



Cheshire Academies Trust

*Inspiring hearts and minds*

# **Strategic Improvement and Evaluation Plan**

**2022-2023**

### 3 year key school improvement priorities

	<b>Academic Year September 2022-2023</b>	<b>Academic Year 2023-2024</b>	<b>Academic Year 2024 onwards</b>
<b>Quality of Education</b>	<p><b>High quality core education</b></p> <ul style="list-style-type: none"> <li>Maintain strong outcomes across Reading and Maths whilst improving the attainment of writing throughout all year groups and in particular with boys.</li> </ul> <p><b>Curriculum implementation and enrichment</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Vulnerable pupil support</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Subject Leadership</b></p> <ul style="list-style-type: none"> <li>Increase the quality of teaching and learning opportunities throughout the core and foundation curriculum through increased capacity of subject leadership.</li> </ul> <p>Obtain accreditation of subject leader through NPQLT</p>	<p><b>Foundation assessment system</b></p> <p>Develop an assessment system / ethos to run throughout all foundation subjects to monitor pupil progress and attainment in all subjects.</p> <p><b>Teaching, learning &amp; innovation</b></p> <p>Invest in technology to deliver more AI and online learning experiences throughout all subjects.</p> <p><b>Subject leaders</b></p> <p>Further increase accredited NPQLT subject leaders.</p>	<p><b>Whole school curriculum review</b></p> <p>Whole school review of curriculum following two years of roll out (21/22 &amp; 22/23)</p>
<b>Behaviour and attitudes</b>	<p><b>Conscious Discipline</b></p> <ul style="list-style-type: none"> <li>Further embed conscious discipline behaviour approach to support trauma informed practice throughout school for all staff and to enhance self regulation from learners.</li> </ul> <p><b>Opal Play</b></p> <ul style="list-style-type: none"> <li>Re-launch the Opal play scheme to develop child's ability to free play during unstructured times of the day (LW and play team)</li> </ul> <p><b>Develop peer support opportunities</b></p> <p>Develop structured opportunities for older children to support younger children during learning and free time to help instil positive values and community ethos.</p>	<p><b>Conscious Discipline</b></p> <p>Whole school review and update of Conscious Discipline throughout whole school community.</p> <p><b>Play and lunch times</b></p> <p>Further development of Opal and self regulated play during break and lunch time, with more child led / managed activities.</p>	<p><b>Sports investment</b></p> <p>Seek investment in further large scale sports pitch.</p>
<b>Personal development</b>	<p><b>Embed curriculum enrichment opportunities</b></p> <ul style="list-style-type: none"> <li>In delivering the revamped wider curriculum and Learning without Limits programme, increase the number of personal development and community engagement opportunities.</li> </ul> <p><b>Inclusion, diversity and equality</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Champion mental health and wellbeing</b></p> <p>Continue to develop and celebrate mental health and wellbeing awareness within children and staff</p>	<p><b>Outdoor environment development</b></p> <p>Enhance the revamped wider curriculum through redevelopment of the outdoor area of school focusing on forest School, fitness and orienteering.</p> <p><b>Inclusion, diversity and equality</b></p> <p>Begin the Equalities award for schools programme with a view to attaining accreditation.</p>	<p><b>Forest school / orienteering accreditation</b></p> <p>Begin accreditation in Forest school / orienteering award</p> <p><b>Inclusion, diversity and equality</b></p> <p>Seek Gold accreditation of Equalities award.</p>
<b>Effectiveness of leadership and management</b>	<p><b>Senior Leadership Structure</b></p> <ul style="list-style-type: none"> <li>Ensure continuity of leadership as school transfers from 2 AHTs to a Principal and Vice Principal</li> </ul> <p><b>Expansion &amp; capacity</b></p> <ul style="list-style-type: none"> <li>Increase special capacity of school through creation of new classroom.</li> </ul> <p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>Improve middle leadership of subjects through a redesign of subject leadership and CPD offer</li> <li>Increase the quantity and quality of subject specific CPD offered to staff and middle leaders,</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Continue to manage and implement the effective and consistent roll out of the redesigned curriculum throughout all year groups within school</li> </ul> <p>Overhaul and implement systems and procedures to identify and support disadvantaged children and those with SEND.</p>	<p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>Develop leaders throughout all levels of school through NPQ programmes, SSC support and ECF mentoring.</li> </ul> <p><b>Expansion &amp; capacity</b></p> <ul style="list-style-type: none"> <li>Further develop areas to increase capacity throughout school.</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Carry out action led research project within wider curriculum subject</li> </ul>	<p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>Principal to support new head in trust / further afield</li> <li>Vice Principal to undertake NPQH.</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Begin roll out of findings from action led research.</li> </ul>
<b>Early Years</b>	<p><b>Delivery of EYFS Framework</b></p> <p>Continue to implement the EYFS framework including baseline and EYFSP, incorporating wider curriculum at BHA and Learning without Limits.</p> <p><b>Continue the enhancement of the outdoor and indoor environments.</b></p> <p>Implement and action use of indoor and outdoor resources / environments following investment to enhance learning.</p> <p><b>Structure the EYFS curriculum to ensure the effective balance of teacher led and child led opportunities.</b></p> <p>Implement EYFS as a starting point for all wider curriculum subjects whilst also effectively delivering EYFS framework.</p>	<p><b>Outdoor environment development</b></p> <p>Enhance the revamped wider curriculum through redevelopment of the outdoor area of school focusing on forest School, fitness and orienteering.</p> <p><b>EYFS Lead accreditation</b></p> <p>Seek accreditation of NPQEY for EYFS lead.</p>	<p><b>Nursery feasibility</b></p> <p>Explore feasibility plans to develop a nursery.</p>

# Impact Evaluations and Key Strategic Actions

Quality of Education- Date?	Embedded practice	General Evidence of impact	Further improvements
<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>Boughton Heath Academy's curriculum has been designed across all subjects to provide a broad and balanced offer that is ambitious for all pupils (particularly SEND &amp; disadvantaged learners) and rich in meaningful knowledge, skills and understanding that pupils will be able to draw upon to make a positive impact upon the world moving forward. Crucially, it is planned and sequenced progressively; with teaching building on what has been taught before in order to move pupils forwards towards clearly defined end points.</li> <li>The Mathematics and English curricular are adapted from purchased schemes of work (Power Maths- DfE recommended Mastery approach and Pathways Literacy units of Work). In both subjects, progression is sequenced cumulatively – starting in EYFS - so that pupils of all ability develop knowledge and skills with increasing fluency and independence. Floppy Phonics is used in Reception and KS1 to teach phonics and early reading with children's reading books matching the phonics they are learning. In KS2, daily shared reading follows the Pathways to Read programme, with all texts linking to Pathways to Write.</li> <li>Foundation subjects are offered as either connected or discrete, with Geography and History being the catalyst for connected learning. Senior leaders have mapped out the curriculum in its entirety to ensure full coverage and that knowledge, skills and understanding are sequenced progressively throughout all curriculum areas, with clear end points defined within each subject for all year groups.</li> <li>Foundation subjects are effectively led by subject leaders and individually planned with the same rigour as core subjects. Curriculum 'narrative plans' tell the learning journey of each unit of work; covering prior learning already undertaken before articulating the skills, knowledge and understanding to be taught and how these are assessed against pre-defined end points.</li> <li>High emphasis is given to local knowledge and understanding to provide children with a broad and detailed awareness of the history of the community they are part of.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Teaching throughout school is frequently outstanding and no less than good. Teachers continually improve their practice through CPD and collaboration with school and trust colleagues. They use current research based pedagogy, active learning techniques and higher level questioning to ensure pupil engagement and that key knowledge is transferred to pupils' long term memory. Each class benefits from high quality resources and abundant access to technology, with all KS2 children having a laptop / tablet device.</li> <li>Teachers hold high expectations of all groups of learners at all times, both in regards to what is being learnt as well as to how this is presented. Pupil work is of very high quality throughout all subjects and is showcased wherever possible to develop a pride and passion for learning.</li> <li>Timetabling of the curriculum ensures such key knowledge is revisited regularly for all curriculum subjects and that sufficient time is dedicated to embed key concepts.</li> <li>Reading, being the foundation on which all learning is built, is prioritised and taught throughout all year groups each day. To develop a love of reading and in turn a love of learning, all children are read to by an adult at the end of the day. All staff in school strive to ensure their learning environments are language rich and a place which inspires curiosity and wonder to support this love of reading and learning.</li> <li>Assessment opportunities are actively built into units of work to monitor pupils understanding of what has been taught. This determines future planning as teachers respond to the needs of all pupils to ensure they make the best possible progress and achieve pre-determined end points. Such assessments cover the understanding and application of knowledge, skills and understanding through written, group and practical activities. Teacher assessment is supported and validated by termly moderation (both in house and external) and computer adaptive assessments (within English and Maths).</li> <li>This assessment for learning is underpinned by whole class feedback that takes place for all children at the start of lessons. Detailing security of knowledge and understanding of what has been taught prior, this regular feedback ensures children review prior learning and address errors and misconceptions before moving forwards.</li> <li>Regular monitoring from senior and middle leaders ensures high standards and expectations are upheld and that there is consistency across all year groups within subjects. Skilled subject leaders are given dedicated release time to manage their subjects, using such time for CPD, coaching and teaching collaborative with other staff throughout school. CPD ensures they are aware of the changing landscape of their subjects and detailed, bespoke curriculum planning documents ensure progressively sequenced learning is consistent within all subjects throughout school, with all pupils working towards clearly defined end points.</li> <li>All pupils, in particular disadvantaged and pupils with SEND, are given the time and opportunities to embed essential knowledge and concepts. In addition to the regular feedback given during lessons, bespoke intervention sessions are also delivered across school by a dedicated teacher for children whose assessments indicate a need for further support. These interventions are assessed each half term. Children with an SEND profile are monitored by the school SENDCO and classteacher, and specific, measurable targets for them are built into learning activities.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>KS2 statutory tests show pupils are working significantly above the national average in reading, writing and maths. At KS1 pupils are working above these national averages.</li> <li>KS1 R – 80% / 30% W – 74% / 17% M76% / 23% RWM 73% 13% // KS2 R – 97% / 32% W – 89% / 24% M 91% / 26% RWM 85% 15%</li> <li>Children achieving GLD in in EYFS is also significantly above the national average at 87%. KS1 phonics attainment remains significantly above the national average also. 88% of Y4 children scored 20+ on Y4 MTC.</li> <li>Progress scores are strong with reading and writing being significantly above average and maths being in line. R – 2.5 W – 2.6 M – 0.6</li> <li>Internal data throughout all year groups supports this picture, with 82% of children achieving ARE+ in Reading, 72% in Writing and 89% in Maths.</li> <li>Pupil voice indicates overwhelming majority pupils are enjoying their learning. This is supported by parent surveys, where over 90% of parents agreed their child achieved well at Boughton Heath.</li> </ul>		<ul style="list-style-type: none"> <li>Power Maths and Pathways Literacy are being delivered effectively and consistently throughout school. Children are achieving results way above national comparators at key assessment points, with all other year group data showing this trend also.</li> <li>A high quality, broad and balanced wider curriculum is on offer to all pupils. All staff follow agreed planning formats to ensure teaching is matched against agreed knowledge, skills and understanding that is progressively sequenced throughout school. This is regularly monitored by SLT and subject leaders.</li> <li>All subjects are underpinned by detailed subject curriculum packs which clearly define the knowledge, skills, progression and end points children throughout each year group are working towards.</li> <li>Teacher assessment is accurate and consistent throughout school due to validation processes in place. This provides meaningful and accurate data and insight regarding children's understanding and competence within learning.</li> <li>Assessment clearly identifies any areas where improvements can be made for groups and individuals, and regular high quality intervention programmes are in place for reading and mathematics to address such. These are taught by a dedicated member of teaching staff.</li> <li>Active learning opportunities are regularly built into lessons throughout school, giving children tangible opportunities to learn and embed key knowledge, skills and concepts</li> <li>Feedback and marking systems have been revised this year, and are key components to the start of each lesson. This has ensured children have been able to move forward securely within learning after addressing prior misconceptions and given further opportunities to embed understanding.</li> <li>Children's books demonstrate high expectations being placed upon learning and presentation.</li> <li>Evidence in books shows implementation of work is altered to meet the needs of individuals and groups (such as disadvantaged &amp; SEND), but intent remains the same.</li> <li>EHCP children and those with SEND profiles are given regular opportunities to work on personal targets whilst also engaging in the same content as their peers. There is no narrowing of the curriculum.</li> <li>Subject leadership is strong thanks to weekly dedicated release time to manage subjects. SLT work closely with subject leaders, who in turn work closely with staff and children to achieve aims set out in clear subject improvement action plans.</li> <li>Children throughout all year groups have benefitted from high quality and stimulating curriculum enrichment opportunities such as trips, residential, expert visitors and experiences. These have in turn improved engagement, understanding and achievement within learning.</li> <li>Parents are well engaged with their child's learning, through regular reporting and share the learning events to showcase children's learning. Digital platforms are used to engage and facilitate learning outside school.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to improve high quality education, particularly to raise standards of attainment and progress within writing, in particular in relation to spelling, punctuation and grammar. This is across all year groups, with a particular focus on decreasing the attainment gap between boys / girls writing.</li> <li>Review teaching and learning of maths, particularly in relation to achieving the higher standard due to lower progress score in Maths compared to previous years.</li> <li>Refine early identification of children who may be at risk of not meeting expected standards / personalised targets, offering tailored and targeted support through quality first teaching and intervention / support packages to address this.</li> <li>Continue to implement high quality progressive wider curriculum, ensuring teaching and learning opportunities are matched to and assessing specific knowledge and skill points, and that assessment opportunities and feedback evaluates and responds to children's grasp of learning in order to move all children on effectively.</li> <li>Further refine active learning opportunities and high quality questioning to improve teaching and learning outcomes.</li> <li>Further improve subject leadership through high quality CPD for middle leaders, and higher focus on the long term aim for all subjects.</li> <li>Maintain highest expectations on the quality of children's work in books, whilst encouraging more freedom and creativity in how this is displayed.</li> <li>Increase the packages of support on offer for disadvantaged and SEND children, in order that they make accelerated progress to achieve in line with their peers.</li> <li>Increase the number of wider curriculum enrichment opportunities through engagement with the local community.</li> </ul>

## Quality of Education – Key Strategic Actions

Focus for 2022-23:

### 1. High quality core education

- Maintain standards of education within Reading & Maths, whilst improving Writing outcomes with particular focus on SPAG.
- Increase numbers of children achieving the higher standard across the core subjects.

### 2. Curriculum implementation and enrichment

- The restructured curriculum is delivered fully and consistently across all year groups within school,
- Systems and planning ensure learning is progressive and sequenced, with pupils' prior learning built upon as they progress towards clear end points
- Curriculum offers more real world learning opportunities and for engagement with the local community,

### 3. Vulnerable pupil support

- Accurate formative assessment identifies groups and individuals requiring targeted support,
- Timely interventions and support are in on offer and accessible for all learners,
- Curriculum intent is the same for all learners, particularly disadvantaged learners and those with SEND

### 4. Subject Leadership

- All subjects to be consistently led with a clear long term vision for all year groups
- Subjects to be led by highly trained middle leaders who are knowledgeable about their subject and its current picture

	Success Criteria	Main Action/s	Lead/Staff	When/CPD/£	Termly Review
High quality core education	<ul style="list-style-type: none"> <li>▪ <i>Attainment in reading, writing and maths is significantly above national at the expected standard at the end of Key Stage 1 and 2</i></li> <li>▪ <i>Proportion of children achieving the higher standard across the core subjects exceeds the national average</i></li> <li>▪ <i>Attainment in writing across school is improved, with 85% achieving the expected standard or above.</i></li> <li>▪ <i>Significant attainment gap between boys and girls is closed</i></li> <li>▪ <i>Combined attainment across the core subjects is significantly above national comparators at KS1 and 2.</i></li> <li>▪ <i>Average class percentile ranks to be above 60% in reading and maths.</i></li> <li>▪ <i>Average class SGP rates to be above 50 in reading and maths.</i></li> <li>▪ <i>The vast majority of pupils achieve the expected standard in the national phonics check (90% +)</i></li> <li>▪ <i>Disadvantaged pupils average percentile ranks and SGP rates are in line with or above other pupils.</i></li> <li>▪ <i>The majority of disadvantaged pupils achieve the expected standard or higher in writing (80%+).</i></li> <li>▪ <i>SEND progress is considered strong against National Other progress (contextualised and based on SEND needs)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear systems and structures are in place to deliver the Power Maths, Pathways Literacy, Pathways to Spell and Floppy Phonics programmes throughout all year groups in school.</li> <li>▪ Sustain high quality feedback to address misconceptions, identify gaps in learning and move pupils' forward – particularly through attainment barriers,</li> <li>▪ High quality CPD for staff to facilitate delivery of such systems and structures,</li> <li>▪ Introduction of dedicated weekly SPAG and Spelling foci throughout all year groups</li> <li>▪ Robust and regular monitoring from senior and middle leaders to promote quality of teaching and learning opportunities.</li> <li>▪ Research and implement targeted writing opportunities / interventions for boys</li> <li>▪ High quality CPD for subject leaders to effectively manage and lead subjects,</li> <li>▪ Develop clear and concise curriculum documents to support teachers and leaders in delivering against clear curriculum content and assessment frameworks,</li> <li>▪ Team teaching and coaching from subject specialists to enhance teaching and learning opportunities within subjects.</li> <li>▪ Use accurate and validated assessments (both formative and summative) to identify groups of learners requiring support and intervention, who are off track from end of key stage FFT predictions, or require close monitoring to ensure they do not fall behind their peers.</li> <li>▪ Creation of assessment groups to ensure learners are on track to move through the attainment bands and are not coasting.</li> <li>▪ Timely and high quality interventions are in place in response to assessment findings.</li> </ul>	<p>All staff</p> <p>LW – Writing lead</p> <p>SLT</p>	<p>Writing training &amp; moderation through The Literacy Company</p> <p>English Hub collaboration</p> <p>Visits to CAT schools</p>	
Curriculum implementation and enrichment	<ul style="list-style-type: none"> <li>▪ <i>BHA curriculum is being delivered consistently and effectively against agreed structures and approaches across all year groups,</i></li> <li>▪ <i>Curriculum documentation underpins and supports this, clearly articulating the sequencing of subjects throughout all year groups in school</i></li> <li>▪ <i>Planning documents highlight pupils' prior learning and clearly articulate knowledge and skills to be taught in order to achieve clearly defined end points,</i></li> <li>▪ <i>Learning is systematic and progressive, building on what has gone before in year, as well as year on year and between key phases,</i></li> <li>▪ <i>A keen focus on what children know and understand is clear and evident through assessments, work in books and subject oracy,</i></li> <li>▪ <i>Teaching and learning opportunities are abundantly active, framed via real world scenarios with a focus on developing independent learners</i></li> <li>▪ <i>All subjects have showcase and enrichment activities and events throughout the year</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Curriculum document templates and pro formas are high quality and consistent throughout school,</li> <li>▪ Robust and regular monitoring from senior and middle leaders to promote quality of teaching and learning opportunities.</li> <li>▪ Dedicated release time for subject leaders is given for managing and leading improvements of teaching and learning throughout school,</li> <li>▪ Senior and middle leaders to pass on CPD to staff following in house and external training,</li> <li>▪ Liaison with subject specialists and colleagues in and out of the MAT to bring about improvements across the curriculum,</li> <li>▪ Progress and review meetings incorporate subject leader meetings also,</li> <li>▪ Subject specific events and showcase activities are planned into the school calendar for the year ahead,</li> <li>▪ Subject displays around school are regularly updated with quality and current work from across school to give children more ownership over what has been taught,</li> <li>▪ High quality trips and visitors are used for curriculum enrichment and to further learning</li> </ul>	<p>JL &amp; SS to lead</p> <p>Middle leaders to manage</p>	<p>Ongoing in house CPD throughout PDM time</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Vulnerable pupil support</b></p>	<ul style="list-style-type: none"> <li>▪ <i>Vulnerable children achieve across the curriculum in line with their peers, and above comparative national averages for their contest group</i></li> <li>▪ <i>Pupils and parent surveys are positive regarding offer from BHA to meet pupils' needs</i></li> <li>▪ <i>Individuals and groups requiring support are quickly and clearly identified through teacher judgements and formative &amp; summative assessment processes,</i></li> <li>▪ <i>High quality support and intervention packages meet children's academic, social and emotional needs,</i></li> <li>▪ <i>Such support packages have clear start, middle and end points, ensuring support brings about rapid progress to overcome barriers to learning,</i></li> <li>▪ <i>Planning documents clearly set the same expectations for all learners, amending teaching implementation to meet specific needs,</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Quality first teaching to be supported by clear planning and curriculum documents,</li> <li>▪ Bespoke support and intervention packages to run via a dedicated teacher, following schemes of work running throughout school,</li> <li>▪ Regular assessments of such interventions clearly articulate progress made and against clear end points,</li> <li>▪ Senior and middle leaders, alongside the SENDCO, build accurate and concise profiles of children and groups requiring support,</li> <li>▪ Progress and review meetings accurately detail vulnerable children's progress and attainment throughout school,</li> <li>▪ SEND procedures and structures are overhauled to ensure clearer communication and heightened parental engagement,</li> <li>▪ High quality CPD for all staff is given relating to SEND and adapting implementation to meet learner's needs,</li> <li>▪ Robust and regular monitoring from senior and middle leaders to promote and ensure quality of teaching and learning opportunities for all vulnerable pupils and groups,</li> </ul>	<p>Principal &amp; Vice Principal</p> <p>SENDCO</p> <p>LSM</p> <p>Intervention teacher</p> <p>Teachers</p>	<p>Purchase of intervention programmes</p> <p>ELSA training for LSM</p> <p>Ongoing in house training through PDM time</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Subject Leadership</b></p>	<ul style="list-style-type: none"> <li>▪ <i>Subject Leadership documents will articulate a clear 3 year vision and strategy for all subjects, with clear action plans and monitoring schedules in place,</i></li> <li>▪ <i>CPD offer for all subjects will be improved through in house and external training opportunities,</i></li> <li>▪ <i>Staff surveys will demonstrate growing confidence in teaching specific subjects, through subject leaders' support,</i></li> <li>▪ <i>Surveys will highlight growing confidence in leading subjects throughout school,</i></li> <li>▪ <i>Relevant staff will successfully complete NPQ programmes relevant to their subjects leadership,</i></li> <li>▪ <i>Outcomes will improve due to subject leaders' actions</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaders redesign subject leadership document and supporting curriculum documents for use by subject leaders,</li> <li>▪ CPD time dedicated to furthering subject specific leadership, alongside general subject leadership practice,</li> <li>▪ Senior leaders to robustly monitor subject leadership and hold leaders to account during regular progress and review meetings linked to their subjects,</li> <li>▪ Findings of OFSTED subject reviews to be shared with staff during PD meetings to drive improvements within their relevant subjects.</li> <li>▪ Dedicated subject leadership time to be given to all subject leaders in school, to action items on action plan and monitor quality of education throughout school within their subjects,</li> <li>▪ Pupil, teacher and parent voice regarding specific subjects to be collected and used to quality assure and drive improve improvements surrounding subjects,</li> <li>▪ NPQ programmes to be supported by school for staff eligible &amp; in a position to undertake these,</li> <li>▪ Collaboration with trust settings regarding subject leadership to be sought to improve the quality of leadership on focus subjects,</li> <li>▪ Subject leaders to timetable on the ground support during teaching and learning opportunities to embed improved practice throughout school,</li> <li>▪ Senior leaders to timetable support for subject leaders in delivering their action plans and promote consistency</li> </ul>	<p>Principal &amp; Vice Principal</p> <p>Middle leaders</p>	<p>Participation in NPQ programmes for 2 x staff</p> <p>Ongoing in house training through PDM time</p>	

Behaviour and Attitudes	Embedded practice	Evidence of impact	Further improvements
<p><b>Behaviour management</b></p> <ul style="list-style-type: none"> <li>A trauma informed approach to behaviour management, Conscious Discipline is embedded throughout school and work has been undertaken this year to improve its application consistently by all staff through coaching and CPD. Where instances of poor behaviour do arise, self-reflective tools known as 'think sheets' are used to replay scenarios to help children understand why certain behaviours were unacceptable and what their impact was on others. Opportunities are given to offer alternative behaviours and such information is shared with parents to ensure consistency in approach from home and school.</li> <li>Staff build trusting and effective relationships with children and follow a 'praise in public, coach in private' approach when applying conscious discipline throughout school. As a result of this, where children's behaviour does fall below expectations, it is remedied through the restorative approach highlighted above rather than public shaming or fear based sanctions. Detailed and effective policies such as the Behaviour and Anti Bullying policies are in place and underpin this work, being regularly reviewed by senior leadership and the LGB.</li> <li>All staff have high expectations of behaviour and conduct. Timetabling from senior leaders has been actioned to provide clear routines to help children regulate their behaviour and conduct in and out of the classroom.</li> <li>School places emphasis on the values of honesty, responsibility, respect, independence, kindness and determination and celebrates this weekly through achievement assemblies and through other initiatives in each class. All children have a job they are responsible for in their class and older children are taught to take responsibility for younger children.</li> <li>Pupils play an active role in influencing and shaping policies within school through active roles on the Junior Leadership team and school council.</li> </ul> <p><b>Safe Environment</b></p> <ul style="list-style-type: none"> <li>School is a safe environment for pupils to learn and play within. Considerable investment has ensured the site and building robust and secure, and staff have the highest level of regard for safeguarding. Annual safeguarding training, top up sessions throughout the year and externally reviewed policies and procedures ensure that all children are safe within school. All classroom areas have 'safe spaces' where children can move themselves to if they require time out due to anxiety, upset or distress.</li> <li>Bullying of any kind is extremely rare but when it does happen the school are quick to deal with it employing assertive practices to support the victim while engaging parents at home. We do not tolerate any sort of prejudiced behaviour and our 'No Outsiders' ethos runs solidly through our curriculum; valuing difference and giving pupils an understand that everyone is welcome in our school.</li> <li>Records of poor behaviour are made by all staff and recorded using the CPOMS information management service. Senior leaders review each record as it is made and regular reviews are carried out to identify and act upon any trends or patterns of behaviour that emerge.</li> <li>Children are not only physically safe, but also emotionally safe within school also. School has a calm and orderly environment where we have fostered a culture of learning through mistakes and children ask questions when they are unsure of their learning, share worries and concerns with staff throughout school; and develop resilience and determination to overcome barriers. Children feel safe and confident enough to talk openly and honestly, and they showcase their learning with pride in their classroom areas.</li> <li>Safety and wellbeing is well embedded into the school curriculum and taught weekly in all classes through PSHE lessons following the Jigsaw programme. All classes also have a weekly circle time following this programme. E – safety is also well embedded and taught in all year groups within Computing.</li> <li>School supports work teaching safety and wellbeing using partners such as the NSPCC, Police and local community partners.</li> </ul> <p><b>Attendance and Punctuality</b></p> <ul style="list-style-type: none"> <li>Attendance and punctuality is very strong at school. Overall attendance for the academic year stands at 96.7%, considerably above the national average for comparison. It is not higher due to an increased amount of term time holidays taken following the lifting of travel restrictions and cancellations occurring during the COVID – 19 pandemic.</li> <li>Senior leaders actively monitor and record attendance and punctuality each term, reporting this to the LGB. Where attendance concerns arise, leaders engage with parents to work together to improve the situation, working in partnership with colleagues from the Local Authority and Education Welfare Service where necessary.</li> </ul>		<ul style="list-style-type: none"> <li>Staff surveys highlight school takes an active stance on ensuring high standards of behaviour are upheld.</li> <li>Think sheets are regularly used throughout school and sent home to involve parents as part of an effective home school partnership.</li> <li>Sport buddy programme has trained older KS2 children to lead sessions for younger children during break and lunch times.</li> <li>Bullying, racism and intolerance continues to be extremely rare. Pupils cooperate and work together as a team and this is enhanced by the open plan nature of the school.</li> <li>Where situations requiring parental involvement have arisen, overwhelmingly they have not been repeated and school and home have worked closely to improve behaviours moving forwards.</li> <li>Requests from families for support in managing challenging behaviour remain low.</li> <li>High numbers of parents are now following the Conscious Discipline approach following training given from school throughout this year.</li> <li>In all classrooms, resources and specific tools and strategies to support our behaviour approach can be seen in use on a daily basis, staff are trained to deal with conflict when it does occur.</li> <li>Attendance is high and there have been no instances of fixed term exclusion over the last three years. In the rare occurrence of internal exclusion, staff have successfully worked closely with pupils and families to avoid further occurrence.</li> <li>Children and parents overwhelmingly state in surveys that they feel safe in school. Parents also stated overwhelmingly that they feel children are well behaved in school and that school ensures this is the case.</li> <li>Attendance for the whole school is at 96.7% for the past academic year.</li> <li>School has sent letters throughout the year to children whose attendance has fallen below an acceptable level. In all cases, attendance has increased following this action.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to improve visible and audible consistency across the school from all members of staff in relation to a conscious discipline approach in line with trauma informed practice.</li> <li>Continue to work closely with families where persistent absence remains problematic, offering support to increase attendance and punctuality moving forward.</li> <li>Increase the opportunities for older children to act as role models and ambassadors to younger children.</li> <li>Increase the profile of Junior Leadership team and School council with the rest of pupil body.</li> <li>Relaunch the OPAL play scheme during break and lunchtimes to ensure children have abundant opportunities for creative play to self-regulate their own behaviours and emotions.</li> <li>Creation of play interventions for children who require support in playing with each other effectively, or for those who require more confidence and support in playing with others.</li> </ul>

## Behaviour and Attitudes – Key Strategic Actions

Focus for 2022-23:

### 1. Conscious Discipline

- All staff have a consistent approach to behaviour management.
- Children are enabled to take ownership of their own behaviour and are able to self-regulate.
- Home/school partnerships remain strong so parents and carers have the necessary support and materials to follow the conscious discipline approach.

### 2. Opal Play

- Re-launch opal play at break and lunch times to meet the needs of all pupils.
- Provide areas for all pupils to be creative and opportunities to self-regulate and manage their own behaviours and emotions.
- Create play interventions for children who require support or need to build confidence with social skills.
- Teaching staff and Midday staff are supported and trained effectively to support Opal play.

### 3. Opportunities for older pupils to support younger pupils.

- Develop and provide further training for play leaders to organise and lead play opportunities.
- Promote independence and creativity which empowers children to develop their talents and interests.
- To instil positive values to develop a culture of consideration for others and a sense of gratitude.

	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
Conscious Discipline	<ul style="list-style-type: none"> <li>▪ Staff are empowered to deliver conscious discipline approaches successfully.</li> <li>▪ Children are nurtured and feel part of the school family.</li> <li>▪ Conscious discipline language is used consistently across the school.</li> <li>▪ Children are sensitive to the emotions of others.</li> <li>▪ Staff promote a growth mind set to build self-esteem and will power.</li> <li>▪ Children are resilient and see mistakes as an opportunity to learn.</li> <li>▪ Children confidently use strategies to compose and self-regulate when necessary.</li> <li>▪ Home/school partnerships ensure children are effectively supported.</li> <li>▪ Parents seek support when necessary and are provided with up to date training on conscious discipline.</li> <li>▪ Parent, pupil and staff surveys indicate conscious discipline is effective.</li> <li>▪ Attendance rates for all pupils, including vulnerable, disadvantaged and SEND learners remains above 96%</li> <li>▪ High standards of behaviour, engagement and attitudes to learning are clearly evident throughout school and in books.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure all staff have read and understood the school behaviour policy.</li> <li>▪ Revisit and deliver conscious discipline training for all staff throughout school during PDM time.</li> <li>▪ Pupils are reminded and trained in self-regulation techniques through assemblies, circle times and necessary within classes.</li> <li>▪ Provide a conscious discipline information and training event for parents, in particular new parents, in the Autumn term.</li> <li>▪ Ensure school environment is in line with conscious discipline and trauma informed approach: low arousal areas, appropriately stocked and situated safes places in each classroom, appropriate resources for teachers and pupils on hand to support self-regulation.</li> <li>▪ 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.</li> <li>▪ Monitor incidents of behaviour being entered onto CPOMS to identify individuals or groups requiring early intervention / support, actioning this.</li> <li>▪ Undertake regular learning walks to monitor the pupils' attentiveness, concentration and overall attitudes to learning.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>	<p>SLT members</p> <p>LSM</p> <p>SENDCO</p> <p>All teaching staff</p>	<p>Conscious Discipline top up training throughout year</p> <p>Collaboration with other CAT schools</p>	
Opal Play	<ul style="list-style-type: none"> <li>▪ Teaching staff and Mid-day staff are trained to lead and manage opal play.</li> <li>▪ Children clearly managing and self-regulating their own play during free time.</li> <li>▪ Resources collected and stored in barn, play zones identified, created and effectively resourced.</li> <li>▪ Pupil voice indicate pupils are happier at break times, form better relationships and are more independent.</li> <li>▪ Less instances of social and emotional related poor behaviour during unstructured parts of the day.</li> <li>▪ Higher collaborative behaviour in and outside the classroom.</li> <li>▪ Play interventions support individuals and groups of children as needed.</li> <li>▪ Procedures and routines for Opal play are consistent throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Opal play lead has a clear plan of action for its implementation.</li> <li>▪ Risk assessments and safety checks are set in place and continually evaluated.</li> <li>▪ Reorganise the school grounds and storage sheds ready for the re-launch of Opal play.</li> <li>▪ Collection of resources, creation of designated zones and areas for use.</li> <li>▪ Teaching staff and midday staff are trained before the re-launch of Opal Play.</li> <li>▪ Pupil voice survey conducted in Autumn 1 before restarting programme throughout school and then carried out regularly to refine provision.</li> <li>▪ Children are trained and informed on the launch of Opal Play through assemblies and circle times.</li> <li>▪ Monitoring of play by senior leaders to ensure its successful implementation.</li> <li>▪ Assign staff and middays to individuals and groups of children during the transition stage and evaluate their progress and support regularly.</li> </ul>	<p>LW – Opal Play lead</p>	<p>Re-engage with Opal Accreditation throughout 2022 / 23 – beginning Autumn 1</p>	

	<ul style="list-style-type: none"> <li>Behaviour at lunch time remains outstanding with few incidents reported.</li> </ul>	<ul style="list-style-type: none"> <li>Model excellent examples of Opal Play within classes and through assemblies.</li> <li>Play leaders support staff to ensure resources are accessible and support younger children as necessary.</li> </ul>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Opportunities for older pupils to support younger pupils.</p>	<ul style="list-style-type: none"> <li>Play leaders and older groups of children provide a range of opportunities to lead play with younger children.</li> <li>Younger children can identify and build positive relationships with older children to support them during play times.</li> <li>Play leaders' talents are used to provide rich play experiences for younger children.</li> <li>Play leaders build positive relationships with younger children and support them to self-regulate and manage behaviour as needed.</li> <li>Play leaders recognise younger children's efforts to promote our school values during playtimes.</li> <li>Staff recognise play leaders' efforts to provide activities and support to younger children.</li> <li>All children gain independence and have happy playtimes and gain confidence to self-regulate and build self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Appoint a lead member of staff and a midday assistant to oversee the implementation of play leaders and other groups of older children to provide opportunities for younger children.</li> <li>Survey play leaders to find out the play activities they would like to offer to younger children.</li> <li>Support Play leaders to survey younger children about what support and opportunities they require.</li> <li>Lead member of staff oversees a timetable of support for older children and seeks regular feedback and monitors the implementation of provision.</li> <li>Play leaders and older groups of children meet regularly with lead member of staff to evaluate the programme.</li> <li>Play leaders and older children are given opportunities to share recognition of school values they have seen from younger children.</li> <li>Play leaders and older children are monitored when providing activities and are offered feedback as necessary.</li> </ul>	<p>SLT members</p> <p>LSM</p> <p>SENDCO</p> <p>All teaching staff</p>	<p>Playground leaders course delivered in Autumn term through CSSA membership</p> <p>Buddy systems training delivered in house</p>	



Personal Development-	Embedded practice	Evidence of impact	Further improvements
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>The curriculum at Boughton Heath extends beyond simply academic content and pupils receive a wide range of quality exciting opportunities and experiences to further pupil's personal development. These include science investigations, large artwork and first hand experiences that provide a rich set of experiences for pupils. Each year group within the juniors experiences a residential trip and there are multiple trips and visits per year group along with visitors to school to enrich the curriculum and offer children experiences they may not otherwise have access to.</li> <li>This curriculum is reinforced by our character values of honesty, responsibility, respect, independence, kindness and determination. Children study a diverse group of people in all subjects from all around the globe, learning about different cultures, beliefs, struggles and opinions; raising the profile of diversity and inclusion in school.</li> <li>School supports children in the pursuit of outside interests and there are vast opportunities to develop their talents including, music lessons, sporting competitions, representing the school at numerous competitions and functions.</li> <li>In preparation for the changing world children are growing up in, our curriculum is filled with experiences and opportunities to learn about the challenges they may face outside of school. In particular, staying safe online and e-safety is of high priority and is taught effectively to children in all year groups, along with how to keep themselves mentally and physically healthy.</li> </ul> <p><b>Spiritual, moral, social and cultural development</b></p> <ul style="list-style-type: none"> <li>School has increased the amount of SMSC development on offer to the children at Boughton Heath throughout the past academic year with a keen emphasis being placed upon our place within the local community and what we can do to help and appreciate others.</li> <li>Children are encouraged to be reflective about their own beliefs and life through RE and PSHCE sessions. All children learn about the world's main religions and about the fundamental beliefs and opinions of those who follow these. This development is furthered through trips to varied places of worship, visits from people of different faiths and partaking in and learning about celebrations from different faiths such as Eid, Ramadan, Diwali etc. Children discuss, enquire and are excited to engage with people who believe different things to them, and are respectful of others in doing this.</li> <li>Schools adoption of a trauma informed behaviour management programme is reinforced by a reflective approach to behaviour where children are given the tools to understand why behaviours were unacceptable and what the consequences of such actions were. The curriculum throughout school, in particular the English curriculum, also has a very strong moral compass at its core. Children learn about moral dilemmas, both famous and obscure, and have reasoned and detailed discussions with their teachers and peers about this. They are given opportunities to learn about the civil and criminal law in England throughout their study of their local area and beyond and this is supported by close working with our community police community support team.</li> <li>British values are taught throughout the curriculum, and to reflect the rule of law and democracy, Junior Leadership Team and school council ensure the voice of the pupil body is heard by the school senior leadership team.</li> <li>To support children's social skills in a range of contexts, oracy is a key skill which is being embedded throughout the curriculum and children are giving plenty of opportunity to engage and converse with peers and adults in a range of situations. Close links with the local community have been forged and the junior leadership team volunteer and the local residential home throughout the year to support and engage with their residents. A keen focus has been placed upon what we can do for others and we have partnered with our local food bank to support them year round and school council have had a trip to their facilities to understand how the local area engages with this facility. We also support the local hospice through fundraising, alongside supporting other local and national charity days and agendas.</li> <li>Our 'No outsiders' project lined to our new RSE curriculum provides an exemplary and effective way of developing fundamental British values including respect, tolerance and the rules of law. It teaches pupils about the equality act so that difference is celebrated and discussed openly. By the use of picture books starting in Reception and continuing to Year 6 our teachers openly discuss all of the protected characteristics. Books engage with views, beliefs which may not be their own. Our public speaking work in year 5 begins to hone the skills of pupils to speak openly about difference and when they in fact may have felt like an outsider and exemplifies our culture of tolerance, respect and openness. In addition to this, our children have abundant access to numerous artistic, musical and sporting opportunities and are regularly representing school at such events throughout the year.</li> </ul> <p><b>Relationships, sex and health education</b></p> <ul style="list-style-type: none"> <li>Relationships, sex and health education is taught throughout school using the Jigsaw PSHE programme, and through the wider curriculum also. This programme meets all requirements of the statutory guidance on RHSE and as such we also have a bespoke and comprehensive policy for RSHE, have appropriately trained staff to deliver such content and support SEND children to access and learn such content.</li> <li>All year groups undertake a sex education week at the same time so children learn about sex and relationships as a school community in an age appropriate way.</li> <li>Effective pastoral support is in place for those children who we have identified as in need of extra support due to vulnerability (potential or actual) regarding mental ill health, varying forms of abuse and exploitation. Staff have formed close and effective relationships with such individuals and received effective training on how to spot signs and indicators that intervention may be required.</li> </ul>		<ul style="list-style-type: none"> <li>The curriculum enables children to develop and experience many diverse aspects of life and all children will be given multiple opportunities to represent school within the arts and sport during their time in school.</li> <li>Residential trips, educational visits, expert visitors and experiences have taken place across all year groups this year, giving children numerous opportunities and experiences they would have been unable to have otherwise.</li> <li>A wide variety of sport is on offer throughout the curriculum and through extra curricular clubs. School has also been represented locally at rounders, athletics and football events this year.</li> <li>Afterschool clubs have run each week of the school year and have included diverse activities such as cartooning, board games, quiz club and STEM, along with sport and fitness clubs. Take up of such clubs has been hugely popular with the overwhelming majority of clubs being oversubscribed.</li> <li>The curriculum has been planned to give children opportunities to experience and engage with real world problems they may face in adult life.</li> <li>Schools profile in the local community has been raised dramatically through participation in events such as sports competitions, Amasing, raising funds for the local hospice and volunteering at the local residential home.</li> <li>Children have learnt about cultures from across the globe, alongside current events locally and internationally such as through a school wide day to support Ukraine.</li> <li>All children have received age appropriate relationships, sex and health education. This has been supported through weekly lessons and circle time in class.</li> <li>Junior Leadership Team and School councils have been set up and have representatives from each year group. They have delivered school wide projects and supported with charity days and bringing pupil voice to the SLT for policy changes.</li> </ul>	<ul style="list-style-type: none"> <li>Offer children further opportunities to develop social skills with a variety of different audiences.</li> <li>Ensure the curriculum aligns with the participation of the learning without limits programme to develop children's personal development.</li> <li>Further improve focus on equality between individuals and groups,</li> <li>Continue to develop and forge links with the local community, engaging in more volunteering projects to solve issues and make life better for people within our community.</li> <li>Further increase the number of extra curricular activities that are on offer so that all children in school do at least 1 activity per year.</li> <li>Increase the engagement of the Junior Leadership Team and school council in shaping the school vision and values.</li> <li>Increase the work done by school to increase children's physical and mental wellbeing and health.</li> </ul>

## Personal Development – Key Strategic Actions

Focus for 2022-23:

### Curriculum enrichment

- The BHA curriculum develops pupils' character and personal development through the study of local, real world scenarios relevant to them and current events locally and globally,
- Develop inclusivity and equality within the wider curriculum and units of study and through school council, circle times and free time,
- Develop Boughton Heath character award
- Increase the number of extra-curricular activities on offer for children to develop character and physical & mental health,

### Inclusion, diversity and equality

- Raise the profile of equality and inclusion through focused study and activities woven into day to day school life,
- Develop inclusivity and equality within the wider curriculum and units of study,

### Champion mental health and wellbeing

- Continue to develop and celebrate mental health and wellbeing awareness,
- Improve the profile of physical and mental fitness and healthy minds, healthy bodies
- Continue work developing the profile of healthy relationships and staying safe, online and offline

	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
Curriculum enrichment	<ul style="list-style-type: none"> <li>▪ <i>The BHA curriculum clearly evidences abundant opportunities to study content linked to school values,</i></li> <li>▪ <i>BHA supports local charities, initiatives and organisations within the community through fundraising and volunteering,</i></li> <li>▪ <i>Values of respect and responsibility are reinforced through opportunities to carry out project based, action led learning for local and global causes, clearly evidenced through pupils work, discussions and attitudes,</i></li> <li>▪ <i>Boughton Heath character award is developed and rolled out,</i></li> <li>▪ <i>90% of children participate in at least 1 extracurricular club organised by school,</i></li> <li>▪ <i>Parent surveys indicate a good amount of extra curricular activities are on offer at school,</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Senior and middle leaders to audit BHA curriculum against school values, with robust monitoring of curriculum teaching and learning to ensure activities are regularly in place across all year groups for children to develop such values,</li> <li>▪ CPD time dedicated to increasing staff confidence in the above.</li> <li>▪ Junior leadership team and school council to reach out to local community to identify worthwhile causes to support, before creating whole school plan and approach to action this across all year groups,</li> <li>▪ Engage with the Learning Without Limits initiative to deliver project based learning within all year groups against local / global current affairs,</li> <li>▪ Create a character award programme for school following consultation with all school stakeholders, rolling this out this year.</li> <li>▪ Work with sports partners and the local community to increase the amount of extracurricular activities on offer.</li> <li>▪ Dedicated staff member to audit club participation and raise the profile of activities for children from disadvantaged, vulnerable &amp; SEND groups.</li> </ul>	<p>Principal &amp; Vice Principal</p> <p>SENDCO</p> <p>All teaching staff</p> <p>LSM</p>	<p>Participation in CAT wide Learning Without Limits programme throughout 2022 / 23</p>	
Inclusion, diversity and equality	<ul style="list-style-type: none"> <li>▪ <i>The school environment clearly evidences it is a place where inclusion, diversity and equality are celebrated,</i></li> <li>▪ <i>The BHA curriculum clearly demonstrates an abundance of study centring around equality, diversity and inclusion,</i></li> <li>▪ <i>Pupils can clearly articulate what inclusion, diversity and equality are; including what the protected characteristics are,</i></li> <li>▪ <i>Pupil, parent and staff surveys overwhelmingly state school to be a place of inclusion and equal opportunity,</i></li> <li>▪ <i>Regular opportunities to collectively celebrate difference are shared</i></li> <li>▪ <i>An abundance of diverse individuals visit and are studied within school,</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase the visibility of inclusion, diversity and equality through displays throughout school.</li> <li>▪ Senior and middle leaders to audit BHA curriculum against the protected characteristics, with robust monitoring of curriculum teaching and learning to ensure activities and study foci are regularly in place across all year groups for children to develop understanding, respect and tolerance of those from different backgrounds,</li> <li>▪ Monitoring from senior &amp; middle leaders to ensure Jigsaw programme being rolled out fully and consistently each week throughout all year groups.</li> <li>▪ Participate in the early roll out of CWACs updated RE curriculum to ensure better coverage of all faiths.</li> <li>▪ Increase the amount of visits from diverse individuals and groups from the local community ad further afield to give more opportunity to study inclusions, diversity and equality.</li> <li>▪ Begin Equality award programme with a middle leader given this responsibility.</li> </ul>	<p>Principal &amp; Vice Principal</p> <p>SENDCO</p> <p>All teaching staff</p> <p>LSM</p> <p>Appointment of a focused inclusion member of staff</p>	<p>Participation in CAT wide Learning Without Limits programme throughout 2022 / 23</p> <p>Begin Equality award programme in Spring / Summer</p>	
Championing mental health and wellbeing	<ul style="list-style-type: none"> <li>▪ <i>Less referrals to learning mentor for support from staff members and parents.</i></li> <li>▪ <i>Pupil voice indicates the vast majority of pupils (95%) believe their mental health to be effectively supported in school.</i></li> <li>▪ <i>Parent surveys indicate the vast majority of parents (95%) believe their children's mental and physical health to be effectively supported in school.</i></li> <li>▪ <i>Attendance rates of pupils, including those with SEND and those from disadvantaged and vulnerable groups, remains above 96%</i></li> <li>▪ <i>Activities and resources to support and champion mental and physical health and wellbeing and healthy relationships are clearly evident throughout school</i></li> <li>▪ <i>The vast majority of children show clear evidence of their ability to manage and self-regulate their behaviour in school.</i></li> <li>▪ <i>Pupils say they feel safe, know what healthy relationships look like and can articulate what this is online and offline.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Seek training, engagement and participation in Young Minds mental health support for schools programme.</li> <li>▪ Train 2 x staff in Mental Health first aid and run CPD for staff in relation to spotting signs and symptoms of children struggling with poor physical and mental health.</li> <li>▪ 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.</li> <li>▪ Formation of healthy bodies, healthy minds club to be ran by sport leaders within school,</li> <li>▪ Use whole school and focused collective worship time to embed key messages in relation to championing mental health and wellbeing using the Jigsaw PHSCCE programme</li> <li>▪ Work closely with parents to communicate healthy mental health and wellbeing choices and messages.</li> <li>▪ 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.</li> <li>▪ Partake in national and international recognition days and run whole school initiatives to champion mental &amp; physical health, healthy relationships, and online / offline safety throughout the year,</li> </ul>	<p>Principal &amp; Vice Principal</p> <p>SENDCO</p> <p>All teaching staff</p> <p>LSM</p> <p>Appointment of a focused inclusion member of staff</p> <p>Mental health lead</p>	<p>ELSA Training</p> <p>Mental Health First Aid course for children and adults</p>	

Leadership and Management	Embedded practice	Evidence of impact	Further improvements
<p><b>Vision</b></p> <ul style="list-style-type: none"> <li>Extensive work has been carried out this year on redefining the school vision moving forward. This has taken in the views of all school stakeholders and has been centred around the approach of developing a whole child as opposed to focusing on academic achievement. Set to be signed off by the LGB in September 2022, it has been passed through staff, pupils, parents, senior leaders and governors, ensuring all school stakeholder share the same vision for all pupils, and the same high expectations.</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>The curriculum at BHA has essentially been rewritten and rebranded this year. The curriculum now reflects the newly defined vision of school and has a curriculum intent of equipping our children to go on to make the world a better place. Leaders have redesigned the curriculum to ensure children receive a broad and balanced curriculum, in line with the national curriculum, but that this is also filled with opportunities to learn and develop skills which will equip them for later life.</li> <li>Curriculum materials have been overhauled and redesigned. Leaders have produced whole school, year group and subject overviews which details learning for each class and subject throughout school. These are accompanied by meticulously planned progression of skills and knowledge matrixes that ensure children develop their learning cumulatively and progressively over time, each year building on what has gone before. Teachers have been provided with narrative planning templates to map out units of work to ensure such progression, starting from what has been learnt previously and moving towards clearly defined end points.</li> <li>The quality of education in practice has been highly monitored to ensure consistency throughout each year group in school. Teachers have been supported and coached by senior leaders to develop practice, particularly in relation to feedback and assessment to ensure children know specifically how to overcome barriers to learning and move forwards. Leaders have moderated assessments throughout school each term to quality assure their accuracy and ensure consistency of judgements within each subject.</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Extensive professional development has been enacted throughout the year. Four staff have been recommended for NPQ programmes, and the incoming Deputy Head has been supported to achieve mastery specialist status through the mastery maths programme. Expertise from such programmes benefits school as these individuals deliver in house training to other staff.</li> <li>Teachers knowledge of the subjects they teach is strong and has been further increased by work carried out with subject specialists and senior leaders this year. Subject leaders all receive dedicated release time to lead their subjects, and the focus of this year has been to increase skills sets and confidence of delivery within subjects through high quality CPD for them and other staff.</li> <li>The quality of professional development is underpinned by the performance management and appraisal system. Staff targets are intrinsically linked to the improvement cycle of the school. Leaders at all levels have clear expectations and areas for improvement, one of which is created by the staff member themselves as a personal target.</li> </ul> <p><b>Staff Wellbeing and Engagement</b></p> <ul style="list-style-type: none"> <li>Staff wellbeing remains of the highest priority for leader and where unnecessary workload has been highlighted, steps have been taken to remove or reduce this whilst ensure the quality of the workforce remains strong and there is no negative impact upon teaching and learning.</li> <li>A clear communication policy has been actioned and staff wellbeing is a standing item on each monthly LGB meeting. Events and initiatives to improve staff morale are regularly enacted and staff surveys are completed and submitted to the trust each term.</li> </ul> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>Governance continues to be a significant strength at the school and is led by a Chair who is both supportive and highly experienced within education (former headteacher and Ofsted Inspector). Governance structures challenge the detail in reports and members fully understand the school's effectiveness, especially in the use of the pupil premium and sports funding. There is an expertise in the analysis of outcome figures, financial reports and safeguarding. The Chair meets with the Principal each month.</li> </ul> <p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>Safeguarding is extremely effective with rigorous systems and a real culture of vigilance. Training is up to date and pupils who are vulnerable are tracked to ensure they are not at risk. The number of referrals to social care is extremely low. All staff have received Prevent training and are aware of their duties to protect children from radicalisation and extremism. The Local Authority SCiE Team undertake trust supervision to ensure best practice is maintained and the trust conduct a review of safeguarding within BHA scrutinising the SCR, recruitment and safeguarding audits as well as designated safeguarding leads working together to supervise and offer counsel on different social care cases termly.</li> <li>Effective safeguarding within Boughton Heath is underpinned by comprehensive and robust policies which are externally scrutinised, publicly available and challenged by trust leaders and the local governing board. The LGB has a safeguarding governor who carries out an annual report to the board on the effectiveness of safeguarding at school. This is in addition to 2 reports made to the board each year by the Principal.</li> <li>The Multi Academy Trust provides superb collaboration and support opportunities including writing moderation, subject leadership training, regular senior leadership team meetings, EYFS team meetings and general peer to peer support that impacts positively on the work of the school. Lead by CEO, collaboration enables further consistent school improvement in all key aspects of the school's work.</li> </ul>		<ul style="list-style-type: none"> <li>A clear and updated vision is ready to be rolled out from September 2022, reflecting the contributions of all school stakeholders.</li> <li>The new Principal has successfully completed his first year in post, achieving the NPQH and successfully meeting all requirements of school throughout the year, achieving results across the board much higher than the national average for comparison.</li> <li>Schools finances remain very healthy, with surplus funds available to carry out planned expansion works.</li> <li>Strategic documents are sound, concise and accurate and leaders have evaluated decisions, strategy, expenditure and outcomes effectively and diligently; reporting these to the LGB and nationally where required.</li> <li>BHA curriculum has a strong curriculum across all subjects and is supported by high quality, detailed curriculum documents which clearly articulate a progression pathway for learners towards clear end points across all subjects.</li> <li>The updated leadership model of Principal and Vice Principal is working effectively and the VP is showing great determination to take ownership over school improvement.</li> <li>Parent surveys overwhelmingly indicate happiness with the effectiveness of leadership and management in school, and with the content and outcomes of the curriculum.</li> <li>Subject leaders have taken ownership over their subjects and actively improved the quality of education within them through action driven plans and clear strategy to move their subjects on over the coming years.</li> <li>Leaders have facilitated CPD for all staff throughout the year and invested in developing teachers and leaders of the future through enrolling 4 staff on NPQ programmes. These have been strategically planned to benefit the wider school staff through in house CPD.</li> <li>Staff surveys highlight positive attitudes towards leaders' efforts to combat staff workload.</li> <li>Safeguarding has remained effective with minimal referrals to CSC this year. TAFs have been initiated and closed successfully and capacity on the safeguarding team has been increased with another Lv3 member of staff trained.</li> <li>The Principal has worked closely with the LGB to develop the vision and strengthen community ties whilst being held to account for strategic decisions and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Enact a bespoke training and development plan for the incoming Vice Principal to improve standards throughout school.</li> <li>Further strengthen the TEAM approach within Boughton Heath, to improve consistency across all year groups in relation to teaching and learning, expectation, systems and approaches.</li> <li>Embed the revamped curriculum within school in its entirety and use monitoring to ensure consistency, quality and coverage for all subjects is happening to high expectations across all year groups.</li> <li>Continue to improve the knowledge and skillset of subject leaders to make significant improvements to subjects throughout school.</li> <li>Increase the ownership and accountability of senior leaders to streamline strategic decision making, target setting and operational actions throughout the school and business.</li> <li>Ensure high quality training and development is provided to staff in relation to areas of need and conscious discipline to ensure consistency and high standards are present throughout all year groups in school.</li> </ul>

## Leadership and Management – Key Strategic Actions

Focus for 2022-23:

### Senior Leadership Structure

- Ensure continuity of leadership as school transfers from 2 AHTs to a Principal and Vice Principal

### Vision, culture and ethos

- Develop and roll out the redefined school vision moving forwards, supporting this through the formation of the Boughton Heath Character award,
- Continue to refine, develop and implement policies and procedures to ensure consistent delivery of the school vision and ethos throughout all year groups,

### Capacity and expansion

- Increase the capacity of school moving forwards through the construction of a new classroom area,

### Curriculum

- Continue to oversee the effective and consistent roll out of the redesigned curriculum throughout all year groups within school

### SEND and Disadvantaged pupils

- Overhaul and implement systems and procedures to identify and support disadvantaged children and those with SEND.

### Professional development

- Improve middle leadership of subjects through a redesign of subject leadership and CPD offer
- Increase the quantity and quality of subject specific CPD offered to staff and middle leaders,

### Staff workload and wellbeing

- Enhance a school culture which cuts unnecessary workload and empowers staff to develop their wellbeing

	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
Senior Leadership Structure	<ul style="list-style-type: none"> <li><i>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.</i></li> <li><i>VP receives sufficient release time from class to enable them to fulfil their leadership roles effectively.</i></li> <li><i>VP receives quality CPD to fulfil leadership role effectively,</i></li> <li><i>Roles and responsibilities are clear to all senior and middle leaders and staff throughout school.</i></li> <li><i>New P &amp; VP model provides sufficient support and leadership capacity to the Principal and school.</i></li> <li><i>Leaders continue to engage with and be held to account by rigorous governance.</i></li> <li><i>New leadership structure maintains the highest standards of safeguarding and child protection within school.</i></li> <li><i>Parent and staff surveys indicate the leadership of the school continues to be outstanding. Staff surveys highlight they feel supported and developed in their role.</i></li> </ul>	<ul style="list-style-type: none"> <li>Provide staff with updated roles and responsibilities document alongside timetables of release for VP,</li> <li>Update relevant policies, structures and procedures with updated leadership structure,</li> <li>Ensure the roles and responsibilities of new leadership structure are evaluated and shared with LGB and Trustees</li> <li>Source and action CPD opportunities for VP.</li> <li>Publicise new leadership to parents and provide opportunities for parent and community engagement from new leaders.</li> <li>Hold initial review of Safeguarding arrangements in school in light of new leadership structure. Designate DSL and DDSL roles accordingly.</li> <li>Arrange shadowing of VPs of other trust schools at various points throughout the year.</li> </ul>	Principal & Vice Principal		
Vision, culture and ethos	<ul style="list-style-type: none"> <li>An ambitious vision is developed and enacted through consultation with all school stakeholders,</li> <li>All stakeholders can clearly articulate this vision,</li> <li>School vision is supported by the development of Boughton Heath character award, which is rolled out throughout all year groups within school,</li> <li>School policies, structures and procedures are updated to reflect this new vision,</li> <li>Staff appraisal targets support updated vision and ethos,</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with all school stakeholders to formulate, package and roll out updated school vision and ethos,</li> <li>Create Boughton Heath character award and roll out to all school stakeholders,</li> <li>As an SLT, update all school policies, structures and procedures in light of updated vision, communicating changes to staff and LGB as required,</li> <li>Feed appraisal targets linked to updated vision and ethos into first round of performance management following vision implementation,</li> </ul>	Principal & Vice Principal		

Capacity and expansion	<ul style="list-style-type: none"> <li>Plans to meet the needs of increased capacity through the development of a new classroom are developed and costed,</li> <li>Plans delivered successfully whilst still leaving BHA in a healthy financial position.</li> </ul>	<ul style="list-style-type: none"> <li>Engage with finance team, architects and building contractors to draw up plans for expansion out of Y3 home bay to create a new classroom area and central hub space in school,</li> <li>Liaise with all school stakeholders, including parents and the local governing board to formulate requirements of any new build,</li> <li>Work with school council and current Y3 class in designing the interior learning environment,</li> <li>Work with LEA and council to determine any planning and administration requirements relevant to the project,</li> <li>Create a project management timeline for the build, accounting for disruption to the school during work commencement, access and health and safety requirements</li> <li>Cost out risk scenarios to academy in light of building work and rising costs in other areas of the business such as increased energy costs,</li> <li>Revisit and revise safeguarding procedures in light of any building works going ahead during school hours</li> </ul>	Principal Vice Prinicpal Business Manager		
Curriculum	<ul style="list-style-type: none"> <li>BHA curriculum is being delivered consistently and effectively against agreed structures and approaches across all year groups,</li> <li>Curriculum documentation underpins and supports this, clearly articulating the sequencing of subjects throughout all year groups in school</li> <li>Planning documents highlight pupils' prior learning and clearly articulate knowledge and skills to be taught in order to achieve clearly defined end points,</li> <li>Learning is systematic and progressive, building on what has gone before in year, as well as year on year and between key phases,</li> <li>A keen focus on what children know and understand is clear and evident through assessments, work in books and subject oracy,</li> <li>Teaching and learning opportunities are abundantly active, framed via real world scenarios with a focus on developing independent learners</li> <li>All subjects have showcase and enrichment activities and events throughout the year</li> <li>Vulnerable children achieve across the curriculum in line with their peers, and above comparative national averages for their contest group</li> <li>Planning documents clearly set the same expectations for all learners, amending teaching implementation to meet specific needs,</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum document templates and pro formas are high quality and consistent throughout school,</li> <li>Robust and regular monitoring from senior and middle leaders to promote quality of teaching and learning opportunities, work in books, pupil voice and planning / curriculum documents,</li> <li>Dedicated release time for subject leaders is given for managing and leading improvements of teaching and learning throughout school,</li> <li>Senior and middle leaders to pass on CPD to staff following in house and external training,</li> <li>Liaison with subject specialists and colleagues in and out of the MAT to bring about improvements across the curriculum,</li> <li>Progress and review meetings incorporate subject leader meetings also,</li> <li>High quality CPD sourced for subject leaders to ensure each subject has strong development throughout this year,</li> <li>Mapping of subject specific events and showcase activities planned into the school calendar for the year ahead,</li> <li>Summaries of OFSTED subject reviews compiled and disseminated to all staff,</li> </ul>	Principal Vice Prinicpal Senior & Middle leaders		
SEND & Disadvantaged pupils	<ul style="list-style-type: none"> <li>School systems, policies and structures support teachers to meet the needs of SEND and disadvantaged pupils,</li> <li>Curriculum planning documents clearly set the same expectations for all learners, amending teaching implementation to meet specific needs,</li> <li>Monitoring shows altered implementation but the same intent meets disadvantaged / SEND learners needs as the norm throughout school,</li> <li>Pupil and parent surveys indicate positive experiences of school,</li> <li>The majority of disadvantaged pupils achieve the expected standard or higher in RWM (80%+)</li> <li>SEND progress is considered strong against National Other progress (contextualised and based on SEND needs),</li> <li>The vast majority of SEND and disadvantaged pupils undertake at least 1 extracurricular club per year,</li> </ul>	<ul style="list-style-type: none"> <li>Work with SENDCO to review current policies, procedures and structures to determine areas of strength regarding SEND &amp; Disadvantaged offer and survey staff to highlight areas where improvements could be made,</li> <li>Consult with parents of SEND &amp; Disadvantaged children, and children themselves to highlight areas of strength and development,</li> <li>Carry out research through liaison with external partners and experts, to identify current and outstanding practice to incorporate into BHA plan,</li> <li>Audit resources based on group and individual need, allocating finance to invest in areas of need</li> <li>Formulate overhauled plan working with SENDCO and wider staff base to implement action based approach to SEND &amp; Disadvantaged support. Overhaul paperwork to reflect this, including SENDCO subject leader file and action plan,</li> <li>Create and deliver CPD for all staff in new approach, and how to enact this in day to day teaching and learning,</li> <li>Create regular monitoring schedule and coaching timetable with SENDCO to oversee the implementation and effectiveness of updated offer,</li> <li>Quality assure and evaluate process through regular surveys to all involved stakeholders</li> </ul>	Principal Vice Prinicpal SENDCO LSM All teaching staff		

Professional Development	<ul style="list-style-type: none"> <li>Staff surveys indicate positive attitudes towards professional development, and growing confidence in leading subjects throughout school,</li> <li>High quality CPD for individuals and groups is offered frequently, with individuals relaying this to wider staff in school,</li> <li>CPD and professional development forms a key part of staff appraisal system, with staff receiving targeted and requested CPD,</li> <li>Collaboration and participation in MAT training events and hubs,</li> <li>Subject Leadership documents will articulate a clear 3 year vision and strategy for all subjects, with clear action plans and monitoring schedules in place,</li> <li>Relevant staff will successfully start / complete NPQ programmes relevant to their role,</li> <li>All staff receive CPD termly</li> <li>ECT teacher joining school this year successfully passes their second year of training</li> </ul>	<ul style="list-style-type: none"> <li>Carry out audit of CPD requirements for all staff through surveys and research national education agenda to highlight further areas of CPD need,</li> <li>Source and secure high quality CPD for individuals and groups based on self-reflection, senior leader judgements and whole school requirements,</li> <li>Plan in relay staff meetings for individuals to share CPD they have received to the benefit of others,</li> <li>Create a CPD hub on Teams for useful resources individuals believe may help others,</li> <li>Continue to work with hub groups to further develop CPD and share good practice,</li> <li>Advertise NPQ programmes to eligible staff and support those taking part,</li> <li>Administrate the ECF programme for mentor and 1 x ECT through Best Practice and the Cheshire Teaching School Hub,</li> <li>Use surveys to evaluate the effectiveness of CPD sourced, undertaken and delivered,</li> <li>Incorporate and embed CPD into the appraisal system</li> </ul>	Principal Vice Prinicpal All teaching staff	NPQ programmes x 2 CSTH ECF	
Staff workload & wellbeing	<ul style="list-style-type: none"> <li>Regular reviews are used to ensure leaders fully understand and analyse staff workload and wellbeing.</li> <li>Leaders put in place support mechanisms and resources to aid staff to reduce workload and support their wellbeing.</li> <li>Coaching meetings support staff to become more resilient and enable them to resolve issues quickly and effectively.</li> <li>Mental Health lead supports staff to become resilient and links communication between the staff team and the SLT.</li> <li>Staff absence as a result of stress is minimal.</li> <li>Staff surveys highlight all staff feel supported in managing their workload and in maintaining their mental health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Continue LW as the school's wellbeing lead teacher.</li> <li>Create standing item on SLT and LGB agenda related to staff mental health and wellbeing</li> <li>Termly staff surveys distributed to highlight times of the year where workload and stress may be increased in order to implement counter measures.</li> <li>Train 2 x staff in Mental Health first aid and run CPD for staff in relation to spotting signs and symptoms of adults struggling with poor physical and mental health.</li> <li>Arrange coaching and team teaching with middle leaders,</li> <li>As an SLT, regularly review policies and procedures to streamline and reduce staff workload.</li> <li>Source and distribute an assortment of resources to support staff with wellbeing.</li> <li>Engage with MAT senior leaders to source innovative ways to cut workload and assist wellbeing.</li> </ul>	Principal Vice Prinicpal Senior Leaders Mental Health lead		

Early Years	Embedded practice	Evidence of impact	Further improvements
<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>The curriculum within EYFS is the starting point for children in Boughton Heath and as such is where all school wide schemes of work begin with Power Maths being used for Mathematics, Pathways Literacy being used for writing and Floppy Phonics being used to study phonics and develop early reading. High emphasis is placed upon early reading, with this skill unlocking wider aspects of the curriculum as our children make rapid progress.</li> <li>Leaders have ensured that EYFS staff's planning meets the requirements of the updated EYFS curriculum, with such planning being underpinned by the non-statutory 'Development Matters' document. Planning documents detail a logically sequenced, progressive curriculum which enables children to progress towards the clear end points of early learning goals in each of the 17 areas of study; through the characteristics of effective learning: playing and exploring, active learning, creative thinking and thinking critically. The overall intent for the end of EYFS being to be Year 1 ready.</li> <li>All children are individuals and treated as such as learners. Regardless of their start point in EYFS, all children are subject to the same high expectations and as per the rest of the school, the intent of learning will never change – only the implementation. Children from disadvantaged backgrounds and those with SEND received tailored provision meeting their needs to overcome barriers and facilitate progression.</li> <li>Children have ownership over their learning and are able to lead exploration and discovery based on their interests, with adults present to scaffold and direct learning as required without the unnecessary burden of overly recording or assessing evidence. The establishment of an effective home school partnership ensures this can be continued outside the classroom.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Well planned transition arrangements ensure the EYFS team have a detailed understanding of the needs and abilities of all pupils joining school. This is accompanied by a staggered start to ensure a confident transition into school, followed by early baseline assessments from staff to identify areas of strength and need for all learners.</li> <li>Assessments are accurate and meaningful, taking places across the prime and specific areas of learning each term and being moderated internally by senior leaders, and externally through the trust EYFS hub to ensure consistency.</li> <li>Teaching and support within EYFS is of consistently high quality, and as such children benefit and make strong progress within their learning. Accompanying this is effective timetabling to ensure children have regular routines and expectation in which to develop good behaviour and self-regulation.</li> <li>Parent engagement is effective from the very first days of Reception, and parents play a key role in continuing to develop and support children's learning whilst at home – in particular through reading and phonics.</li> <li>The learning environment is stimulating and carefully planned to pique children's interests and curiosity about the world as well as what is being studied. Endless opportunities to do, make, create, explore and play are on offer; and staff are able to record and observe a wealth of children's learning as it happens. This learning environment is a language and text rich environment fully of stories, rhyme and song. This ensures children's vocabulary grows rapidly, as does their understanding and application of written, heard and spoken word which they then use to harness further learning.</li> <li>Learning outside the classroom forms a key part of the implementation of our curriculum, and children are absorbed as much as possible in their natural environment; thus enabling them to see and discover learning taking place in the world around them. High quality resources following substantial investment facilitates such learning and enhances social skills, sharing, communication and collaboration.</li> <li>The use of mixed resources and platforms to record children's learning, digital and paper based, ensures adults can effectively and efficiently direct and move learning forwards whilst also ensuring children are developing the necessary motor skills for writing and recording in readiness for Y1.</li> <li>EYFS children are fully involved in the wider school initiatives and supported by older children through programmes such as the buddy system. This further embeds their sense of belonging and helps develop their self confidence in readiness for the next stage of their education.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>The GLD figure is 87% which is a very strong achievement given the previous 2 years, and close to the prepandemic level of 90%.</li> <li>Almost all children achieve ELGs in mathematics and literacy. Children's attitudes to learning are exemplary and they develop into confident and polite children. They work well together supporting each other to learn and are very well prepared for year 1, emotional, socially and academically.</li> <li>Parent surveys indicate the overwhelming majority of parents strongly agree that school offers their child a good education and start to school life.</li> <li>Applications into Reception remain oversubscribed and a substantial expression of interest list is also in place.</li> </ul>		<ul style="list-style-type: none"> <li>EYFS children adapt quickly to the systems and routines within the classroom and work effectively with the schemes of work that they will follow throughout their time in Boughton Heath. They evidently grow in confidence within their learning, as well as personally, socially and emotionally.</li> <li>EYFS staff have benefitted from training in the new framework.</li> <li>The first year of the new EYFS framework was successfully completed including the baseline assessment and EFYS profile.</li> <li>Attainment within EYFS is very strong, with the vast majority of children achieving GLD. The prioritising of early reading has paid dividends with 90% of the class achieving the expected standard in the reading,</li> <li>Teachers are producing detailed curriculum documents, which meets and responds to their children's needs. Planning is done progressively and sequenced with clear end points in mind from the EYFS framework and development matters guidance.</li> <li>Moderation and scrutiny of teaching, learning and assessment shows the quality of teaching to be of high standard. Assessments made are accurate and have been validated both in house and through external moderation within the EYFS hub.</li> <li>Leadership have closely monitored and supported EYFS staff to ensure quality of education takes place within the year group.</li> <li>The EYFS environment has undergone significant change and is now an environment more conducive to learning. The outdoor area has also had significant investment and benefits from a brand new tree top learning installation for the year ahead.</li> <li>Early identification of need for disadvantaged and SEND children is taking place, and bespoke activities and support plans are being actioned to ensure these children can secure the learning foundations needed to progress in line with their peers.</li> <li>The final term was geared towards being Y1 ready and EYFS staff worked alongside the Y1 team to ensure this transition was as smooth as possible.</li> <li>The school wider curriculum has now brought EYFS into subject leadership monitoring and as such, whole school improvements and developments now include Reception.</li> </ul>	<ul style="list-style-type: none"> <li>Further improve the quality of education within EYFS by offering high quality CPD to staff to deliver the EYFS curriculum and move learning forwards with groups and individuals at pace.</li> <li>Support a new member of support staff being placed in EYFS, ensuring they are trained in the routines, expectations and requirements of working in a Reception class.</li> <li>Further improve the EYFS leads leadership skills through high quality CPD, such as participation in the NPQEY.</li> <li>Continue to improve the indoor and outdoor environments to ensure a wide range of high quality learning opportunities are on hand for children to access.</li> <li>Monitor curriculum documents carefully to ensure full coverage of the EYFS curriculum and Development Matters, and that the EYFS is progressive and built upon in subsequent year groups.</li> <li>Increase opportunities for children to lead their own learning, sharing this with parents through physical and digital platforms which are regularly updated for each child.</li> </ul>

## Early Years – Key Strategic Actions

Focus for 2022-23:

1. **Further improve the quality of education through high quality CPD**
  - Provide new member of staff with appropriate training to ensure a smooth transition.
  - Staff attend further training on the new EYFS framework.
  - Provide high quality CPD to the EYFS lead.
2. **Continue the enhancement of the outdoor and indoor environments.**
  - Ensure the successful implementation of purchased resources.
  - Resources within the provision allow open ended discovery and engagement, catering for the most able and the emerging learners.
  - To provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences
3. **Structure the EYFS curriculum to ensure the effective balance of teacher led and child led opportunities.**
  - Restructure planning documents to incorporate a balance of teacher led and child led opportunities.
  - Expand the use of the seesaw platform to increase the home school interaction and parent’s ability to support their child’s learning.
  - Formative and summative assessments inform next steps and planning.
  - Continue to work in partnership with CAT schools to ensure standards in EYFS are sustained and good practice shared.

	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
Further improve the quality of education through high quality CPD	<ul style="list-style-type: none"> <li>▪ Practice in EYFS is in line with the 2021 EYFS framework and non-statutory guidance issued in Development Matters (2021).</li> <li>▪ New staff in EYFS are clear and confident in their understanding of the changes to the EYFS framework and supporting materials.</li> <li>▪ Children continue to leave EYFS ready for the demands of the National Curriculum from Year 1.</li> <li>▪ Clear evidence of quality &amp; consistency, a secure foundation, partnership working and equality of opportunity is evident throughout leader’s monitoring of EYFS.</li> <li>▪ Clear evidence of a language rich environment is highlighted through monitoring.</li> <li>▪ The overarching principles of EYFS are clearly evident through monitoring and observations of everyday practice:               <ol style="list-style-type: none"> <li>1. every child is unique,</li> <li>2. children learn to be strong and independent through positive relationships,</li> <li>3. there are enabling environments with teaching and support from adults,</li> <li>4. Adults show full awareness of individuals’ learning and development, providing opportunities to further these.</li> </ol> </li> <li>▪ Pupil voice shows all pupils hold positive attitudes towards learning.</li> <li>▪ EYFS GLD are 90% or above.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide training opportunities for new EYFS staff in relation to the updated EYFS Framework and supporting guidance such as Development Matters,</li> <li>▪ Provide further 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,</li> <li>▪ Create EYFS specific monitoring schedules to quality assure practice taking place, and include EYFS on core subject monitoring schedules and subject leadership reviews.</li> <li>▪ Liaise with EYFS hub, senior leaders from the MAT and EYFS specialists to provide quality CPD to staff and review practice throughout EYFS.</li> <li>▪ Create assessment policies and processes with EYFS staff in school and throughout the MAT to ensure consistency in light of updated assessment guidance within the new EYFS framework.</li> <li>▪ Arrange pupil voice surveys throughout the year with senior leaders.</li> <li>▪ 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.</li> <li>▪ Provide EYFS lead with early subject release time to participate in CPD.</li> </ul>	Principal Vice Prinicipal EYFS staff	EYFS bespoke training Participation in the EYFS hub within CAT	



<p><b>Continue the enhancement of the outdoor and indoor environments.</b></p>	<ul style="list-style-type: none"> <li>▪ <i>Outdoor and indoor learning environments are consistently engaging and enabling for pupils to learn, be challenged and make progress.</i></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <i>Indoor and outdoor environments are language rich and this is supported by staff who reinforce this through their own speech and language.</i></li> <li>▪ <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></li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide training opportunities for new EYFS staff in relation to the updated EYFS Framework and supporting guidance such as Development Matters,</li> <li>▪ <i>Audit current outdoor provision using audit tool provided by Early Years team</i></li> <li>▪ <i>Regular monitoring of EYFS to include environment.</i></li> <li>▪ <i>Weekly evidence of planning for enabling environments and the outdoor space</i></li> <li>▪ <i>Create indoor and outdoor stations to clearly offer and embed the learning being undertaken at any given point.</i></li> <li>▪ <i>Provide further loose parts/ big play equipment available for the children</i></li> <li>▪ <i>EYFS staff to receive support and training from EYFS specialists to fully enhance both indoor and outdoor environments.</i></li> <li>▪ <i>Areas for children to embed maths, reading and writing opportunities consistently updated and adapted to meet children and group's individual needs.</i></li> <li>▪ <i>Ensure different learning areas outside are clearly indicated and actively used by the children</i></li> <li>▪ <i>EYFS staff to work in partnership with EYFS hub to promote consistency of offer throughout the trust</i></li> <li>▪ <i>Establish the investment of resources to enhance EYFS area and provision.</i></li> <li>▪ <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></li> </ul>	<p>Principal Vice Principal EYFS staff</p>	<p>EYFS bespoke training Participation in the EYFS hub within CAT</p>	
<p><b>Structure the EYFS curriculum to ensure the effective balance of teacher led and child led opportunities.</b></p>	<ul style="list-style-type: none"> <li>▪ <i>EYFS baseline assessment completed for each child within the first 6 weeks of Autumn term.</i></li> <li>▪ <i>EYFS profile completed for each child in EYFS by 30<sup>th</sup> June 2022 on agreed trust format.</i></li> <li>▪ <i>EYFS profile for each child given to Yr1 teacher and shared with parents and carers, and the LA upon request.</i></li> <li>▪ <i>EYFS respond to their day-to-day interactions with children to ensure all children are equally accessing all areas of learning.</i></li> <li>▪ <i>Trust assessment policies and procedures within EYFS are actioned at agreed points of the year, being clearly evident through monitoring.</i></li> <li>▪ <i>Planning documents ensure an effective balance of child and teacher led learning opportunities.</i></li> <li>▪ <i>See saw is used regularly to store and share children's achievements within the outdoor and indoor provision.</i></li> <li>▪ <i>Children are given regular opportunities to have ownership of their learning through discussions with their parents, their teachers and their peers.</i></li> <li>▪ <i>Children have an area in the classroom to share their ideas and display their achievements.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Receive and securely store RBA materials in accordance with the RBA framework.</i></li> <li>▪ <i>Complete all statutory duties such as the headteacher's declaration upon successful completion of RBA.</i></li> <li>▪ <i>Arrange a timetable for completion of the RBA.</i></li> <li>▪ <i>Create agreed EYFS assessment arrangements across the trust to be used to successfully inform the EYFS profile.</i></li> <li>▪ <i>Communicate agreed assessment arrangements to EYFS staff.</i></li> <li>▪ <i>Create an assessment grid for staff to respond to their interactions with children.</i></li> <li>▪ <i>Source and provide training and support for EYFS and SLT staff on the RBA and EYFSP assessments.</i></li> <li>▪ <i>Action an effective transition into school for new EYFS starters to ascertain a whole picture of children as individuals.</i></li> <li>▪ <i>Consider the individual needs, interests and development of each child and use this information to plan a challenging and enjoyable experiences for each child in all areas of learning and development.</i></li> <li>▪ <i>Provide children and parents with a see saw account and provide details of children's learning and achievements will be shared throughout the year.</i></li> <li>▪ <i>Timetable regular opportunities for children to respond to learning taking place and to develop ownership of their curriculum.</i></li> <li>▪ <i>Set up an area in the environment for children to communicate their ideas and celebrate their achievements.</i></li> </ul>	<p>Principal Vice Principal EYFS staff Middle leaders</p>	<p>EYFS bespoke training Participation in the EYFS hub within CAT</p>	