



## **Governing board impact statement 2021 – 2022**

### **Introduction**

**At Boughton Heath Academy the Local Governing Body (LGB) recognises the importance of identifying and demonstrating the impact of its own governance. The LGB consider this Impact Statement as an effective way to share its strategic work and the contribution to and impact on school improvement and development.**

### **Governance structure**

**The LGB has the strategic responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the Cheshire Academies Trust (CAT). The LGB meet as a whole body nine times a year.**

**The work of the LGB is determined by CAT and is outlined in the Scheme of Delegation which can be found on the school website. The Scheme of Delegation sets out the responsibilities, accountability and decision-making ability of the trust members, trustees, local governors and the senior executive team.**

### **The governing body's strategic objectives for the school**

**The LGB has agreed a strategic plan that sets out the long-term goals for the school. This plan describes what the school will look like in five years' time (2023) as it was devised in 2018 and is underpinned by the school's ethos, vision and values. The LGB's strategic plan is set out into six sections:**

- **Academic progress**
- **Emotional Resilience**
- **Knowledge and Understanding**
- **Financial Health**
- **Staff Wellbeing and Support**
- **Leadership and Governance**

**The table below explains the LGB's strategic aims and details the progress made towards the aims of its strategic plan this academic year following the school's vision:**

**Our children will show even greater academic progress, emotional resilience and have benefitted from a wider and richer curriculum.**

Strategic Vision and Implementation	Progress towards achieving strategic aim	Impact identified so far
<b>Academic Progress</b>		
A. Progress measures will be above 0 for reading, writing and mathematics	<p>January 2022:</p> <p>57% of children in Y1 are on track to get expected standard now in reading and maths.</p>	<p>January 2022:</p> <p>These children didn't have a normal nursery experience and there was significant disruption to their Reception and Y1 years.</p>
B. SGP ranks will be above 50 in reading and mathematics	<p>January 2022:</p> <p>Concern regarding SPG score for Y3 and Y4.</p>	<p>January 2022:</p> <p>SGPs are a good measure of progress but they are a measure of progress on one test. It does not take into other factors such as evidence in books, how long it took children to complete the test and how well they are feeling on the day. The Star test is just one of the ways to benchmark attainment and progress. The data doesn't highlight the number of disadvantaged children or children with SEND within that cohort. Individual SGP scores can vary compared to collective scores and if one child performs poorly this can have a big impact on the figures.</p>
C. Attainment will be above national comparators	<p>Dec 2021 - Boughton Heath (BHA) uses the FFT 20 document which is high challenge and this predicts that 83% of Y6 pupils should meet at least the expected standard in the combined subjects of reading, writing and maths. 27% should be achieving the higher standard.</p> <p>In Y6 at the end of the Autumn Term, 85% of children are working at the expected level with 26% of children working at greater depth. This is a positive set of results at this stage.</p>	<p>Dec 2021- Current school data shows that 78% of children are 'at' or 'above' when the baseline assessments were made and this is a positive picture. Children have returned to school well. Four children in the cohort were lower attainers. 79% of children are working at or above the expected standard for their year group.</p>

	Maths data shows that more children than predicted are working at the expected level.	
D. Attendance remains above 97%		
	<b>Personal Development</b>	
A. Safe spaces are frequently used by children to self-regulate	Conscious Discipline Learning Mentor Character curriculum	.
B. Children will regularly challenge themselves		
C. Bullying and discrimination are extremely rare		
D. Nearly all pupils say they feel safe in school		
<b>Quality of Education</b>		

<p>A. Phonics and core subject achievement is well above national comparators</p>	<p>October 2021: The Floppy Phonics scheme has been introduced into the school to provide a consistent approach. The previous Read to Write scheme was onerous.</p> <p>The Floppy Phonics books are more engaging, include a broader range and link to the topics being covered.</p> <p>January 2022: The teaching of phonics is working well.</p>	
<p>B. Children will have access to a full curriculum offer including remote education</p>	<p>September 2021: The SDP for 2021 – 2022 was presented. meeting. Two key elements – the connected and the discrete curriculum are areas for governors to focus upon during the year as there has been a review of the curriculum over the past six months and some elements have been realigned.</p> <p>October 2021: More of a focus on what was being taught as opposed to how work was presented was needed. A lot of staff time was spent on planning the presentation. The SLT and</p>	<p>There is diversity in the types of scientists chosen to be studied, for example, children will learn about the first black, female, botanist. The next stage will be to develop children’s understanding of the impact the scientists have had on the world.</p> <p>Knowledge is developed as the children move through the school. There are consistent themes through the ‘blue questions’ which are the golden thread through the curriculum. Children should understand the questions in each year group and through this progression</p>

	<p>governors want the school to thrive and be creative but to have learning at its heart with a focus on the thought process for learning. The SLT discussed relevant research and discussed what children should learn and how teachers can make sure they remember the information.</p> <p>The topics have now been split half-termly and if children are not at the required level at the end of the first half-term teachers will have another half-term to focus on those children. This follows research that says the if children who have not achieved should have to have the opportunity to do so in the future. The entire curriculum has been re-mapped.</p> <p>Pupils will be surveyed at half-term so staff understand what children think about their learning.</p> <p>The school has implemented Go Read – an online reading record which records a child’s own reading. T</p> <p>February 2022: Remote learning provision remains to be good.</p>	<p>will be seen. The final blue question at the end of each unit is linked to previous work and so children are always re-visiting their knowledge.</p> <p>There is now far more substantial knowledge in relation to the curriculum as a lot less time is spent on art work for presentation.</p> <p>February 2022: If a child is isolating due to COVID, the curriculum can be accessed through the remote learning platform.</p>
<p>C. Children will have play-based opportunities during unstructured times of the day.</p>		
<b>Financial Health</b>		
<p>A. The school remains in a surplus budget position</p>	<p>December 2021: The school remains in a healthy surplus budget position.</p>	<p>January 2022: It was reported that some surplus would be spent on</p>

	<p>February 2022: Boughton Heath (BHA) has historically had a lower than average cost senior leadership team (SLT) and this continues to be the case. BHA has a high number of pupils over the Published Admission Number (PAN) - the normal number of pupils is 210 and there are currently 224 on roll.</p>	<p>refurbishing the EYFS outdoor area.</p> <p>February 2022: This means that BHA is in a good position financially</p>
B. Pupil premium money demonstrates impact on educational performance	<p>October 2021: The Pupil Premium (PP) impact statement was received</p>	
C. No more than 75% of the overall budget is spent on staffing	<p>December 2021: 65% of the overall budget is spent on staffing cost.</p>	
	<b>Staff Wellbeing</b>	
A. The school has a mental health lead.	<p>September 2021: Governors agreed that the personal development KPI should incorporate staff as well as children as it is important that staff have the confidence to take risks.</p> <p>January 2022: From a staff survey on what makes them happy at work; there have been significant changes to the curriculum but all were positive about this and said they felt well supported. Teachers are happier teaching the wider curriculum which covers the knowledge and skills children need. Expectations of staff are clear and staff commented that they enjoy helping children make progress, there is a community feel and staff help and share ideas and resources.</p>	<p>January 2022: Governors commented that staff have done a great job in difficult circumstances and this can be seen in the smiling faces of the children.</p>

B. Teachers have access to external coaching		
C. Teachers say workload is manageable	Changes to the curriculum but all were positive about this and said they felt well supported.	
	<b>Leadership and Governance</b>	
A. Stakeholder voice at all levels demonstrates clear and consistent leadership of school	November 2021: Parent Forum meeting where a questionnaire analysis from all parents' responses are discussed, plus other aspects of school life parents on the forum wish to raise.	
B. Build experience and leadership at all levels through quality coaching and feedback.		
C. Create a culture of vigilance that supports effective child protection arrangements.	October 2021: The annual CAT safeguarding audit was discussed.	Within school, the safeguarding training has shown its impact through staff continuing to place the highest possible spotlight on the safety and safeguarding of our children. This is evidenced using the CPOMS information management system, whereby all staff throughout school are regularly updating information on the portal.

### **The school development plan (SDP)**

**The governing board work in partnership with the headteacher and senior leadership team (SLT) to set the priorities for the school's development each year. The governing board are responsible for holding the school leaders to account for the progress made towards achieving the objectives and aims of the SDP. This can be achieved in a number of different ways. The following table provides an explanation of how the governing board has contributed to and monitored the SDP 2021 – 2022.**

<p><b>Governing board contribution to developing the SDP</b></p>	
<p><b>Governing board activity undertaken to monitor the progress of the SDP</b></p>	<p>The governing board have developed a strategic monitoring plan and governors have been assigned specific monitoring tasks linked to the SDP. The Governors' Strategic Plan is for an in-depth focus to be on the progress of writing throughout the school. Link governors for curriculum, SEND and PP, will particularly focus on writing attainment and progress in these groups.</p>
<p><b>Impact identified so far this academic year</b></p>	

## Governing Body Structure

At BHA we have a 'flat' structure of governance. This means all governors attend all nine meetings throughout the year with each governor having link roles. The governor meets with the responsible person for their role in school and reports to the governing body.

Role	Link Governor	Member of staff
Safeguarding	Helen Patterson	Jon Lenton
Finance	Victoria Roper	Anne
Health and Safety	Alex Forsey	Jon Lenton
SEND	Kate Lee	Sue Gell

Data Protection	Muriel Breugelmans	Sonja High
PPG and LAC	Andrew Vaughan	Jon Lenton
Governor Training	James Ferguson	
Curriculum	Rob Herd Brenda Rewhorn	Jon Lenton
Assessment	Rob Herd	Jon Lenton
EYFS	Kate Lee	Katrina Barlow

## Monitoring activity

One of the key functions of the governing board is to undertake strategic monitoring activity – the purpose of which is to triangulate information shared with governors by the SLT. The governing board undertakes a wide range of monitoring activities including:

- Monitoring visits to school to meet with subject leads and discuss aspects of the SDP
- Pupil surveys
- Pupil conferencing
- Staff and parent surveys
- Inviting members of the SLT to governing board and committee meetings to report on key areas

The table below gives an overview of governor monitoring activity during 2021 - 2022:

Monitoring activity	Reason for monitoring activity	Impact of monitoring activity
It was agreed in the September meeting that the main focus for the LGB this academic year is on writing as this is the area where progress has been most concerning as a result of lockdown.	Writing is a whole-school priority on the SDP.	

October 2020 - All staff have completed a survey regarding their wellbeing.	The stress-related impact of COVID on staff.	.

## External evaluation

Engaging with external professional expertise supports the governing board to hold the school leaders to account and to triangulate all of the sources of information and evidence it receives and access as well as ensuring it fulfils its statutory responsibilities and maintains compliance.

Below is a summary of the external support the governing board has accessed during 2021 - 2022 and the impact of that support:

External expertise	Reason for external expertise	Impact of external expertise
External review of the school	As the Principal is also CEO for the Trust, an external advisor analyses the evidence for the Principal's appraisal.	The external advisor made a thorough review of evidence for the Principal's appraisal. This triangulation endorsed the review by the appraisers, ensuring the impact of the Principal across the school.
External audit	The annual audit report was discussed at governors in February 2021. There were no actions needed.	By having an external audit, all financial aspects are quality assured.

## Pupil voice

Listening to the views of the pupils who attend Boughton Heath Academy is an important aspect of the work of the governing board.

Below is a summary of how the governing board has engaged with pupils to hear their views and opinions during 2021-2022 and the impact of that activity:

Pupil voice activity	Reason for pupil voice activity	Impact of pupil voice activity
Pupils were interviewed to ascertain their thoughts on writing.	Writing is a whole-school priority on the SDP.	Governors were re-assured that steps being put in place will continue to address the concern regarding writing across the school.

		<p>A child said:  She felt that she likes writing in school, particularly likes writing because she gets to practice her joined up writing. She is quite confident in her ability to write and prefers to write stories.</p>
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## Engagement with parents and the community

Listening to the views of parents and the school community is also an important aspect of the work of the governing board.

Below is a summary of how the governing board has engaged with parents and the community to hear their views and opinions during 2021 - 2022 and the impact of that activity:

How the governing board has engaged with parents and the community	Impact of parent and community engagement
Writing a monthly blog, which is circulated to the parents via the website and Ping.	Parents are kept up to date with the work of the governing body.
Reviewed the parent survey following Lockdown during COVID-19	
Parents' Forum	A member of the governing body sits on the Parents' Forum to directly communicate with parent representatives of each class. This is held each half term.

## Governor training

The governing board takes their responsibility to stay up-to-date seriously and places high importance on this. The table below shows all of the various training and continued professional development (CPD) the governing board has undertaken during 2020-2021:

<b>Governor</b>	<b>Training or CPD undertaken</b>	<b>Impact of the training or CPD</b>
Jon Lenton, Katerina Barlow, Helen Patterson, Victoria Roper, Alex Forsey, Kate Lee, Muriel Breugelmans, Andrew Vaughan, James Ferguson, Rob Herd, Brenda Rewhorn	<ul style="list-style-type: none"> <li>Safeguarding: The Governor's Role</li> </ul>	Essential safeguarding training for all governors to undertake as mandatory.
Katerina Barlow, Helen Patterson, Victoria Roper, Kate Lee, Andrew Vaughan, James Ferguson, Rob Herd, Rob Herd	<ul style="list-style-type: none"> <li>Understanding Your Roles and Responsibilities</li> </ul>	Foundation understanding of the governor's role.
Kate Lee	<ul style="list-style-type: none"> <li>SEND Governor Training</li> <li>The Role of the SEND Governor</li> </ul>	NGA
Kate Lee	<ul style="list-style-type: none"> <li>The Governors Role in School Improvement</li> </ul>	NGA
Kate Lee	<ul style="list-style-type: none"> <li>FFT data training</li> </ul>	
Kate Lee, Alex Forsey	<ul style="list-style-type: none"> <li>Finance training</li> </ul>	Internal CAT training to teach governors how to interoperate school finance information.
Jon Lenton Helen Patterson, Alex Forsey, Kate Lee, Muriel Breugelmans, Rob Herd	<ul style="list-style-type: none"> <li>Ofsted Training &amp; Discussion</li> </ul>	
Helen Patterson, Alex Forsey, Kate Lee, Muriel Breugelmans	<ul style="list-style-type: none"> <li>Ofsted: New Framework</li> </ul>	NGA
Victoria Roper	<ul style="list-style-type: none"> <li>Ofsted inspections step-by-step</li> </ul>	NGA
Kate Lee	<ul style="list-style-type: none"> <li>CWGA Ofsted training</li> </ul>	
Kate Lee	<ul style="list-style-type: none"> <li>Prevent Training</li> </ul>	
Kate Lee	<ul style="list-style-type: none"> <li>Development for Chairs</li> </ul>	NGA
Kate Lee	<ul style="list-style-type: none"> <li>New Ways of Working</li> </ul>	
Kate Lee, Jon Lenton, Muriel Breugelmans, Helen Patterson	<ul style="list-style-type: none"> <li>Governor Data Training</li> </ul>	Internal CAT training to teach governors how to interoperate pupil performance data.
Kate Lee	<ul style="list-style-type: none"> <li>Compliance</li> </ul>	NGA
Alex Forsey	<ul style="list-style-type: none"> <li>Health and Safety</li> </ul>	NGA
Alex Forsey	<ul style="list-style-type: none"> <li>Pupil Premium</li> </ul>	NGA
Alex Forsey	<ul style="list-style-type: none"> <li>Compliance - assuring your organisation and keeping it safe, secure and solvent</li> </ul>	NGA

James Ferguson	<ul style="list-style-type: none"> <li>• Creating and new vision for your school or trust</li> </ul>	NGA
Rob Herd	<ul style="list-style-type: none"> <li>• Monitoring and Evaluation</li> </ul>	NGA
Rob Herd	<ul style="list-style-type: none"> <li>• Governors' Visit to School</li> </ul>	NGA
Rob Herd	<ul style="list-style-type: none"> <li>• Key Functions of the Governing Body</li> </ul>	NGA

### Governing board priority areas for 2021-2022

To remain in line with the development of Boughton Heath Academy, and to continue to drive improvement through our strategic work, the governing board has identified the following areas to be focussed on in 2021-2022:

Proposed focus	Actions	Impact
Improve governor communication with parents and the local community.	<p>Continue governor attendance on the Parents' Forum</p> <p>Continue with monthly governor blog, ensuring it is posted by the second Friday of the month</p> <p>Post on Twitter, after each meeting, a screenshot of the LGB monthly meetings with an agenda item that was discussed</p>	<p>The parents appreciate the direct contact through a governor sitting on the forum.</p> <p>The governor blog ensures parents have an insight into the work of the LGB in supporting and challenging the school.</p> <p>This gives a reminder to the parents that governors are meeting regularly holding the school to account.</p>
Understand and cross reference the vision links of the school and Trust Board.	Present the CAT vision documents and BHA vision documentation	Whole trust training May 2021

<p>Monitor the progress of writing across the school.</p>	<p>Take an aspect from the School Development Plan to decide what specifically to focus upon</p> <p>Produce a plan to monitor the curriculum structure, delivery impact</p> <p>Monitor results across the school</p>	<p>Report given to LGB in July 2021 which raised the concern of the impact of COVID lockdown on writing and strategies to continue to support accelerating writing progress.</p>
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