



Cheshire Academies Trust
Collaboration and Creativity

Strategic Improvement and Evaluation Plan

2021-2022

Contextual Information

School characteristics

- Boughton Heath Academy is a smaller than average sized school where pupils are taught in single year group classes. It is a founding member of a Multi Academy Trust called Cheshire Academies Trust, comprising of 4 other schools; 2 of which are outstanding and 2 of which are good. Children are predominately white British with a comparative number of boys and girls. The proportion of pupils known to be eligible for free school meals is significantly less than the national average as is the percentage of pupils in receipt of pupil premium. Children rarely leave or move to other schools. The proportion of pupils with SEND is low. The number of pupils from minority ethnic backgrounds is growing.
- The school is "open plan". This is something we believe is a contributing factor to our continued success as it allows communication, the sharing of outstanding practice and consolidates our shared ethos and sense of belonging.
- This is a popular school averaging over one hundred and fifty applications for thirty Reception places each year.
- The school has good outdoor facilities with an adventure playground, dedicated Forest School area, purpose built multi use games area (MUGA), separate infant and junior playgrounds, a well-equipped EYFS outdoor area, a bike and scooter track and a large school field.
- Since the last inspection, the teaching staff have changed considerably with the exception of one senior leader who is also one of the Assistant Headteachers.
- Attendance at the school is high. For the last academic year it averaged above **96%**. Historically, the reason it has not even higher is because a high proportion of parents continue to take term time holidays and pay the fixed penalty fine. This has also happened as we have moved out of COVID restrictions, with parents being unable to take holidays prior to this.
- There is a new leadership structure leading the school from September 2021 following the departure of the Principal who is now CEO of the MAT. The new Principal from September 2021 was previously the Vice Principal for two and a half years and is supported by two teaching Assistant Head Teachers who were previously members of the senior leadership team.
- The former Principal undertook work for CfBT as an additional inspector from 2013 to 2015 and this has contributed to ensuring the monitoring, evaluation and drive towards continued excellence. He has been classified as a National Leader of Education and the school as a National Support School since December 2016 and has worked with numerous failing schools to bring about rapid and sustained improvement. They are also designated as an Associate School Improvement Advisor for Cheshire West and Cheshire.

Last Inspection Report (section 5) Date (October 2011) Overall school effectiveness (grade 1)

Areas for further improvement

- In a small number of lessons, reduce the time spent on general explanations and increase opportunities for pupils to work independently and direct their own learning.

Evidence of improvement since LIR

- Since the last inspection the school has implemented a wide ranging review of the curriculum. As a consequence of becoming an Academy it has implemented a tangible experiential curriculum based around mastery and deeper thinking. Our curriculum learning wheel has been innovatively created to ensure children are challenged to think more deeply about topics. Teachers have had a huge amount of training and development and while almost all of the staff are now different to the time of the inspection, standards have continued to rise from 2011.

Overall school effectiveness

The school's own self-evaluation judges the overall effectiveness to be Outstanding

The school's own self-evaluation judges the **Quality of Education** to be **Outstanding**

Behaviour and attitudes to be **Outstanding**

Personal development to be **Outstanding**

Leadership and management to be **Outstanding**

Early years to be **Good**

Strategic Vision and Implementation 2021-2022



One space. One team. Endless possibilities...

Vision

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

PRIMARY FOCUS: COVID SAFETY

1. Academic Progress

Increase the academic progress in reading, writing and mathematics across the school.

Accelerate pupil progress for those who are at risk of underperformance.

Ensure children receive adequate parental support at home in order to continue to make at least good progress.

2. Personal Development

Teach children how to self regulate their emotional state.

Accept failure as part of learning.

Develop children's emotional resilience in order to support their ability to grow.

3. Quality of Education

Build and deliver a curriculum which is knowledge rich and humanity rich.

Use tangible experiences to drive learning opportunities particularly cultivating play in unstructured parts of the day .

Ensure learning is progressive and systematic with clear feedback for improvements

4. Financial Health

Maintain financial stability and solvency of the school

Ensure value for money and positive impact of pupil premium and sports premium money.

Respond to national funding changes responsibly.

5. Staff Wellbeing and Support

Offer support through a new mental health practitioner for pupils and staff wellbeing.

Broaden connections between academies in order to reduce workload and share resources.

Encourage professional and personal development through the appraisal system.

6. Leadership and Governance

Implement leadership structure consisting of two AHT roles

Management from middle leaders clearly drives improvement across the curriculum.

Maintain and develop effective policies and procedures to safeguard pupils.

Respect

yourself, others and property

Honesty

telling the truth

Determination

trying our best

Independence

trying to do things on our own

Kindness

showing care and love

Responsibility

actions and attitudes

Strategic Objectives 2021-2022

Values

Strategic Vision and Implementation

2021-2022



One space. One team. Endless possibilities...

Primary Focus- COVID-19 Safety

Positive COVID cases in a school

Staff Absence as a result of COVID (days)

Pupil's Attendance

Priorities and Performance Measures

1. Academic Progress

A. Progress measures will be above 0 for reading, writing and mathematics

B. SGP ranks will be above 50 in reading and mathematics

C. Attainment will be above national comparators

D. Attendance remains above 96%

2. Personal Development

A. Safe spaces are used by children to self regulate as highlighted by pupil voice

B. Children will regularly challenge themselves within lessons as highlighted through pupil voice, staff voice and books.

C. Bullying and discrimination are extremely rare as evidenced by pupil and parent voice

D. Nearly all pupils say they feel safe in school as evidenced by pupil and parent voice

3. Quality of Education

A. Phonics and core subject achievement is well above national comparators

B. Children will have access to a full curriculum offer including remote education

C. Children will have play based opportunities during unstructured times of the day.

4. Financial Health

A. The school remains in a surplus budget position

B. Pupil premium money demonstrates impact on educational performance

C. No more than 75% of the overall budget is spent on staffing

5. Staff Wellbeing and Support

A. The school has a mental health lead who oversees improvement of wellbeing and support.

B. Teachers have access to external coaching

C. Teachers say workload is manageable

6. Leadership and Governance

Stakeholder voice at all levels demonstrates clear and consistent leadership of school

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.

Three-year key school improvement priorities

	Academic Year September 2021-2022	Academic Year 2022-2023	Academic Year 2023 onwards
Quality of Education	<ol style="list-style-type: none"> Deliver high quality core education – Statutory testing demonstrates progress and attainment well above national comparators. Evolution of connected and discrete curricular – Refine the sequencing and coherence of the curriculum to ensure knowledge and skills are built in a progressive, systematic way. Play Curriculum– enhance structured opportunities for play which develop social, emotional and physical skills during break times. (LW and play team) Remote Learning – live lessons will replicate the in school experience for children forced to isolate. Synthetic phonics – Implementation of Floppy Phonics scheme of work across EYFS and KS1 	<ul style="list-style-type: none"> Deliver high quality core education – Maintain academic standards in reading, writing and mathematics (All Staff) Embed technology – embed the use technology through the wider curriculum to benefit teaching and learning. Play Curriculum- Continue to improve outdoor play resources and areas of the school site (sand pit). (JL) Synthetic phonics – Refine and embed Floppy Phonics through teaching and intervention across the school 	<ul style="list-style-type: none"> Deliver high quality core education – Further accelerate rates of academic progress for all learners (All Staff) External accreditation – Apply and obtain external accreditation awards for wider curriculum subject areas
Behaviour and attitudes	<ol style="list-style-type: none"> Conscious discipline – Revisit conscious discipline behaviour management system to support a trauma informed approach. Free Play: develop children’s ability to free play during unstructured times of the day (LW and play team) 	<ul style="list-style-type: none"> Pupil behaviours - maintain the consistency of adaptations and pedagogical approaches to behaviour management. (All Staff plus learning mentor) Community play outreach – open up school play programmes and facilities to work alongside diverse settings. 	<ul style="list-style-type: none"> Pupil roles - Increase opportunities for pupils to take additional responsibility for other classes and year groups.
Personal development	<ol style="list-style-type: none"> Develop RSE Curriculum – Evolution of curriculum from DfE: progression over 2 phases of National Curriculum and links to ‘No Outsiders’. (All Staff) Champion mental health and wellbeing – Continue to develop and celebrate mental health and wellbeing awareness (All staff) 	<ul style="list-style-type: none"> Vulnerable pupils - Maintain the consistency of adaptations and pedagogical approaches to behaviour management. Seek WAS accreditation – Gain WAS accreditation for positive wellbeing and mental health work in schools. 	<ul style="list-style-type: none"> Community project – Lead a community change / charity project throughout school.
Effectiveness of leadership and management	<ol style="list-style-type: none"> New leadership structure – provide continuity of leadership with a new Principal and 2 AHT model COVID Leadership and Management: Continued analysis and evaluation of practice and impact Staff workload and wellbeing: Enhance a school culture which cuts unnecessary workload and empowers staff to develop their wellbeing Middle and Subject leaders – ensure all subject leaders are equipped to lead their subject areas and that their management drives impact and improvement. 	<ul style="list-style-type: none"> Review leadership structure for school – provide continuity plan for leadership structure. Teaching & Learning research – Embed current and innovative research pedagogy into teaching practice across school Middle and Subject leaders – Seek further training and accreditation for middle and senior leaders 	<ul style="list-style-type: none"> Action research – Undertake an action research project in school Secondment & consultancy – Leaders of all levels to conduct work in other settings, sharing and bringing back new practice
Early Years	<ol style="list-style-type: none"> New EYFS statutory framework – Practice from EYFS staff is in line new expectations. Reception Baseline Assessment (RBA) and Early Years Foundation Stage Profile (EYFSP) – Entry / exit judgements for Reception children are accurately achieved in line with new statutory framework. Improve Environment – Continue to revamp post COVID of Early Years environment 	<ul style="list-style-type: none"> Embed EY Curriculum – Continue to update practice within EYFS in line Refine EYFS – Hone practice, assessment, environment following initial year of EYFS framework updates. 	<ul style="list-style-type: none"> Trust collaboration – increase opportunities for EYFS to collaborate and compete with other Reception pupils within the trust.

Quality of Education – Key Strategic Actions

Focus for 2021-22:

1. **Deliver high quality core education** – Statutory testing demonstrates progress and attainment well above national comparators.
2. **Evolution of connected and discrete curricular** – Refine the sequencing and coherence of the curriculum to ensure knowledge and skills are built in a progressive, systematic way.
3. **Play Curriculum**– enhance structured opportunities for play which develop social, emotional and physical skills during break times. (LW and play team)
4. **Remote Learning** – live lessons will replicate the in school experience for children forced to isolate.
5. **Synthetic phonics** – Implementation of Floppy Phonics scheme of work across EYFS and KS1

	Success Criteria	Main Action/s	Lead/Staff	When/CPD/£	Termly Review
1. Deliver high quality core education – Statutory testing demonstrates progress and attainment well above national comparators.	<ul style="list-style-type: none"> ▪ Attainment in reading, writing and maths is above national at the expected standard at the end of Key Stage 1 and 2 in July 2022. (85% expected standard in RWM for the whole school). ▪ Attainment in reading and writing at the higher standard exceeds the national standard at the end of Key Stage 1 and 2 in July 2022 (30% greater depth standard in reading, and 25% greater depth standard in writing). ▪ Average class percentile ranks to be above 60% in reading and maths. ▪ Average class SGP rates to be above 50 in reading and maths. ▪ The vast majority of pupils achieve the expected standard in the national phonics check (90% +) ▪ Disadvantaged pupils average percentile ranks and SGP rates are in line with or above other pupils. ▪ The majority of disadvantaged pupils achieve the expected standard or higher in writing (80%+). ▪ SEND progress is considered strong against National Other progress (contextualised and based on SEND needs) ▪ The significant gender difference in attainment in writing has begun to diminish with boys’ attainment improving rapidly. 	<ul style="list-style-type: none"> ▪ Use baseline assessments within September to highlight individuals or groups who are significantly behind their peers due to COVID or absence and develop and action a rapid catch up plan to support such pupils and bring them back in line with year group expectations. ▪ Utilise Power Maths, Pathways to Write and Pathways to read programmes to deliver the highest quality teaching and learning consistently within all year groups. ▪ Work closely with the Literacy Company, the CAT English hub and English subject leaders to effectively roll out Pathways literacy. ▪ Regularly monitor books throughout school across the core subjects to ensure the highest expectations in regard to quality of work and presentation are in place by teachers and being delivered by pupils. ▪ Use progress and review meetings to identify groups of learners within each class who require support and intervention, are off track from end of key stage FFT predictions, or require close monitoring to ensure they do not fall behind their peers. ▪ Use monitoring and tracking systems and routines to monitor all learner’s attainment and progress, sharing this with teachers through termly progress and review meetings, and paying close attention to any individuals or groups who require early intervention; delivering this support to rates of progress and attainment once more. ▪ Use regular monitoring from SLT members and subject leaders to monitor the quality and effectiveness of teaching and learning within the core subjects throughout school; ensuring all learners are sufficiently challenged to promote progress and routines throughout school are consistent across all year groups. ▪ Use resources such as STAR computer adaptive testing, Accelerated Reader, GoRead and Mathletics to accurately support and validate teacher’s formative and summative assessments. ▪ Following the relevant feedback policy, ensure feedback clearly addresses pupil misconceptions and identifies areas for pupils to develop. Pupil books clearly evidence lessons are structured with effective feedback routines with children given regular time to act on and respond to feedback. ▪ Ensure consistency of teacher’s writing judgements throughout school and validate these using in house, external and MAT moderation comparative judgement exercises. <p>▪ Mathematics, Writing and Reading action plans provide more detail</p>	SLT Reading, Writing and Mathematics Leaders	Baseline test in September Begin fortnightly monitoring from SLT and subject leaders after baselining Half termly assessment rounds inputted into Insight Tracking Termly Progress and Review meetings Moderation training with Literacy Company Aut 1	
2. Evolution of connected and discrete	<ul style="list-style-type: none"> ▪ An effective curriculum is in place which meets the requirements of the NC. ▪ Whole year overviews created for each year group clearly stating the subjects to be taught each half term alongside their National Curriculum objective. ▪ Half termly knowledge base and sequence of learning document clearly demonstrates the 	<ul style="list-style-type: none"> ▪ Year group overview, knowledge base and sequence of learning, curriculum intent documents are produced for all year groups and subjects being taught and published on the school website. ▪ Progression of skills documents are made available for staff to incorporate such skills into their curriculum planning for their year group. Develop planning of a progressive curriculum which builds upon the learning of the previous year(s) and has clear end points, highlighting essential vocabulary to 	JL and subject leaders.	Fortnightly monitoring Regular discussion at weekly SLT meetings	

	<p>content to be taught for each wider curriculum subject, mapped against the relevant national curriculum objectives.</p> <ul style="list-style-type: none"> Knowledge base and sequence of learning documents clearly articulate assessment opportunities for each subject. Teachers have a clear and robust understanding of the skills required in the wider subjects being taught in order to form accurate judgements of pupil attainment. Road map documents for each subject contain clear progression of skills page to show pupil development. Curriculum documents clearly show the intended curriculum deepens pupils' knowledge, understanding and skills in each year group. SLT and subject leader monitoring evidences curriculum planning for each year group is being actioned within lesson times and is clearly evidenced in books. Work in books is displayed creatively, with a clear focus on the subject and subject content being taught. Pupil voice clearly and enthusiastically articulates good recall of knowledge taught. 	<p>be taught and reviewing work already taught with children in order to progressively and systematically build knowledge, skills and understanding.</p> <ul style="list-style-type: none"> Monitoring of work in pupil books shows it is of the highest standard, reflecting teaching and learning of what has been planned in the curriculum documents. Subject leaders use subject leader release time to monitor the quality and effectiveness of the teaching and learning of their subject. PDM and CPD opportunities are used to improve the quality of teaching, learning and assessment of the connected and discrete curricular, following the identification of areas requiring attention through monitoring. Engage with subject specialists to improve the quality of teaching and learning within connected and discrete curriculum areas. Assessment opportunities and activities are incorporated into teacher planning documents to regularly and accurately assess knowledge, understanding and application of what is being taught. Embed use of a new feedback book system into topic teaching. Monitoring activities and pupil voice are used to validate teacher assessments in connected and discrete curriculum subjects. 		<p>Half termly updates to staff through PDM</p>	
<p>3. Play Curriculum – enhance structured opportunities for play which develop social, emotional and physical skills during break times.</p>	<p>Continued from last year</p> <ul style="list-style-type: none"> Mid-day staff accredited with play leader status. Children clearly managing and self-regulating their own play during free time. Opal programme undertaken and successfully passed. Resources collected and stored in barn, play zones identified, created and effectively resourced. Pupil voice indicate pupils are happier at break times, form better relationships and are more independent. Less instances of social and emotional related poor behaviour during unstructured parts of the day. Higher collaborative behaviour in and outside the classroom. Less referrals to learning mentor for staff support. 	<ul style="list-style-type: none"> Undertake OPAL programme with OPAL staff. Train play leaders and teachers, carry out risk assessments and administration tasks. Collection of resources, creation of designated zones and areas for use. Information event for parents and children. Pupil voice survey conducted in Autumn 1 before restarting programme throughout school See more detailed granular action plan for OPAL outdoor play. 	<p>LW Play team</p>	<p>Restart Autumn term and revisit throughout the year termly</p>	
<p>4 : Remote Learning live lessons will replicate the in school experience for children forced to isolate.</p>	<p>Continued from last year</p> <ul style="list-style-type: none"> Should a pupil have to self isolate due to COVID, live lessons will be provided for them from the next school day. Pupils will receive the same teaching, content and expectations for work as their peers in school. The impact of any period of isolation due to COVID-19 will be negligible. 	<ul style="list-style-type: none"> Work with external colleagues to ensure the administrative settings are correctly configured to ensure all children have restricted access to MS Teams and SeeSaw platforms. Specifically, not the ability to call or message each other. Review training to all teachers and teaching assistants to ensure they can facilitate live lessons as was required during the Spring term 2021. Configure the move up of all classes in school and the on boarding of the new Reception class onto remote learning platforms Review the website to include video tutorials for parents so that it will act as a helpdesk for them when supporting their children at home. 	<p>JL ICT technicians</p>	<p>Autumn configure and monitoring termly</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">5. Synthetic phonics – Implementation of Floppy Phonics scheme of work across EYFS and KS1</p>	<ul style="list-style-type: none"> ▪ Floppy Phonics scheme of work is being used daily for phonics teaching in EYFS and KS1 classes. ▪ Phonics teaching is rigorous, systematic and consistent across all year groups. ▪ The vast majority of pupils achieve the expected standard in the national phonics check (90% +). ▪ Staff survey evidences a greater understanding and confidence of teaching synthetic phonics. ▪ Pupil voice evidences enjoyment and clear understanding of phonics being taught. ▪ Observations and learning walk show phonics teaching to be outstanding throughout school. 	<ul style="list-style-type: none"> ▪ Create a plan to deliver school books and devices to children having to self-isolate that can be enacted by teachers / the school office as required. ▪ See more detailed granular action plan for remote learning in the remote learning policy 	<p>JL, SS, EFYS & KS1 team</p>	<p>Begin Autumn term</p> <p>Fortnightly monitoring</p> <p>Regular discussion at weekly SLT meetings</p> <p>KS1 and EYFS PDM in Autumn 1 half term</p>	
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Behaviour and Attitudes – Key Strategic Actions

Focus for 2021-22:

Conscious discipline – Revisit conscious discipline behaviour management system to support a trauma informed approach.

Free Play: develop child's ability to free play during unstructured times of the day (LW and play team)

	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Conscious discipline – Revisit conscious discipline behaviour management system to support a trauma</p>	<ul style="list-style-type: none"> ▪ Conscious discipline is being consistently applied throughout all year groups in school and at lunch time in line with the school's behaviour policy, ▪ Incidents of poor behaviour and low level disruption are low, ▪ Parent and pupil surveys indicate behaviour is good throughout all classes in school and that children feel safe in school, ▪ Think sheets are used to manage incidents of serious behaviour and are sent to parents as well as recorded on CPOMS. ▪ Attendance rates for all pupils, including vulnerable, disadvantaged and SEND learners remains above 96% 	<ul style="list-style-type: none"> ▪ Review the school behaviour policy and update it in light of COVID and the move to stage 4 and the lifting of restrictions. ▪ Revisit and deliver conscious discipline training for all staff throughout school during PDM time. Embed this alongside training to staff with regard to trauma related practice in line with CWAC 'New Ways of Working'. ▪ Provide a conscious discipline information and training event for parents in the Autumn term. ▪ Work with learning mentor to ensure school environment is in line with conscious discipline and trauma informed approach: low arousal areas, appropriately stocked and situated safes paces in each classroom, appropriate resources for teachers and pupils on hand to support self-regulation. ▪ Carry out parent and pupil surveys at the start, mid and end points of term to gather opinions and viewpoints on behaviour and evaluate trends. 	<p>JL / SLT KT</p>	<p>Inset update to staff regarding CD</p> <p>Training event to parents in Autumn 1</p> <p>Whole school training to wider school staff (mid days) during PM session in early weeks of Autumn 1</p>	

	<ul style="list-style-type: none"> ▪ <i>High standards of behaviour, engagement and attitudes to learning are clearly evident throughout school and in books.</i> ▪ <i>Pupils, including SEND, vulnerable and disadvantaged pupils actively use taught coping and calming mechanisms to self-regulate their behaviours</i> ▪ <i>Referrals to learning mentor for staff support decrease.</i> 	<ul style="list-style-type: none"> ▪ <i>Monitor incidents of behaviour being entered onto CPOMS to identify individuals or groups requiring early intervention / support, actioning this.</i> ▪ <i>Undertake regular learning walks to monitor the pupils' attentiveness, concentration and overall attitudes to learning.</i> ▪ <i>Regular monitoring of attendance to be cross referenced with pupil context groups and CPOMS records in relation to behaviour in order to identify individuals or groups requiring early intervention / support, actioning this.</i> ▪ <i>Embed conscious discipline into school routines throughout the school day such as when welcoming children into school, using praise in public coach in private approach, during collective worship, at free times and prior to releasing pupils at the end of the day.</i> 		<p><i>PDM meeting focusing on CD in school throughout Autumn</i></p> <p><i>Revisit throughout year</i></p>	
<p>Free Play: develop child's ability to free play during unstructured times of the day (LW and play team)</p>	<p style="text-align: center;"><i>(Continued from last year)</i></p> <ul style="list-style-type: none"> ▪ <i>Mid-day staff accredited with play leader status.</i> ▪ <i>Children clearly managing and self-regulating their own play during free time.</i> ▪ <i>Opal programme undertaken and successfully passed.</i> ▪ <i>Resources collected and stored in barn, play zones identified, created and effectively resourced.</i> ▪ <i>Pupil voice indicate pupils are happier at break times, form better relationships and are more independent.</i> ▪ <i>Less instances of social and emotional related poor behaviour during unstructured parts of the day.</i> ▪ <i>Higher collaborative behaviour in and outside the classroom.</i> ▪ <i>Less referrals to learning mentor for staff support.</i> 	<ul style="list-style-type: none"> ▪ <i>Undertake OPAL programme with OPAL staff. Train play leaders and teachers, carry out risk assessments and administration tasks.</i> ▪ <i>Collection of resources, creation of designated zones and areas for use.</i> ▪ <i>Information event for parents and children.</i> ▪ <i>Pupil voice survey conducted in Autumn 1 before restarting programme throughout school</i> ▪ <i>See more detailed granular action plan for OPAL outdoor play.</i> 	<p><i>LW Play team</i></p>	<p><i>Restart Autumn term and revisit throughout the year termly</i></p>	

Personal Development – Key Strategic Actions

Focus for 2021-22:

Develop RSE Curriculum – Evolution of curriculum from DfE: progression over 2 phases of National Curriculum and links to 'No Outsiders'. (All Staff)
Champion mental health and wellbeing – Continue to develop and celebrate mental health and wellbeing awareness (All staff)

	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
Implement RSE Curriculum – New curriculum from DfE: progression over the EYFS and 3 phases of National Curriculum and links to 'No Outsiders'. (All Staff)	<ul style="list-style-type: none"> ▪ Pupils' attitudes to learning are deemed to be nothing less than exemplary in all lesson observations ▪ Incidences of low-level disruption are extremely rare evidenced in lesson observations ▪ 95%+ pupils say that they are and feel safe, happy in school and they have friends. ▪ Pupil voice evidences 95%+ of pupils have positive attitudes to eating healthily and maintaining a physically and mentally healthy lifestyle. Pupils can articulate the actions they take in order to achieve this. ▪ Incidents of racist, homophobic, sexist or sexually inappropriate behaviour are virtually non-existent. ▪ Pupils can clearly articulate the protected characteristics of the equality act. ▪ School held records evidence adults and pupils deal effectively with bullying behaviour. 	<ul style="list-style-type: none"> ▪ Provide new RSE curriculum written by Andrew Moffet, that incorporates 'No Outsiders' schemes of work. ▪ Monitor the impact of RSE curriculum by regularly surveying the children's views and perceptions. ▪ Hold parent information event for parents in relation to the updated RSE curriculum and what this will look like in school. ▪ Use whole school and focused collective worship time to embed key messages from RSE curriculum. ▪ Provide CPD for staff in relation to updated RSE curriculum and its implementation in school. ▪ Update all year group curriculum documentation to detail the timing and subject content of RSE to be taught in each year group across school. ▪ Use school monitoring schedules to assess the coverage, effectiveness and impact of RSE curriculum and links throughout the wider curriculum. 	JL, SLT LW- Mental Health Lead KT- Learning Mentor	Begin Autumn Term Review half termly Discuss termly with teachers at progress and review meetings	
Champion mental health and wellbeing – Continue to develop and celebrate mental health and wellbeing	<ul style="list-style-type: none"> ▪ Less referrals to learning mentor for support from staff members and parents. ▪ Pupil voice indicates the vast majority of pupils (95%) believe their mental health to be effectively supported in school. ▪ Parent surveys indicate the vast majority of parents (95%) believe their children's mental health to be effectively supported in school. ▪ Lower numbers of referrals to CAMHS ▪ Attendance rates of pupils, including those with SEND and those from disadvantaged and vulnerable groups, remains above 96% ▪ Activities and resources to support and champion mental health and wellbeing are clearly evident throughout school ▪ The vast majority of children show clear evidence of their ability to manage and self-regulate their behaviour in school. 	<ul style="list-style-type: none"> ▪ Seek training, engagement and participation in Young Minds mental health support for schools programme. ▪ Run CPD for staff in relation to spotting signs and symptoms of children struggling with mental health. ▪ Monitor, track and discuss children struggling with mental health / wellbeing during progress and review meetings and identify and action those individuals / groups requiring early intervention or support. ▪ Populate the school website with mental health and wellbeing resources. ▪ Create wellbeing team as part of junior leadership team / school council to run mental health awareness and wellbeing project throughout school during the academic year. ▪ Collate a bank of resources, tools and techniques for children and adults to use in and out of school to look after mental health and wellbeing. ▪ Create healthy bodies, healthy minds club. ▪ Use whole school and focused collective worship time to embed key messages in relation to championing mental health and wellbeing. ▪ Work closely with parents to communicate healthy mental health and wellbeing choices and messages. ▪ Research current outstanding practice in relation to mental health and wellbeing in schools and liaise with MAT and external partners to run school and MAT wide initiatives. 	JL, SLT LW- Mental Health Lead KT- Learning Mentor	See engagement with Young minds throughout the Autumn term. Discuss children tracked at termly progress and review meetings. Run project with other settings during Spring term. Use Spring 1 as mid point review and action outstanding points during Spring 2 onwards	

Leadership and Management – Key Strategic Actions

Focus for 2021-22:

17. **New leadership structure** – provide continuity of leadership with a new Principal and 2 AHT model
 18. **COVID Leadership and Management:** Continued analysis and evaluation of practice and impact (JL)
 19. **Staff workload and wellbeing:** Enhance a school culture which cuts unnecessary workload and empowers staff to develop their wellbeing
 20. **Middle and Subject leaders** – ensure all subject leaders are equipped to lead their subject areas and that their management drives impact and improvement.

	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
21. New leadership structure – provide continuity of leadership with a new Principal and 2 AHT model	<ul style="list-style-type: none"> Transition from outgoing Principal to incoming Principal is seamless. Boughton Heath Academy has adequate leadership capacity to maintain and improve standards in all aspects. Quality of standards across all areas continues to improve under new leadership structure. AHT receive sufficient release time from class to enable them to fulfil their leadership roles effectively. Roles and responsibilities are clear to all senior and middle leaders and staff throughout school. New AHT model provides sufficient support and leadership capacity to the Principal and school. Leaders continue to engage with and be held to account by rigorous governance. New leadership structure maintains the highest standards of safeguarding and child protection within school. Parent and staff surveys indicate the leadership of the school continues to be outstanding. Staff feel supported and developed in their role. 	<ul style="list-style-type: none"> Provide staff with updated roles and responsibilities document alongside timetables of release for AHTs. Ensure the roles and responsibilities of new leadership structure are evaluated and shared with LGB and Trustees Organise attendance at LGB meetings for incoming AHTs. Source and action CPD opportunities for new leadership members. Publicise new leadership to parents and provide opportunities for parent and community engagement from new leaders. Hold initial review of Safeguarding arrangements in school in light of new leadership structure. Designate DSL and DDSL roles accordingly. 	JL, SS, SG, LW	Roll out during INSET in September Conduct safeguarding review in Summer term Evaluate progress and effectiveness half termly.	
22. COVID Leadership and Management: Continued analysis and evaluation of practice and impact	<ul style="list-style-type: none"> Risk assessment is a live working, regularly updated document and all staff have a working knowledge of it and its associated policies, receiving notification of relevant updates. Policies, procedures, risk assessments and routines are all written and actioned in line with the relevant and necessary statutory guidance and legislation. All staff are fully aware of the remote learning policy and this is actioned successfully as and when required. Parents and the wider community are fully informed of any changes to practice due to COVID through regular and effective communication channels. School accurately identifies any pupils negatively affected by COVID and puts plans and support in place to counter this. 	<ul style="list-style-type: none"> Review and adapt risk assessments, policies and procedures in line with update guidance from the DfE and Cheshire West and Chester. Communicate such adaptations to entire staff prior to reopening and as and when further changes happen. Create and hold central copy of COVID routines and procedures in the school office for reference and continuity of advice to parents and staff. Communicate policies and procedures to parents and the wider community on a regular basis. Order and hold PPE and appropriate cleaning and hygiene materials to be held in reserve should they be required at a later date. Identify and discuss children negatively affected by COVID early on and put early intervention and support plans in place to support them. Place COVID management as a standing item on SLT meetings to ensure compliance and rapidly address any areas of concern. 	JL, SLT	Have all documentation ready for Autumn term Review and manage on an ongoing basis	

<p>Staff workload and wellbeing: Enhance a school culture which cuts unnecessary workload and empowers staff to develop their wellbeing</p>	<ul style="list-style-type: none"> ▪ Regular reviews are used to ensure leaders fully understand and analyse staff workload and wellbeing. ▪ Leaders put in place support mechanisms and resources to aid staff to reduce workload and support their wellbeing. ▪ Coaching meetings support staff to become more resilient and enable them to resolve issues quickly and effectively. ▪ Mental Health lead supports staff to become resilient and links communication between the staff team and the SLT. ▪ Staff absence as a result of stress is minimal. ▪ Staff surveys highlight all staff feel supported in managing their workload and in maintaining their mental health and wellbeing. 	<ul style="list-style-type: none"> ▪ Continue LW as the school's mental health lead teacher. ▪ Create standing item on SLT agenda related to staff mental health and wellbeing ▪ Termly staff surveys distributed to highlight times of the year where workload and stress may be increased in order to implement counter measures. ▪ Designate a KT as deputy mental health lead. ▪ Arrange coaching with North Star to provide additional support for staff. ▪ As an SLT, regularly review policies and procedures to streamline and reduce staff workload. ▪ Source and distribute an assortment of resources to support staff with wellbeing. ▪ Engage with MAT senior leaders to source innovative ways to cut workload and assist wellbeing. 	<p>JL, SLT, KT</p>	<p>Monitoring surveys conducted throughout Aut, Spr & Sum terms</p> <p>Coaching to take place half termly - £1500</p> <p>Engagement and discussion with MAT during tri weekly SLT meetings</p> <p>Standing item on weekly SLT meetings</p>	
<p>Middle and Subject leaders – ensure all subject leaders are equipped to lead their subject areas and that their</p>	<ul style="list-style-type: none"> ▪ <i>All subject leaders receive regular release time.</i> ▪ <i>Subject leadership files are regularly updated with evidence of monitoring, impact and outcomes.</i> ▪ <i>Subject leadership monitoring and subsequent actions clearly evidences improvements to teaching.</i> ▪ <i>Monitoring activities judges the quality of teaching, learning and assessment to be at least good across the school</i> ▪ <i>Responsibilities and roles are designated clearly across the teaching staff and are understood.</i> ▪ <i>Middle and subject leaders evidence their impact by quality monitoring activities undertaken across the year.</i> ▪ <i>Subject leaders are able to clearly triangulate judgements given to children in subjects with teaching, learning and assessment evidence in books, lessons and feedback books.</i> 	<ul style="list-style-type: none"> ▪ <i>Create timetable for subject leader release time throughout the first half term to be rolled forward throughout subsequent terms.</i> ▪ <i>Redraft subject leadership documents in light of Ofsted subject updates.</i> ▪ <i>Designate CPD time in form of staff meetings to subjects for leaders to implement new practice throughout school.</i> ▪ <i>Following leadership restructure, reallocate subjects so that senior leaders hold responsibility for core subjects.</i> ▪ <i>Use initial INSET / CPD time to train staff on updated subject leadership documents and how they are to be completed.</i> ▪ <i>Provide overview of staff roles and responsibilities to all staff to ensure awareness of the relevant leads for each subject.</i> ▪ <i>SLT to hold regular meetings with subject leaders to quality assure, guide and improve subject leadership and monitoring throughout school.</i> ▪ <i>Incorporate subject leadership into performance management systems and progress and review throughout school.</i> ▪ 		<p>SL release timetable to being from first weeks of Autumn 1</p> <p>Review SL arrangements with senior leaders during Spring and end of year</p> <p>SL training Autumn INSET & PDM</p>	

Early Years – Key Strategic Actions

Focus for 2021-22:

- 23. **New EYFS statutory framework** – Practice from EYFS staff is in line with new expectations.
- 24. **Reception Baseline Assessment (RBA) and Early Years Foundation Stage Profile (EYFSP)** – Entry / exit judgements for Reception children are accurately achieved in line with new statutory framework.
- 25. **Improve Environment** – Continue to revamp post COVID of Early Years environment

	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
New EYFS statutory framework – Practice from EYFS staff is in line with new expectations.	<ul style="list-style-type: none"> ▪ Practice in EYFS is in line with the updated September 2021 EYFS framework and non-statutory guidance issued in Development Matters (2021). ▪ Staff in EYFS are clear and confident in their understanding of the changes to the EYFS framework and supporting materials. ▪ Children continue to leave EYFS ready for the demands of the National Curriculum from Year 1. ▪ Clear evidence of quality & consistency, a secure foundation, partnership working and equality of opportunity is evident throughout leader’s monitoring of EYFS. ▪ Clear evidence of a language rich environment is highlighted through monitoring. ▪ The overarching principles of EYFS are clearly evident through monitoring and observations of everyday practice: <ol style="list-style-type: none"> 1. every child is unique, 2. children learn to be strong and independent through positive relationships, 3. there are enabling environments with teaching and support from adults, 4. Adults show full awareness of individuals’ learning and development, providing opportunities to further these. ▪ Pupil voice shows all pupils hold positive attitudes towards learning. ▪ EYFS GLD returns to pre Covid levels of 90%. 	<ul style="list-style-type: none"> ▪ Provide training opportunities for EYFS staff in relation to the updated EYFS Framework and supporting guidance such as Development Matters, ▪ Action an effective transition into school for new EYFS starters to ascertain a whole picture of children as individuals, ▪ Provide training and CPD to new leadership structure on the updated EYFS Framework and supporting guidance such as Development Matters in order that effective monitoring of EYFS can take place, ▪ Create EYFS specific monitoring schedules to quality assure practice taking place, and include EYFS on core subject monitoring schedules and subject leadership reviews. ▪ Liaise with EYFS hub, senior leaders from the MAT and EYFS specialists to provide quality CPD to staff and review practice throughout EYFS. ▪ Create assessment policies and processes with EYFS staff in school and throughout the MAT to ensure consistency in light of updated assessment guidance within incoming EYFS framework. ▪ Arrange pupil voice surveys throughout the year with senior leaders. ▪ Create welcome event for parents of new children to EYFS to introduce them to life at school and the requirements of the EYFS framework in order to begin home school partnership. ▪ Dedicate initial timetable slots of learning mentor to be on hand to settle children into EYFS. ▪ Provide EYFS lead with early subject release time. 	JL, SLT, KB	Begin Autumn Ongoing monitoring fortnightly, PDM opportunities throughout Autumn, Spring & Summer terms EYFS Hub meetings half termly KB to receive early SL release time in Autumn	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception Baseline Assessment (RBA) and Early Years Foundation Stage Profile (EYFSP) – Entry / exit judgements for Reception children are accurately achieved in line with new statutory framework.</p>	<ul style="list-style-type: none"> ▪ <i>EYFS baseline assessment completed for each child within the first 6 weeks of Autumn term.</i> ▪ <i>EYFS profile completed for each child in EYFS by 30th June 2022 on agreed trust format.</i> ▪ <i>EYFS profile for each child given to Yr1 teacher and shared with parents and carers, and the LA upon request.</i> ▪ <i>Trust assessment policies and procedures within EYFS are actioned at agreed points of the year, being clearly evident through monitoring.</i> 	<ul style="list-style-type: none"> ▪ <i>Receive and securely store RBA materials in accordance with the RBA framework.</i> ▪ <i>Complete all statutory duties such as the headteacher’s declaration upon successful completion of RBA.</i> ▪ <i>Arrange a timetable for completion of the RBA.</i> ▪ <i>Create agreed EYFS assessment arrangements across the trust to be used to successfully inform the EYFS profile.</i> ▪ <i>Communicate agreed assessment arrangements to EYFS staff.</i> ▪ <i>Source and provide training and support for EYFS and SLT staff on the RBA and EYFSP assessments.</i> 		<p>EYFS Baseline assessment completed by 18th October 2021</p> <p>Ongoing training and liaison with MAT throughout year</p> <p>EYFS Profile completed by June 30th 2022</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Improve Environment – Continue to revamp post COVID of Early Years environment</p>	<ul style="list-style-type: none"> ▪ <i>Outdoor and indoor learning environments are consistently engaging and enabling for pupils to learn, be challenged and make progress.</i> ▪ <i>Children in Foundation Stage use the outdoor space as they do the indoor space and to be consistently observed learning effectively within the outdoor environment from staff.</i> ▪ <i>Resources provided are stimulating and relevant to all the children’s cultures and communities, rich learning opportunities providing play and playful teaching and support for children to take risks and explore.</i> ▪ <i>Indoor and outdoor environments are language rich and this is supported by staff who reinforce this through their own speech and language.</i> ▪ <i>The environment is flexible and adaptable to children’s interests and needs, with the scope and opportunity for children to manage and shape the course of learning with appropriate adult support.</i> 	<ul style="list-style-type: none"> ▪ <i>Provide training opportunities for EYFS staff in relation to the updated EYFS Framework and supporting guidance such as Development Matters,</i> ▪ <i>Audit current outdoor provision using audit tool provided by Early Years team</i> ▪ <i>Regular monitoring of EYFS to include environment.</i> ▪ <i>Weekly evidence of planning for enabling environments and the outdoor space</i> ▪ <i>Create indoor and outdoor stations to clearly offer and embed the learning being undertaken at any given point.</i> ▪ <i>Further loose parts/ big play equipment available for the children</i> ▪ <i>EYFS staff to receive support and training from EYFS specialists to full enhance both indoor and outdoor environments.</i> ▪ <i>Areas for children to embed maths, reading and writing opportunities consistently updated and adapted to meet children and group’s individual needs.</i> ▪ <i>Ensure different learning areas outside are clearly indicated and actively used by the children</i> ▪ <i>EYFS staff to work in partnership with EYFS hub to promote consistency of offer throughout the trust</i> ▪ <i>Investment into resources to enhance EYFS area and provision.</i> ▪ <i>Clear planning created to transition children into being ready for Year 1 in relation to factors regarding the environment such as furniture, seating etc.</i> ▪ <i>See detailed EYFS action plan and COVID risk assessment.</i> 		<p>Begin Autumn term</p> <p>Fortnightly monitoring with overall reviews at termly progress and review meetings</p> <p>Midterm review during Spring 1, findings actioned Spring 2 onwards.</p>	