

Queensbridge School – Governing Body Strategic Vision and Strategy 2017-2020

The Government requires that all Governing Bodies or Boards shall:

- Ensure clarity of vision, ethos and strategic direction;
- Hold executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff; and
- Oversee the financial performance of the organisation and making sure its money is well spent.

Source; Governance handbook for academies, multi-academy trusts and maintained schools 2017.

1. The Governors' Strategic Vision and Ethos for Queensbridge School

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, while being caring and respectful.

The Queensbridge '5 Rs'

Responsibility – 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.

Relationships – We work hard to build strong relationships with each other, our richly diverse community, our locality and the wider world.

Relevance – We are committed to being self-reflective to ensure that our pupils are presented with learning that is meaningful now and into their adult life.

Rigour – 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.

Risk – Queensbridge pupils and teachers are innovators and risk takers, prepared to be provocative, bold and courageous in order to explore and make sense of our world.

2. Our Strategic Drivers

Governors are committed to:

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. Providing a supportive environment for our staff and ensuring that their wellbeing is paramount, while striving to improve educational attainment.
4. Collaborating and cooperating with other schools to help and support each other and provide an excellent education for children.
5. Engaging with parents to ensure we listen to their concerns and ideas for improvement.
6. A public service philosophy that education is a right and a service that should be available to all at no cost.
7. Ensuring equality of opportunity for all groups of pupils is the key driver in all strategic decision-making processes

3. Our Strategy

a) Where we are now

We are an excellent school (Ofsted 2015) and became a Foundation School in 2011. This means that while we are still a maintained school, we are 'independent' of Birmingham Council, as we own our land and buildings and employ all the staff ourselves. We helped establish a local partnership (STEP) to develop our relationship with local schools to build resilience and cooperation, providing STEP with a framework to drive school improvement through peer-to-peer review.

b) Where we want to be

We will maintain our excellent education provision by developing our staff and providing a curriculum that both develops our pupils' confidence, resilience and academic success.

We will be an autonomous educational establishment in control of its budget, staffing and academic direction with:

- Pupil-centred teaching based around delivering high-quality outcomes in terms of academic success and onward progression for all our children.
- A meritocratic environment for all staff ensuring the attraction, retention and promotion of talent.
- A financially sound basis over the long term.
- Continued excellent inspection reports.

We aim to establish and maintain a strong partnership with local schools, subject to consultation, of our own choosing that reflects and protects our ethos and results in better education through sharing expertise. We expect to have to manage reduced income from government due to proposed changes in funding. This will mean some very hard choices around how our staffing structure across school secures the best possible outcomes for all pupils. To mitigate any adverse impact on staffing, the

Governing Body is committed to exploring better use of our buildings and external playing fields to both improve education and generate more income.

c) How we will get there (and how we will know)

1. By working more closely with other schools in a way that incorporates and protects our ethos and strategic vision and direction.
2. We will consult with staff to discuss how best to manage budget reductions, while maintaining terms and conditions, and do all we can to minimise impact by working with other schools and increase our income.
3. We will act on regular satisfaction and wellbeing surveys, or other consultation methods, of both staff and children.
4. We will measure success by a mixture of qualitative and quantitative measures including exam results, pupil attainment and internal surveys and reviews e.g.: sporting achievement, wellbeing measures and attendance etc.

Governing Body annual priorities

| Priority | Link Governor(s) / SLT Lead |
|---|---|
| 2018-2019 | |
| SEND & LAC Provision | Strategy, Kate Squires, Helen Reeves |
| Pupil and staff wellbeing | Staff: Mr L Sharman / Mrs M McCarthy |
| Development of cycling provision on playing field | Sandra Swain |
| 2019-2020 | |
| SEND & LAC Provision | Strategy, Ian Horgan, Helen Reeves |
| Pupil and Staff wellbeing | Pupil: Ms C Ellis / Mr I Horgan Staff: Mr L Sharman / Mrs M McCarthy |
| Formal Partnership | Mr D Harman/Mrs H Reeves |
| Outcomes Impact of the curriculum | Mrs J Baines & Mr P Smith/Mrs H Reeves & Mrs J Ashton |
| Pupils' read at their chronological reading age | Ms J Klaces & Mrs J Ashton |
| Pupils' community | HCR & HRE |

Progress on FGB Strategic Priorities will be reported to Strategy Committee and FGB.