

Queensbridge School Governing Body: Mapping our priorities 2023-2024.

The Governors' Strategic Vision and Ethos for Queensbridge School

At Queensbridge, our mission is to equip our students with the character, skills, and academic knowledge they require to live happy and fulfilled lives.

Our goal is to build a thriving and cohesive learning community, characterised by excellent relationships between staff and pupils. We expect all children to be safe, to grow in confidence and resilience and to achieve both academic success and personal fulfilment. Care and respect are hallmarks of our community.

We foster strength of character, creativity and critical thinking through well-structured learning opportunities that enable both academic and personal growth. Potential is not allowed to rest. Queensbridge pupils and teachers are innovators and risk takers, prepared to be provocative, bold and courageous to explore and make sense of our world.

We provide a moral, compassionate education that prepares pupils for exams, but more importantly, for+ life, in a way that makes pupils take responsibility for their decisions and their learning. We are committed to being self-reflective in order to ensure that our pupils are presented with learning that is meaningful now and into their adult life. We ensure that our young people are well prepared to be responsible and humane global citizens.

Pupils are encouraged to be thoughtful about both speech and action, to look out for each other, to be positive role models and to speak out confidently and thoughtfully about their concerns. We work hard to build strong relationships with each other, our richly diverse community, our locality and the wider world.

We want our pupils to have an understanding about healthy relationships, respect, self-esteem and digital literacy This will mean they have the opportunity and skills to recognise and challenge negative influences and narratives which endanger equality of opportunity, helping them to make positive and informed connections with each other and the world outside of school.

	Curriculum – Quality of Education	Behaviour & attitudes, Personal Development	Leadership & Management
Governing Body Strategic Drivers	<p>3. Providing a supportive environment for our staff and ensuring that their wellbeing is paramount, while striving to improve educational attainment.</p> <p>7. Ensuring equality of opportunity for all groups of pupils is the key driver in all strategic decision-making processes</p> <p>6. A public service philosophy that education is a right and a service that should be available to all at no cost.</p> <p>1. We know that our diversity is both a massive asset as well as potential challenge, ensuring equality of opportunity for all our hugely diverse range of pupils is the key driver in all strategic decision-making processes.</p>	<ol style="list-style-type: none"> 1. Ensuring our school places an emphasis on the wellbeing of the pupils, is a child-centred place and provides a curriculum that stretches and develops their whole personality as well as their educational achievement. 2. Ensuring high expectations of good pupil behaviour and respect for all. 3. We know that our diversity is both a massive asset as well as potential challenge, ensuring equality of opportunity for all our hugely diverse range of pupils is the key driver in all strategic decision-making processes. 4. Collaborating and cooperating with other schools to help and support each other and provide an 	<p>3. Providing a supportive environment for our staff and ensuring that their wellbeing is paramount, while striving to improve educational attainment.</p> <p>4. Collaborating and cooperating with other schools to help and support each other and provide an excellent education for children.</p> <p>5. Engaging with parents to ensure we listen to their concerns and ideas for improvement.</p>

Link Governor	<p>JKL (STA) Quality of Education & Impact of the school curriculum</p> <p>JKL (RWH) SEND provision</p> <p>KDE (KHI) Careers</p>	<p>PSM (IHO) Safeguarding/LAC/PLAC</p> <p>Personnel (SCR)</p> <p>PTO (SSW) Health & Safety</p> <p>CRA (IHO/DSP) Attendance /Inclusion/Behaviour/Music</p> <p>KDE (TBC) Eco/Sustainability & climate change strategy</p> <p>BKE (SSW) Food</p> <p>KDE/STR (KHI)Parents in Partnership</p>	<p>PTO (MMC/HSI) Personal Dev.& Welfare. Workload (Staff)</p> <p>DMA/SLE (SSW) Finance</p> <p>SLE (MBA) Pupil Premium Personnel Dev Policies (MMC/HSI)</p> <p>JKL (HSI) Governor Training (clerk)</p>
SIP PRIORITY	Embed and evaluate the new curriculum and data and reporting systems that are being implemented from September 2023	Embed a consistent approach to behaviour and standards, enabling all students to thrive.	Develop a bespoke leadership programme that caters for up-and-coming talent within school and fits within the succession planning framework as laid out by the staffing group
	Develop a whole school approach to adaptive teaching which allows all students to thrive in lessons through effective use of challenge and support	Improve PP attendance in key target groups and reduce the gap between PP and Non-PP.	Embed the role and function of the workload and wellbeing groups with a specific focus on workload and mental well-being
	Reduce in school variation between the performance of curriculum subjects and groups of learners	Embed a consistent and rigorous approach to whole school recognition, reflective of the school values and attendance strategy.	Develop the role and use of external moderation for key areas of school
	Embed a high quality, well-sequenced and transparent TfL curriculum (PSHE, Citizenship, British Values, and Extremism and Radicalisation) for all students to support wider TfL (character development)	Establish a supportive and impactful Coaching Programme for teachers identified as requiring additional support	

		<p>Ensure shared understanding of the three strands* of TfL amongst all stakeholders (staff, students, parents and governors) including how it supports school values</p> <p>*(I) TfL lessons, (II) SPARK, and (III) all events and encounters</p>	
		<p>Embed a consistently rigorous and purposeful tutor programme for all (SPARK) with clear routines and processes, and assemblies to support School Values (and British Values)</p>	
		<p>Provide a high-quality, inclusive and rich programme of events and encounters (including wider learning opportunities, visits and visitors) that contributes to all pupils' personal development, including the personal development of vulnerable groups</p>	