



Boughton Heath Academy is a founding member of Cheshire Academies Trust

One Goal.

For children to achieve theirs.



BOUGHTON HEATH ACADEMY SCHOOL PROSPECTUS

2017-2018

Boughton Heath Academy

Becketts Lane
Boughton
Chester CH3 5RW

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Website: www.boughtonheath.cheshire.sch.uk

Twitter: [@BoughtonHeath](https://twitter.com/BoughtonHeath)

Principal:	Mr Steven Ellis
Vice Principal:	Mr Andrew Lucas
Chair of Governors:	Mrs Janet Myers
Deputy Chair:	Mrs Elyn Rigby

General information about schools in the area is available from Cheshire West & Chester Local Authority www.cheshirewestandchester.gov.uk Information contained in this Prospectus refers to academic year 2016-2017

Prospective parents are welcome to visit the school by appointment through the School Office.

School Vision

One Goal.

For children to achieve theirs.



Performance

- Academic excellence
- Challenge
- Tangible curriculum opportunities
- Deeper learning



Conduct

- A focus on wellbeing
- A moral compass
- Care and Protection
- Role models



Community

- A sustainable ethos
- Links with our community
- Collaboration with parents
- Working partnerships

School Aims

To achieve this vision we will:

- Deliver single year teaching where possible
- Provide each pupil with a happy and safe environment
- Inspire pupils to take responsibility for their own learning
- Encourage healthy living habits
- Raise the awareness of pupils to environmental issues
- Provide all members of staff with job satisfaction and development
- Encourage parents to participate in the life of the school
- Extend access to our facilities to the local community



The School

Boughton Heath School is situated just less than two miles to the east of Chester City Centre. The school was built in 1975 and serves the communities of Boughton, Great Boughton and neighbouring areas of Chester. Boughton Heath is an open plan school with a home bay for each of its 7 classes and has a hall for assemblies, drama, PE, singing and art activities. School dinners are cooked on-site in the school kitchen. The school has a library area, and two arts & crafts areas. Outside, hard playgrounds surround three sides of the school. Play and social areas have been recently improved and a large school field now incorporates a curricular trail. The foundation year also has an outdoor covered classroom.

The school can cater for up to 210 children (7 classes of 30 children). In September 2016 there were 209 children on the school roll.

What is the Cheshire Academies Trust?

Cheshire Academies Trust is the name of the multi academy trust that Boughton Heath joined in January 2015, comprising of Kelsall Primary (an academy since 2012), and Mill View Primary School. Both Kelsall Primary and Mill View Primary were graded 'outstanding' in their most recent Ofsted inspection. Boughton Heath Academy currently works closely with both schools and becoming part of Cheshire Academies Trust has formalised that collaborative partnership. The governing body of Boughton Heath Primary School has remained in place to govern the academy.



What is an academy and what is a multi academy trust?

An academy is essentially an independent school which is funded by the state. It is independent of the local authority and receives its funding direct from central government. A multi academy trust is where a group of academies are governed by one trust and a single board of directors. The board of directors is responsible for decisions relating to how each academy is run, from the curriculum to staffing. The multi academy trust can establish a local governing body for each of its academies to which it can delegate some of its functions. The multi academy trust remains accountable for these functions.

What are the benefits of being an academy?

In the governing body's opinion the benefits are numerous:

- **academies are independent of local authority control** – this means that academies have more freedom about how they conduct themselves
- **academies receive their funding direct from central government** – this means that academies receive more funding because none is retained by the local authority for the provision of central services
- **academies have more freedom over the curriculum taught** – this means that academies do not need to teach parts of the National Curriculum which they do not consider appropriate for their pupils
- **academies can set their own pay and conditions of service for their staff** – academies have the freedom to alter the pay and conditions of their staff (subject to normal employment law protections for staff) and so can provide staff with better pay and conditions than previously
- **academies have more freedom to undertake innovative projects** – academies are companies and so have more freedom to undertake innovative projects, such as setting up and utilising trading subsidiaries.

What are the benefits of being part of a multi academy trust?

It is the opinion of the governing body at Boughton Heath School that being part of Cheshire Academies Trust will give us the following benefits:

- The grouping of three schools will give us the scale to further deepen our expertise in key professional areas of education and also increase our purchasing power enabling us to realise better value for money.
- We can offer a greater variety of career development across the three schools giving us even more ability to attract and retain our outstanding staff.
- We will collaborate on matters such as key specialisms, curriculum development and share resources and leadership practices for the benefit of all three schools.



Year Groups:

Foundation Stage	Reception Class (age 4 – 5 years)
Key Stage 1 – Infants	Years 1 and 2 (age 5 - 7 years)
Key Stage 2 – Juniors	Years 3,4,5, & 6 (age 7 – 11 years)

School Uniform

Our uniform consists of a navy sweatshirt and jade polo shirt, all with the embroidered school logo. Pupils wear blue, black or grey trousers or skirts and suitable school shoes. Girls may wear a blue or green gingham dress. Uniform may be bought at a very reasonable price ordered from the school website. For PE, children need black or blue shorts/skirt, a white T- shirt and pumps or trainers. We advise a pump bag to keep belongings in. Uniform can be purchased from our online shop at

http://www.myschoolstyle.com/school/boughton_heath



We value and promote fundamental British values including respect and tolerance

The School Day

8.45 to 9.00 a.m.	School opens and registration
9.00 to 10.45 a.m.	First Morning lessons and assembly
10.45 to 11.00 a.m.	Morning break
11.00 to 12.00 noon	Second Morning Lessons
12.00 to 1.00 p.m.	Lunch
1.00 to 1.05 p.m.	Afternoon registration
1.05 to 3.00 p.m.	Afternoon lessons
3.15 p.m.	Home time

The School Curriculum

The first priority of the school is to provide the children with a good grounding in reading, writing and mathematics. Our aim is to provide pupils with the necessary academic, creative, physical and social skills that will be developed throughout their education and which lay the foundation for a happy and fulfilled adult life. Our teaching strives to ensure that there are opportunities for each child to achieve his or her full potential through a broad and purposeful creative curriculum that includes literacy, numeracy, ICT, history, geography, science, music, religious education, art and design, physical education and design technology.

We teach more than just skills as children need guidance in using the skills in appropriate situations. Whenever possible, skills are linked to practical experiences. Children of all ages are taken regularly to places of interest and on longer residential stays from yr 3 onwards. We make full use of the wealth of material available on these trips.

We endeavour to create a school atmosphere that is intellectually and visually challenging and one where the staff as well as the pupils can use, develop and share their own individual talents and enthusiasms.



Safeguarding Children

At Boughton Heath Primary the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure and safe environment in which their children can flourish. We therefore ensure that this expectation becomes a reality. A wide range of measures are in place to secure children's safety. Safeguarding procedures and associated policies are available from the school office on request.

The school safeguarding lead is **Mr Ellis**. The governor with responsibility for safeguarding is **Sally Levi**.

Pastoral Care and Behaviour

At Boughton Heath Primary School we aim to develop caring attitudes in the children. The relationships that they develop with their teachers and others in the school community set the

standards of behaviour for themselves and others. It is essential that the children take a pride in their school, their work and themselves.

We control movements throughout the school, supervise children both at work and play and encourage a strong sense of self discipline.

Our school is a happy and friendly place where children learn in a secure and caring community. Children are encouraged to develop respect and responsibility within a well ordered environment, where all staff have high expectations of appropriate behaviour. A Home - School Agreement emphasises and reinforces our commitment to good behaviour.

Our behaviour system is called 'Conscious Discipline'. Conscious Discipline integrates social-emotional learning, discipline and self-regulation, so we spend less time policing behaviors and more time teaching vital life skills.

Conscious Discipline is a longtime leader in integrating classroom management and social-emotional learning. It utilises everyday events rather than an external curriculum, and addresses the adult's emotional intelligence as well as the child's. It's a way of responding to daily conflict that transforms it into an opportunity to teach critical life skills and results in every aspect of classroom life improve!

Starting School

We aim to ensure that this new experience in yours and your child's life is enjoyable. To help your child prepare we organise pre-school visits in the preceding term so they can get to know their teacher, classmates and the layout of the classroom. There is an information afternoon for new parents to meet the reception teacher to find out about the activities their children will be involved in.

Parental Involvement

Regular information is shared with parents about their child's attainment levels and their targets through the termly parents' evenings and yearly reports. The school uses many lines of communication in order to reach all parents. These include newsletters, formal and informal appointments, messaging, open evenings, share the learning mornings and a head teacher parents' forum to keep parents well informed of school life.

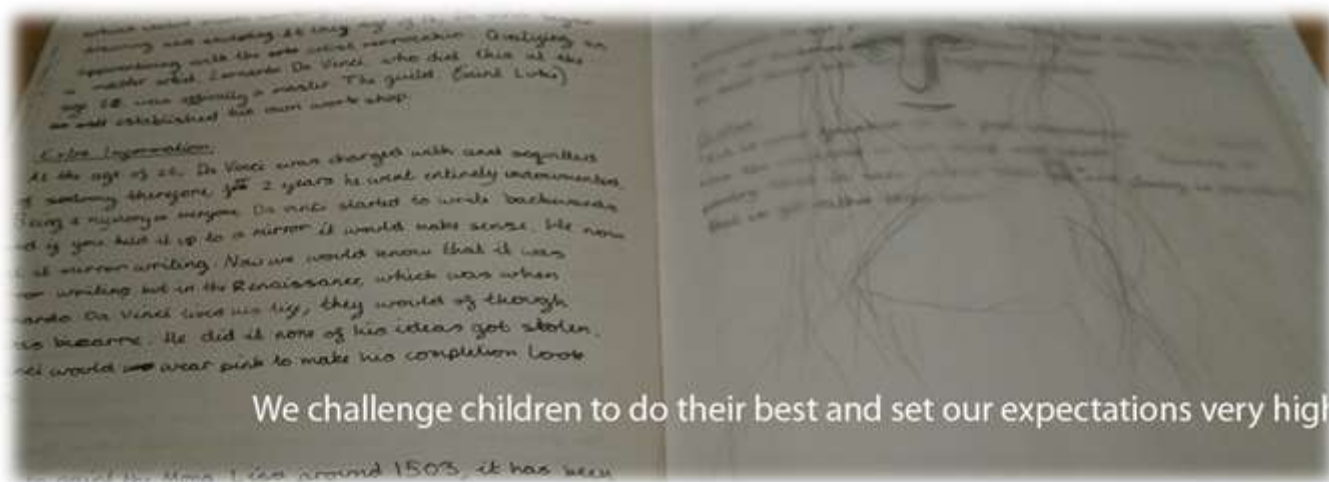
A range of parent workshops and information evenings are held to support parents and provide information about different aspects of school life and learning. In recent years these have included:

- Reading and writing workshops
- Maths evenings
- S.A.Ts information for year 2 and 6 parents
- Meet the teacher at the start of each year, an information session about all aspects of the school and class approaches and routines
- Internet Safety for children and parents
- Parent and child arts workshops

Parents are invited to their child's class assemblies which are held at various times throughout the school year where children give an account of what they have been learning through the spoken word, art, singing, dancing and drama.

Parent helpers are welcome to come into school to either their own child's class or in another age group. Helpers may be asked to listen to children read, to bake, to support a design and technology or art project or to accompany a class on an educational visit. The parents who do come in regularly are a tremendous help and enjoy themselves immensely.

We have a very effective Parent Teacher Association (PTA) that always welcomes new members to support its many successful fundraising events.



We challenge children to do their best and set our expectations very high

School Meals

Following extensive consultation with children and parents, alterations were made to the systems and provision of school meals. There is a firm emphasis on healthy eating. The 3 week rolling menu is available on ParentPay, a system for booking and paying for meals and events. The kitchen's offer currently consist of a choice of three set course meals offering a balanced and nutritional meal plan.



Collective Worship

The Principal, staff and governors promote a positive ethos in the school and make strong provision for the spiritual development of learners through a daily act of collective worship, themed assemblies and by learning about and celebrating diverse faiths and cultures through the creative curriculum.

Sport and Physical Activities

At Boughton Heath all children are provided with opportunities to enjoy and develop confidence in a wide range of physical activities, working both independently and in groups. All children are taught the value of competition and the importance of fair play within this provision. Through teaching programmes during the year the children are involved in:

- Games (the practice of striking and fielding, in games such as rounders and cricket and the practice of invading and defending games, such as hockey, tag rugby and football)
- Dance (developing skills linked to a class theme)
- Gymnastics (large and small apparatus work)
- Athletics (distance running (100m, 200m, 400m), throwing and jumping)
- Swimming (Years 3 children have instruction during the summer term from a qualified swimming teacher at nearby Christleton swimming baths)

All Physical Education teaching at Boughton Heath Academy is undertaken by specialist sports coaches which enables the highest standard of teaching possible, giving the children outstanding sporting and physical lessons.

Homework

We run a home-school reading programme. Appropriate reading material is sent home on a daily basis alongside the reading record books. This allows for and provides an opportunity for a dialogue between home and school. Parents are provided with an overview of the curriculum for each age group at the start of each term.

A variety of other home learning activities takes place. These include spellings, times tables, maths work, reference and research activities. This style of work increases in amount as the children move through the classes in school. It is not our intention that this work should intrude on the children's recreation time.

100% of parents feel that their child enjoys school and is safe.

	Agree	Disagree	Total
All	46	19	100
1 My child enjoys school	44	21	100
2 The school keeps my child safe	36	27	97
3 When schools discusses my child's attainment and progress I have a clear understanding	39	24	97
4 My child is making good progress at the school	42	21	97
The school expects my child to work hard and achieve his/her best	45	16	97
The teaching at the school is good	37	25	97

Annual school questionnaire

Health Education

This forms an integral part of the new creative curriculum. The school also benefits from an active Healthy Schools Partnership, which involves parents and others within the community to ensure a constant focus on healthy living.

Sex and Relationship Education is part of the Personal, Social and Health Education, Citizenship and also the science curriculum and covered through the "Christopher Winter Project" scheme of work. The content of the scheme was agreed after consultation between the staff, parents and governors. Parents do have the right to withdraw their children from some parts of these lessons.

We believe that our role is to share with families the task of preparing children for their future. Through the many opportunities that arise in children's daily lives, teachers will answer questions sensitively and honestly, giving factual information as appropriate. Parents will always be consulted if issues arise that cause concern.

Extra-Curricular Activities

In addition to the creative curriculum and subjects taught in school, we offer a large selection of extra-curricular activities. During 2016-2017, up to 15 different clubs and activities were offered at times throughout the school year. These activities are important to the culture and ethos of the school as they provide opportunities for all ages to experience and enjoy a wide range of pursuits. The school is involved in a programme of friendly after-school competition. Fixtures for football, netball, tag rugby, athletics, rounders and swimming are arranged by teachers on a regular basis and this provides opportunities for our children to meet and compete against children from other schools.

School Visits and Charging Policy

Classes regularly visit places of interest to assist with understanding and link up with the creative curriculum or thematic work. Visits range from art galleries to nature parks, from local supermarkets to a stately home.

Every year, each class from Years 3 - 6 have a residential visit, spending between two and three nights away. Recent sites have included North Wales, Anglesey and the Lake District.

There have been recent changes in the law regarding the payment of costs for educational visits. We are convinced of the value of such visits and we therefore ask parents to make a voluntary contribution towards the cost, where a charge is not possible. We would consider it undesirable to exclude any child from taking part in an outing because of non-payment but visits can only go ahead if sufficient parents are interested in their child actually attending. If at any time you have any concerns about the cost of a visit, please do make an appointment to speak to the principal in complete confidence.

Special Educational Needs (S.E.N)

We believe that within our inclusive environment, all children have educational, social and emotional needs that are special to them. Specific needs that require extra support and provision may be related to a delay in developing literacy and numeracy skills or because the child is very able and needs specific teaching to cater for their intellectual capabilities. Our intention is to identify these needs as early as possible and give additional support as appropriate, through extra teaching, individually or in a group. This will be monitored by the school's Special Needs or Gifted and Talented Co-ordinator. Parents are consulted, informed and involved during all stages of the process.

Our S.E.N Policy and local offer ensures each 'Individual Education Programmes' (I.E.P) is evaluated and reviewed in relation to targets set and standards achieved and tracks the progress of these children. It ensures that they have access to, and are involved, in all aspects of school life. Our Special Needs Policy and procedures within school have been amended in light of the developments identified in the statutory guidance outlined in the New Code of Practice for special educational needs provision.

The school's Special Educational Needs Co-ordinator liaises with other professionals within the Local Authority and may refer children to other professionals as necessary. We have a governor who is aware of the procedures relating to special needs within the school.



Leave of Absence

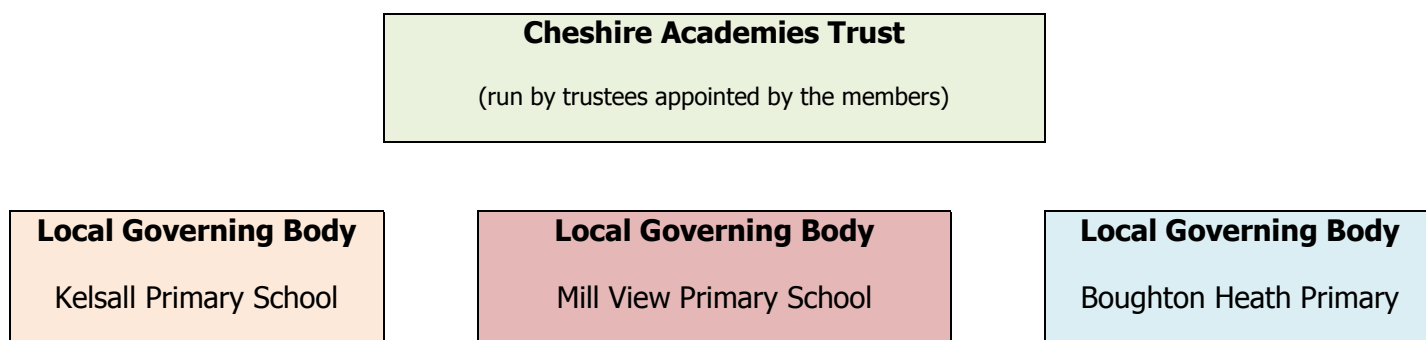
Boughton Heath School continues to benefit from significantly lower rates of authorised and unauthorised absence in comparison with schools both locally and nationally. The long-standing implementation of a robust attendance policy is a key factor in ensuring all pupils can maximise their learning opportunities throughout their time at Boughton Heath School. The school enjoys very high levels of parental support in this respect. Over 2016-17 the very large majority of children had attendance rates above 90%, with an overall school figure of 97.0% attendance.

The Education Act 1993 stipulates that the parent of a child of compulsory school age registered at school must apply for authorised absence. Holidays taken within term time will be unauthorised as stipulated by the Department for Education and parents may be issued with a fixed penalty fine if children are taken out of school.

We request that parents consider very carefully whether or not the absence is avoidable as any absence can be detrimental to a child's progress in school.

Governance

The governance model for the Trust is:



Trust Level – The trust is ultimately accountable for the performance of all the schools. It is accountable to the Secretary of State. In addition to monitoring educational outcomes it puts in place rigorous financial management and reporting systems throughout the academies. It is the employer of the staff and leaseholder of the buildings. The trustees will be made up from the current Chairs of Governors and Head teachers/Principals of the 3 schools as well as 3 other trustees.

School Level - The trust will appoint a Local Governing Body for each school with parental, community and staff representation and seek to delegate where ever possible its powers. The Local Governing Bodies will maintain strategic oversight of their school and hold senior leaders to account for performance in the same way as the governing body of a maintained school. The membership of each Local Governing Body will be drawn from the existing and highly successful governing body.

Boughton Heath Academy's Local Governing Body is made up of a total of 12 governors drawn from parents, the community, the local education authority and the school staff. There are two full governing body meetings each term, as well as one meeting of each of the two main committees. One committee deals with finance, staffing and premises. A curriculum and admissions committee oversees policies for teaching the curriculum and associated activities within school.

School Governors

Mr Steve Ellis	Principal	Mr S Ogilby	Co-opted Governor
Mrs Sinead Blythin	Parent Governor	Mr Keith Scargill	Co-opted Governor
Mrs Janet Myers(Chair)	Co-opted Governor	Mrs Elyn Rigby (Vice Chair)	Parent Governor
		Mrs M Bruegelmans	Parent Governor
Mr Andrew Lucas	Staff Governor	Mrs H Patterson	Parent Governor
Miss Alison Woods	Staff Governor	Vacant	Co-opted Governor

Trustees of Cheshire Academies Trust

Mr Steve Ellis	Principal BH	Mrs Gillian Hunt	Finance/NHS
Mrs Joanne Lucy	Chair BH	Mr John Moorhouse	Premises/Architectural
Mrs Susan Walters	Education	Mrs Alison Brennan	Legal and Compliance
Mr Harry Ziman (Chair)	Chair Kelsall	Mr Martin Huber	Finance and Risk
Mr David Waring	Principal Kelsall	Ms Luci Jones	Operations Manager

School Staff 2017-2018

Mr Steve Ellis	Principal	Mrs Janet Gorton	Higher Level Teaching Assistant
Mr Andrew Lucas	Vice Principal	Mrs Emma Woods	Higher Level Teaching Assistant
Mrs Katrina Williams	Foundation Class	Mrs Cathy Davies	Teaching Assistant
Miss Lisa Williams	Key Stage 1(team leader)	Mrs Melanie Thomasson	Teaching Assistant
Mrs Sally Sumnall	Key Stage 1	Miss Kelly Kirwin	Teaching Assistant
Mrs Alison Woods	Key Stage 1	Mrs Shirley Hurst	Teaching Assistant
Mrs Susan Gell	Key Stage 2	Mrs Susanne McCarthy	Teaching Assistant
Miss Kelly Bladen	Key Stage 2	Mrs Emma Murray	Teaching Assistant
Miss Bridget Melia	Key Stage 2	Mrs Diane Walley	Bursar
		Mrs Sally Levi	Administration Officer
Mrs Shauna Holloway	PPA Languages teacher		

School Inspection

The last Ofsted inspection of the school took place in October 2011 and the school was graded "Outstanding".

Complaints

Misunderstandings can sometimes arise in the busy everyday life of a school. Usually these can be easily resolved by speaking to your child's teacher. However, if there is still cause for concern then the matter needs to be discussed with the Head teacher. Beyond this the governors have a robust complaints policy. A copy of this is available from the school office.

Transfer of Pupils

The majority of Boughton Heath School pupils reside in the catchment area of two highly regarded local secondary schools. Bishops High School is half a mile from Boughton Heath and will take almost 50% of Year 6 pupils leaving in July 2016. Christleton High School is two miles from the school and will take the remaining Year 6 pupils. This is typical of a well-established pattern for most Year 6 pupils leaving Boughton Heath School. The school enjoys very strong links with both local high schools. With established Cluster School links and Educational Improvement Partner links, increasing numbers of pupils already know or are acquainted with many of their peers in other local schools which helps in the transition between schools. The school fully participates in a comprehensive and well-established transitional movement to secondary education with both Christleton High School and Bishops High School. Year 6 pupils attend both schools on occasions during their final year to engage with pupils and staff.

Local High School Information:

Bishops' High	Tel: 01244 313806
Christleton High	Tel: 01244 335843

Admissions Policy

There is only one admission date (September) for Reception class. Admissions for September 2017 will be carried out directly by Cheshire West and Chester Council. In so doing, the local authority will take account of the school's Published Admissions Number (30 children in reception class).

Cheshire Academies Trust have adopted for 2017 Cheshire West and Chester's admission policy. This invites parents to express three preferences in ranked order with the preferred school as first preference and two other schools in order of choice as second and third preferences. Once all applications have been considered by the relevant admission authority against the published oversubscription criteria, the Local Authority will notify parents of the school place offered, which will be a single offer and will be for the highest preference that can be offered from all stated preferences