senior Leaders participate in Tom Bennett, DFE Behaviour Specialist Training.</p>
1b. Attendance and punctuality is above the national average	<p>To address the needs of students / families who have found it challenging to return to school in light of Covid-19.</p> <p>Continue to use and embed systems and procedures for tracking for attendance and punctuality to ensure</p>	<p>Continue to review the needs of individual students and put into place individualised programmes to address any attendance issues.</p> <p>Registers are accurate and taken each lesson. The analysis of attendance and punctuality shows that attendance is above 96% for all groups of students and PA is 9%.</p> <p>Hold parent events for 'hard to reach parents' which removes barriers.</p>	AWA	HSW		June 2021 – end of academic year 2022	N/A

Priority 2: Delivering a high-quality curriculum and implementing KS4.							
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 our actions are right?	Staff leading	Monitoring Staff/ Gov	CPD Req'd	Time frame	Resource 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.	<p>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.</p> <p>From QA it is clear that all students understand the knowledge and skills that they are required for their current and future learning.</p> <p>All staff engage with specification training and also LBH networks to support KS4.</p>	Subject teacher and Middle Leaders	ABO	<p>GCSE Specifications training for all staff.</p> <p>Subject specialist external reviews and development sessions to identify next steps.</p>	Sep 2021- July 2022.	CPD for specification training and external reviews £10,000.
	Schemes of work adapted in light of 'gaps' due to Covid-19 and also summer 2021 assessments. 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.	Sep 2021- July 2022	
	Teaching and Learning Communities CPD have an impact on key priority areas: <ul style="list-style-type: none"> Academic writing SEN Higher prior attainers 	<p>Students are able to talk and write in an academic way and this evidenced in student voice and book looks.</p> <p>NGTR test indicate strong student achievement in July 2022.</p> <p>SEN Support students in year 8 needs are met fully through quality first teaching and intervention.</p> <p>EHCP students in year 9 continue to engage with interventions and GCSE and vocational choices</p>	ERI JHU SJO FGI with Subject teacher and Middle Leaders	HSW and ABO	Research time with FVE	Sep 2021- July 2022	NGTR Reading Baseline, CATs and Progress Test Maths papers purchased so that school can bench mark each year through nationally recognised test.

		<p>are appropriate to ensure they are ready for the next steps in their learning.</p> <p>HPA students are well catered for and Fix Its and end of year data show that these groups are making progress.</p>					
2b. The curriculum ensures the success of vulnerable groups of students and Pupil Premium students.	All staff are teachers of SEND, PP and Most Able adapt curriculum and teaching to ensure they achieve well.	<p>Review the needs of the students regularly and adapt the curriculum and teaching accordingly.</p> <p>SEND, PP students achieve well and are given the knowledge and cultural capital to succeed in life.</p> <p>Visits to established schools to observe best practice.</p> <p>Staff able to deliver specific strategies on phonics, dyslexia.</p>	FGL, SJO	ABO / HSW	<p>Whole school training on SEND, PP and Most Able</p> <p>External training events for specific SEND interventions</p>	Sep 2021- June 2022	
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.	<p>Students enjoy the wide range of subjects that they study.</p> <p>Track students attending extracurricular activities to ensure all 'vulnerable' groups also represented,</p>	ABO Subject teacher and Middle Leaders	HSW	Time to review Being Bold and its effectiveness	June 2020- June 2022	<p>Budget for Being Bold</p> <p>£40 coach (sport) p.h.</p>
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 GCSE and Level 3 qualifications.	QA show that teachers have expert knowledge of their subjects.	ABO	HSW		Sep 2020-June 2022	<p>£2000 membership of associations</p> <p>Support to become and examination marker</p> <p>Potential cover cost</p>
2e. There is an effective programme across the Academy that allows students to make an informed choice about the	Option choices continue to be varied and adapted to meet the needs of the Year 9 students. A programme for ensuring students	<p>The Gatsby Measures are adhered to well and there is a long- and short-term programme in place that meets the statutory guidance.</p> <p>From QA students can talk well about the advice they are given and they are ready for the next stage in their education.</p>	NRN	ABO	Time to research best practice	Dec 2021- Feb 2022	SPARKS – £11k

<p>next stage in their learning.</p>	<p>make effective GCSE choices is in place.</p> <p>A clearly defined careers programme is mapped out and shared with all stakeholders.</p> <p>Work experience is undertaken in year 10.</p>						
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Priority 3: Sustaining strengths in Leadership							
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 our actions are right?	Staff leading	Monitoring Staff/Gov	Training Req'd	Timeframe	Resources and Cost
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 2022	£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>Early Careers Frameworks fully met and staff benefit from high quality delivery.</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> <p>7 members of staff complete the NPQML by July 2022</p> <p>4 members of staff begin MAs.</p>	HSW	ADO	Dependent on individuals	June 2020- Sep 2022	6K
3c. The Academy supports its staff by addressing workload and well being issues.	<p>Risk assessments and wellbeing programmes continue to be put into place for staff as a result of Covid -19 (on going)</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.</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 undertaken and indicate positive results.</p>	HSW	ADO	N/A	Sep 2020 – Sep 2022	<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>						
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>		July 2021 – July 2022	<p>Cost of SLA with Tudor Park</p> <p>Time</p> <p>£2k Designated Safeguarding Lead Training plus Andrew Hall briefing subscriptions.</p>
3e. Governors are from diverse backgrounds.	<p>The Governing Board reflects the diverse nature of the area and the Academy.</p>	<p>Review of Governance and recruitment procedures as per discussions with Sky.</p> <p>Impact of Cultural Competence & Challenging Disproportionality CPD event at Ealing is evident.</p> <p>Update website details to make it more attractive to others,</p>	<p>ADO</p> <p>HSW, RAC, GSA</p>	<p>All Govs</p>		July 2021 – July 2022	

Context as of July 2021

- 508 Number on Roll as of 9/6/2021
- 50.4 % boys 49.6% girls
- 31.1 % FSM
- 45% EAL (vast majority fluent speakers however, seeing increasing numbers of new arrivals)
- EHCP students 11 in total, 85 students with SEN Support, - Total 18.9%
- White British 29.1%, White European 17.1%, Indian 8.3%, Somalian 7.7%, Mixed Ethnicity 14.6%
- 0 Looked after Children Currently
- 7 Post Looked after Children
- 32 students left since Sep 2020. Reason are most have left country or moved out to Buck, Surrey (17 in total). 1 moved to SEN school, 3 home elected education and reported to Social Services.
- 46 students have started the school since Sep 2020.

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 2022
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, RSHCE and enrichment activities make specific reference to our values and how these link to British Values. Student surveys show that they have a strong understanding of how to keep themselves safe and tolerance for others.	July 2022
Students	Addressing underachievement as a result of Covid	Ensure that impactful intervention and quality first teaching addresses underachievement as a result of Covid and disruption to education. There are no significant attainment gaps between different groups of learners	The Academy curriculum is adapted to address the needs of students and 'time loss' as a result of Covid. 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 2022
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 2022
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 2022
Students	Exclusions	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 and all strategies explored with LBH SEN and AP.	July 2022
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 2022
Staff	Appraisal	90% success for staff meeting targets.	Appraisal records show that 90% of staff members meet their targets completely. On track currently	March 2022 and July 2022
Staff	Recruitment	100% of posts are filled according to the budget plan and Governors review how they can become more diverse.	The Academy recruits high quality staff who contribute towards the continual development of the school and of its students. Governing Body takes steps to become more diverse.	July 2022
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.	2021-2022