



Boughton Heath Academy Governors' Annual Impact Statement for Parents/Carers



July 2023

The three core strategic functions of Boughton Heath Academy Local Governing Body (LGB) are:

- ★ ensuring clarity of vision, ethos and strategic direction;
- ★ holding the head teacher to account for the educational performance of the school and its pupils, and
- ★ overseeing the financial performance of the school and making sure its money is well spent.

Governance arrangements

The Local Governing Body of BHA School consists of:

- ★ Principal
- ★ Staff Governors x 2
- ★ Parent Governors x 4
- ★ Co-Opted Governors x 4

This year the LGB has welcomed two new governors – a staff and co-opted governor and have renewed the term of office for a co-opted governor for a further four years.

The LGB would like to thank Helen Patterson and Katrina Barlow for their service to the school.

The LGB operates a 'flat' governance structure which means that there are no committees and all local governors are involved in all discussions. The LGB has met nine times this year. The LGB is a committee of Cheshire Academies Trust and its role and responsibilities are set out in the Cheshire Academies Trust Scheme of Delegation. The role of the LGB is to:

Monitor the performance of the academy under the six headings of:

- ★ Vision and strategy
- ★ Educational performance
- ★ Financial performance
- ★ Safeguarding
- ★ Compliance
- ★ Governance

Attendance record of governors

The attendance for meetings for was 73%. The attendance record of the LGB is published on the school website.

The work that the LGB has done in 2022/23

Vision and Strategy

<p>Quality Education of</p>	<p>High quality core education</p> <ul style="list-style-type: none"> ☐ Maintain strong outcomes across Reading and Maths whilst improving the attainment of writing throughout all year groups and in particular with boys. <p>Curriculum implementation and enrichment</p> <ul style="list-style-type: none"> ☐ Deliver and embed the revamped BHA curriculum throughout all year groups with a focus on active learning opportunities and through participation of the Learning without Limits programme. <p>Vulnerable pupil support</p> <ul style="list-style-type: none"> ☐ Deliver the same curriculum intent for all children whilst amending the implementation of teaching and learning to meet the needs of all learners; particularly those with SEND and from disadvantaged backgrounds. <p>Subject Leadership</p> <ul style="list-style-type: none"> ☐ Increase the quality of teaching and learning opportunities throughout the core and foundation curriculum through increased capacity of subject leadership. Obtain accreditation of subject leader through NPQLT quality core education 	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>
<p>Behaviour and attitudes</p>	<p>Conscious Discipline</p> <ul style="list-style-type: none"> ☐ Further embed conscious discipline behaviour approach to support trauma informed practice throughout school for all staff and to enhance self-regulation from learners. <p>Opal Play</p> <ul style="list-style-type: none"> ☐ Re-launch the Opal play scheme to develop child's ability to free play during unstructured times of the day Develop structured opportunities for older children to support younger children during learning and free time to help instil positive values and community ethos. 	<p>Completed</p> <p>To be continued 2023-2024</p> <p>Complete and on-going</p>
<p>Personal development</p>	<p>Embed curriculum enrichment opportunities</p> <ul style="list-style-type: none"> ☐ In delivering the revamped wider curriculum and Learning without Limits programme, increase the number of personal development and community engagement opportunities. ☐ Raise the profile of equality and inclusion throughout school, developing inclusivity and equality within the wider curriculum and units of study, alongside enrichment activities within the wider community. Continue to develop and celebrate mental health and wellbeing awareness within children and staff 	<p>Completed</p> <p>Completed</p> <p>Completed</p>
<p>Effectiveness of leadership and management</p>	<p>Senior Leadership Structure</p> <ul style="list-style-type: none"> ☐ Ensure continuity of leadership as school transfers from 2 AHTs to a Principal and Vice Principal <p>Expansion and capacity</p> <ul style="list-style-type: none"> ☐ Increase special capacity of school through creation of new classroom. 	<p>Completed</p> <p>Completed</p>

	<p>Professional development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improve middle leadership of subjects through a redesign of subject leadership and CPD offer <input type="checkbox"/> Increase the quantity and quality of subject specific CPD offered to staff and middle leaders <p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to manage and implement the effective and consistent roll out of the redesigned curriculum throughout all year groups within school <p>Overhaul and implement systems and procedures to identify and support disadvantaged children and those with SEND.</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p>
Early Years	<p>Delivery of EYFS Framework</p> <p>Continue to implement the EYFS framework including baseline and EYFSP, incorporating wider curriculum at BHA and Learning without Limits.</p> <p>Continue the enhancement of the outdoor and indoor environments</p> <p>Implement and action use of indoor and outdoor resources / environments following investment to enhance learning.</p> <p>Structure the EYFS curriculum to ensure the effective balance of teacher led and child led opportunities.</p> <p>Implement EYFS as a starting point for all wider curriculum subjects whilst also effectively delivering EYFS framework.</p>	<p>Completed</p> <p>To be continued in 2023-2024</p> <p>Completed</p>

Educational performance

Educational visits and residential:

Pupil Premium strategy has been monitored and is effective;

- Sports premium has been monitored and is used effectively;
- Swimming lessons have been obtained through hiring a swimming pool on-site, therefore all Key Stage 2 children have accessed swimming lessons;
- Catch up funding has been used effectively to employ additional support staff

Financial performance

Admissions continue to be high, reflecting the popularity of the school, children above the pupil admission number;

- Governors regularly review spending termly. The link finance governor regularly meets with the SBM and Principal. Governors scrutinise and challenge financial performance.
- Finance has remained healthy across the year. Funds have been spent on: See end of year finance in July minutes;
- Benchmarking with similar schools indicate BHA is broadly in line with other academies and there is nothing to indicate any risk;
- Governors have approved in principle of plans to improve teaching areas within the building;
- The Asset Register has been checked by a governor.

Compliance and Safeguarding

- All governors have completed Keeping Children Safe in Education online course;
- Governors have re-visited training for Roles and Responsibilities and Compliance;
- Parents' Forum has taken place with a governor in attendance;
- Renewed and updated policies have been agreed;
- Wellbeing for staff and children is kept high on the agenda – governors monitor this through staff and pupil survey results, videos of the children talking about their wellbeing;
- Website compliance has been monitored by a governor and amendments made accordingly;
- Quality Assurance document is submitted to CAT trustees;
- Surveys of parents, staff and children have taken place and are overwhelmingly positive – any issues that arise have been dealt with.

Governance

. Induction meetings have taken place for new governors;

1:1 meetings have taken place with all governors;

Governors completed a skills assessment, results planned training and training is recorded;

Ofsted action plan has been put in place to identify:

Areas of strength:

o Leadership and Management;

o Curriculum;

o Outcomes;

o Opportunities within the school.

Areas for governors to monitor more closely:

o The new leadership structure;

o Embedding the curriculum changes;

o More personal development opportunities for the children seeing their place within the community;

o EYFS.

Governors have prepared for Ofsted by completing Inspection of Schools online course;

Governor judgements of the school:

Quality of education as good;

Leadership and management as outstanding;

Behaviour and attitudes as good/outstanding;

Personal development as good/outstanding;

EYFS as good.

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Future plans for governors

How you can contact the governing body

We always welcome suggestions, feedback and ideas from parents and carers. Please contact the Governance Professional at:

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Chester

Cheshire, CH35RW

01244 732000

Heath After School Club (Club hours): 0792 661 1517

Principal:

Jon Lenton

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Admin:

Sally Levi & Holly Pearson

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SENDCO:

Susan Gell

Chair of Governors:

Kate Lee (postal contact via above address)

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