

## **Queensbridge School Governing Body: Mapping our priorities 2022-2023.**

### **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. 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 in order 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

	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. 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"> <li>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.</li> <li>2. Ensuring high expectations of good pupil behaviour and respect for all.</li> <li>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.</li> <li>4. Collaborating and cooperating with other schools to help and support each other and provide an</li> </ol>	<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><i>JKL (STA) Quality of Education</i></p> <p><i>JKL (ECL) SEND provision</i></p> <p><i>JBA/JKL (STA) Impact of the curriculum</i></p> <p><i>BKE (KHI) Careers</i></p>	<p><i>PSM (IHO) Safeguarding</i></p> <p><i>PTO (SSW) Health &amp; Safety</i></p> <p><i>KDE (DSP - students) Attendance and belonging</i></p> <p><i>JBA (MMC) Personal Dev/Policies</i></p>	<p><i>KDE &amp; STE (SSW) Parent engagement</i></p> <p><i>DMA &amp; SLE (SSW) Finance &amp; Sustainability</i></p> <p><i>CRA (IHO) Arts /Music</i></p> <p><i>JKL Governor training</i></p> <p><i>PTO (SSW) Health &amp; Safety</i></p>

		<p><i>DMA/PTO/KDO (SSW) Eco/sustainability &amp; climate change strategy</i></p> <p><i>CRA (IHO) Inclusion/Behaviour</i></p> <p><i>BKE (SSW) school food</i></p>	<p><i>KDE (MMC) Staff Wellbeing &amp; workload</i></p>
SIP PRIORITY	High quality curriculum and teaching that meets the needs of the individual to maximize the progress of every pupil.	Well-being & development of the whole school community, ensuring the highest standards in behaviour for the whole school community	<a href="#">Leadership and management Developing leaders at all levels</a>
		<a href="#">Pro-actively engaging students in the student experience, ensuring they have a clear voice in policy and decision making</a>	<a href="#">Grow community partnerships to enable us to create new opportunities</a>
SIP STRANDS	<a href="#">Strand 2</a> – Reduce in school variation	<a href="#">Strand 1</a> - Develop and drive behaviour standards through the implementation of year plans	<a href="#">Strand 1</a> - Update the Risk assessment, considering the current local & national context and to reflect the changes in school
	<a href="#">Strand 3</a> – Review of KS3 assessment procedures	<a href="#">Strand 2</a> - Embed behaviour policy	<a href="#">Strand 2</a> - Design and implement a programme of growth for support staff & teaching staff
	<a href="#">Strand 4</a> –To embed inclusive teaching practices in every classroom and to increase teachers’ understanding of their responsibilities for the progress of pupils who require teaching that is ‘different from and additional to’ the majority of their peers.	<a href="#">Strand 3</a> – To have clear and robust attendance procedures alongside a new policy that is in line with new 2022 DFE guidance that supports the improvement of attendance across all school cohorts	<a href="#">Strand 3</a> - Develop a strategy to engage our families at all levels
	<a href="#">Strand 5</a> – To strengthen, broaden and embed the ‘Queensbridge Reading and Literacy Strategy’	<a href="#">Strand 4</a> - Well-being for all (staff and students)	<a href="#">Strand 1</a> - Seek out opportunities for the benefit of curriculum areas including Arts, Sports, Technology
	<a href="#">Strand 6</a> - To continue the development of teaching practices and strategies to support quality first teaching across all areas of school	<a href="#">Strand 5</a> - Intervention programme for those at risk	<a href="#">Strand 2</a> - Seek out opportunities to work with outside partners who can support our intervention programme
		<a href="#">Strand 1</a> - Create a student leadership structure that is sustainable and allows students to meaningfully affect school policy and practice	<a href="#">Strand 3</a> : Develop a focused newsletter targeting business & ensure business leaders

