

Queensbridge School

Governing Body Strategic Vision and Strategy 2021 - 2022

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. Care and respect are hallmarks of our community.

Ready: 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.

Responsible: 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.

Safe: 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.

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. 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.

3. Our Strategy

a) Where we are now

'The next academic year is unpredictable in terms of the challenges schools will face, schools plan to return in September, in line with DFE guidelines, to something approaching normality but need to be aware of the possibility the COVID-19 may alter plans. Therefore, strong effective governance is more important than ever' from The Effective Governing Board ' : Audit Tool 2021- 2022

The Covid Pandemic caused massive disruption to school life over a period of almost 2 years and the effects of this cannot be ignored. Also during this time there have been national/ global events and movements (eg Black lives Matter; Me Too; Violence against women ,Climate Emergency to name but a few) which have necessarily impacted on our school community

We are an excellent school Ofsted 2015: "The wasted years", OFSTED 2013 Outstanding 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 primary schools to build resilience and cooperation, providing STEP with a framework to drive school improvement through peer-to-peer review. Our school also plays a very active part in the South Network (15 local Secondary Schools).

The school is now working in a Post Covid context. We acknowledge that this presents challenges , both academic and social ,but we are determined to maintain our excellent education provision.

b) Where we want to be

We will maintain our excellent education provision by developing our staff and providing a curriculum that 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.

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, (also exacerbated by retention and recruitment issues post covid) 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)

We will act on regular satisfaction and wellbeing surveys, or other consultation methods, of both staff and children.

We will particularly take note of feedback from staff and students about the new TIASS approach to pupil behaviour management

We know that an Ofsted Inspection is imminent and that , post Covid, this will prove challenging , but, that inspection will also give an indication of our progress and pathway for the future.

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
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	2021 - 2022
SEND & LAC Provision	Strategy, Mr I Horgan, Mrs H Reeves and Mrs T Everett
Safeguarding/Safeguarding recruitment	Mr Phil Smith & Mr I Horgan
Pupil and Staff wellbeing	Mr Ian Horgan Staff: Mr L Sharman / Mrs M McCarthy
Parents in Partnership	Mrs Kirsten De Vos
Formal Partnership	Mrs H Reeves
Personnel (SCR) Wellbeing and workload Personal Development	Mrs M McCarthy & Mrs J Baines
Outcomes Impact of the curriculum	Mrs J Baines & Ms K Klaces/Mrs H Reeves & Mrs J Ashton
Quality of education	Ms J Klaces & Mrs J Ashton
Pupils' community	Mrs S Swain & Mrs H Reeves
Careers Link	Ms B Kehrer & Ms K Hill
Site & Finance	Mr D Masters, Mr S Lewis & Mrs S Swain
Pupil Premium	Mr S Lewis & Ms K Hill
Health & Safety	Mrs S Swain & Mr L Sharman

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