

Bolder Academy Development Plan - Sept 2023 – July 2024

Our vision and values

Bolder Academy is in its sixth 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 2023 - 2024

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

- Priority 1: Kind – Effective learning takes place in all lessons and, the school is a safe and calm environment as a result of strong behaviour management routines and personalised programmes.
- Priority 2: Strong - Deliver a high-quality curriculum to secure positive progress 8 score and strong teaching within the Sixth Form.
- Priority 3: Brave – Establish and develop a highly effective leadership and teaching, support staff who promote Bolder's core values.

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 Requested	Timeframe	Resources and Cost
<p>1a. Bolder is a safe, calm and positive environment and students behave with consistently high levels of respect for others.</p>	<p>Continue to implement the behaviour systems and procedures to ensure consistency as the school grows.</p> <p>Explicit teaching of behaviours to support students' understanding and staff consistency.</p> <p>Ensure all insist on high standards and low-level disruption is eliminated in classrooms enabling the focus to be on learning.</p> <p>Make the rewards high profile to support students' self-esteem and confidence.</p> <p>Develop further alternative curriculum and pathways to support students who find it challenging to self-regulate particularly amongst some students in year 10.</p> <p>Further reduce the incidences of acts of discrimination and derogatory language.</p>	<p>Records of exclusion, incidences of poor behaviour and the use on internal exclusions show that the exclusions and behaviour is managed effectively. Analysis of data shows that strategies to address this are being used effectively and there is a decline in the number of suspensions.</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>Year 10s behaviour analysis indicate significant improvement in behaviour of some individuals.</p> <p>Student voice and SEF activities indicate high quality provision for personal development, behaviour and safety.</p> <p>Heads of Department take a highly proactive role in supporting their teams and also, work closely with parents and carers.</p> <p>Continue to track and analyse patterns of homophobic, sexualised and racist language. In turn support and educate students in what is and is not appropriate language.</p>	<p>LGR, LP and SLT Line managers and HODs</p> <p>LGR</p> <p>FGI</p> <p>LGR</p>	<p>HSW</p>	<p>All staff training on behaviour systems at the start of term and revisiting throughout to ensure consistency.</p> <p>Pastoral Leaders and Lead Practitioners to attend further training on suspensions– Autumn Term.</p> <p>Training on how to best support individuals with LP and AHT inclusions and HODs: High anxiety ADHD ASD Plus bespoke behaviour training for staff if needed.</p>	<p>Sept 2023 – July 2024</p> <p>Oct 2023</p> <p>Throughout year</p>	<p>Alternative provision – in house and</p> <p>Rewards budget:</p> <p>Therapies: art, play, behaviour mentor (cross reference professional services)</p> <p>Specialist training – supporting students with ADHD.</p>

<p>1b. Attendance and punctuality is above the national average</p>	<p>Continue to use and embed systems and procedures for tracking for attendance and punctuality to ensure poor attendance is followed up swiftly and that it improves.</p> <p>Continue to be insistent that other agencies (Social Services, EWS) work with the school to students with address persistent absenteeism.</p> <p>To address the needs of students / families who find it challenging to attend school by developing further bespoke provision and timetables.</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 95% for all groups of students and PA is 9%.</p> <p>Hold parent events for 'hard to reach parents' which removes barriers.</p>	<p>LGR / GKU</p> <p>GKU</p> <p>FHE</p>	<p>HSW</p>		<p>Sept 2023 – July 2024</p> <p>Sept 2023 – July 2024</p> <p>Sept 2023 – July 2024</p>	<p>Cost of staffing in the Hub and Lead Practitioners KS.</p>
<p>1c. Effectively support students' resilience and also students with SEMH.</p>	<p>Implement a new approach to transition of SEN and vulnerable students.</p> <p>Continue to be tenacious in approach to engaging with CAMHS, Social Services.</p> <p>Adapt curriculum and strategies to support the most vulnerable students by providing expert input e.g.: counselling, play and art therapy.</p>	<p>Students feel well supported by the Academy as indicated from survey in terms of their mental health and well-being. They attend school regularly.</p> <p>Targeted interventions for those students who are showing high levels of challenge re anxiety or social, emotional and mental health.</p> <p>Support parenting skills through Early Help referrals and in school interventions</p>	<p>FGI</p> <p>FGI</p> <p>FGI</p>	<p>HSW</p>	<p>CPD for specific interventions to be delivered by TA, SENDCO and new Pastoral Managers.</p>	<p>Sept 2023–end of academic year 2024</p>	<p>Cost of Hub staffing, Counselling and Therapies, behaviour mentor.</p>

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2a. The implementation and impact of the curriculum matches its intent.	Curricular overviews are refined for KS4 (year 11) and KS5 (year 12) 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>The curriculum is coherently planned and executed.</p> <p>All staff engage with specification training and also LBH networks to support KS4.</p> <p>Assessment is clear to all stakeholders and supports effective teaching and learning.</p> <p>Coursework deadlines for students are shared and these are met.</p>	Subject teacher and Middle Leaders HODs	ABO	<p>GCSE Specifications training for all staff.</p> <p>A level specification training is well attended.</p> <p>Subject specialist external reviews and development sessions to identify next steps.</p>	Sept 2023- July 2024.	CPD for specification training and external reviews £10,000.
	Students achieve well over time and the implementation and impact of the curriculum means that they know more over time.	<p>There is a clear and shared understanding of what good teaching and learning looks like – there are commonalities and an understanding of the Bolder lesson.</p> <p>The SEF calendar is shared with all and is supported by all leaders (SLT and HODs)</p> <p>From the SEF cycles there is secure evidence that:</p> <ul style="list-style-type: none"> - Teachers' knowledge is strong - Subject matter is presented clearly - Students' understanding is checked systemically and clear and direct feedback provided to ensure students achieve well. 	ABO, JHU, HODs ABO ABO, JHU, NCR, HODs	HSW	New middle leaders are trained and supported to complete les		<p>Support to become and examination marker</p> <p>Potential cover cost.</p> <p>Exam board training cost.</p> <p>SPARKS – £11k</p>

		<ul style="list-style-type: none"> - Students have a strong understanding of what they need to do to improve their work and gain knowledge over time. - Students are given work that is demanding and matches their needs. <p>Progress 8 is positive in Aug 2023.</p> <p>Career education remains a strength of the school.</p>	SLT HODs NRN				
	Reading is prioritised and enables students to read with fluency, confidence and enjoyment.	<p>Reading in form time is impactful.</p> <p>Read Write Inc interventions continue to indicate that students continue to make rapid and effective progress.</p> <p>The library is used by a wide variety of student and PP and SEND books are tracked to enable students to make good choices in their reading.</p> <p>Students' reading books march to reading ages.</p> <p>English staff enforce phonetical knowledge and understanding in English lessons.</p>	FHE, SFA				
2b. Successful sixth form provision is in place for Sept 2023 and beyond	<p>Sixth Form provision is established and plans are well executed.</p> <p>Teaching and learning within the 6th form is a strength.</p> <p>80 students plan to stay on in the Sixth Form in Sept 2024</p>	<p>Project plan for establishing the 6th form is written and shared with governors with clear timeframes and impact measures.</p> <p>Project plan is implemented effectively.</p> <p>Subject staff and leaders are able to articulate clearly why SoW are sequenced in a particular way and how they show progression.</p>	KRO	HSW	Attendance at A Level CPD.	Sept 2023 – onwards (see dates from Hounslow and Exam Board)	

		<p>All teaching staff further develop a strong subject knowledge and understand the requirements of Level 3 qualifications.</p> <p>All staff engage with specification training and also LBH networks to support KS4.</p> <p>Clear rationale for A Level choice is in place.</p> <p>Uptake is strong and courses are viable.</p> <p>Students provided with IAG.</p>					
2c. Year 10 under-achievement addressed swiftly and effectively	<p>Using the analysis completed in July 2023, HODs put into place a 'recovery plan' for individuals and groups students who are underachieving.</p> <p>SEND underachievement is addressed effectively.</p> <p>Close and effective liaison with pastoral and SEN and Pupil Premium Lead to ensure students attend regularly and catch up work.</p>	<p>Departmental action plans are in place and individual students to address underachievement effectively.</p> <p>Actions plans are monitored and evaluated regularly.</p> <p>Curricular and teaching support SEND achievement.</p> <p>Achievement is strong for SEND students.</p> <p>Timetables are reviewed to ensure experienced staff take year 9 groups.</p> <p>Interventions are impactful and improvements in numeracy, literacy evident.</p>	HODs	ABO, FGI, LGR			

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<p>3a. All staff and students understand the vision and this is realised through strong, shared values, policies and practices.</p>	<p>Plan and deliver highly effective induction for the new staff</p> <p>Work with Accenture to develop the vision and the roadmap ahead.</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>New structure for teaching and learning coaches implemented.</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> <p>Staff surveys and SEF activities show that staff know the values and support these.</p>	<p>HSW</p>	<p>VEA</p> <p>HSW</p>	<p>CPD on specific policies</p>	<p>June 2023- July 2024</p>	<p>Accenture – coaching and workshop facilitation.</p>
<p>3b. CPD is supports whole school priorities and is also bespoke to individuals and supports the Academy's development effectively.</p>	<p>Whole school CPD supports the priorities within the school.</p> <p>Individualised CPD programmes are in place for all staff which supports Academy-wide priorities, values and wellbeing.</p>	<p>The priorities are met effectively.</p> <p>All staff attend GCSE and A level specification training.</p> <p>Lead Practitioners, AHT and HODs develop capacity within the school by being strong and effective leaders.</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>2 members of staff begin MAs.</p>	<p>NCR</p>	<p>ABO</p>	<p>Dependent on individuals</p>	<p>Sept 2023 – July 2024</p>	<p>6K</p>

<p>3c. The Academy supports its staff by addressing workload and well being issues.</p>	<p>Risk assessments and wellbeing programmes continue to be put into place.</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>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>	<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>	<p>FHE / LRI and line managers</p>	<p>HSW</p> <p>HSW</p> <p>HSW</p>	<p>N/A</p>	<p>Sept 2023 – Sept 2024</p>	<p>2k – coaching</p> <p>Request for Sky coaching opportunities to continue.</p>
<p>3d. The strong culture of safeguarding helps to identify, help and manage vulnerable students.</p>	<p>CPD on safeguarding is kept alive and relevant.</p> <p>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>Students continue to receive education about how to keep themselves safe on social media.</p>	<p>LRI and LGR</p> <p>LGR</p> <p>LGR</p> <p>LGR</p> <p>FGI</p>	<p>HSW and VEA</p> <p>HSW</p> <p>HSW</p> <p>HSW</p> <p>HSW</p>		<p>July 2023 – July 2024</p>	<p>Cost of SLA</p> <p>Time</p> <p>£2k Designated Safeguarding Lead Training</p>
<p>3e. Governors are from diverse backgrounds.</p>	<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>VEA</p>	<p>All Govs</p>		<p>Sept 2023 – July 2024</p>	

		Succession planning is fit for purpose and a smooth transition takes place the following academic year with a change of Chair of Governors. Update website details to make it more attractive to others,	HSW, RAC, GSA				
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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. The school was oversubscribed on National Offer Day.	April 2024
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 2024
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 2024
Students	Attendance	Aspiration that annual attendance of 95%	Students enjoy coming to Bolder Academy as demonstrated by strong attendance levels and low persistent absenteeism levels.	July 2024
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 2024
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 2024
Staff	Appraisal	90% success for staff meeting targets.	Appraisal records show that 90% of staff members meet their targets completely. On track currently	March 2024 and July 2024
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 2024
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.	July 2024