Governing Board Strategy 2026-27

Stronger Together

MISSION — WHY WE EXIST

To provide effective challenge, rigour and strategic support to Queensbridge so we can equip all students with the character, skills and academic knowledge they require to live happy and fulfilled lives, underpinned by our core values of: Respect, Kindness, Resilience, Aspiration and Leadership

CORE FUNCTIONS — HOW WE DELIVER THIS MISSION	Ensuring clarity of Vision, Ethos and Strategic Direction	Holding Senior Leaders to account for: Safeguarding and Wellbeing	Educational performance of our pupils	Inclusion	Performance management and wellbeing of our staff	Overseeing financial performance and compliance	Ensuring the voices of our stakeholders are heard, and a sense of belonging is fostered
GOVERNING PRIORITIES — WHAT WE ARE FOCUSING ON	Adopt a risk management approach, focusing on things that will prevent us from achieving school priorities (All)	Ensuring compliance with legislative policies, safeguarding, safer recruitment and the single central record including the updates to KCSiE 2026 (DPA)	Monitoring and challenging leaders on the achievement and progress of groups of learners and variation between subject outcomes (TPE)	Understanding how the school refer vulnerable students for interventions and how these are evaluated and quality assured (SEL), (DPA), (CRA), (JKL)	Provide challenge to leaders for the performance management process ensuring that it is used effectively to develop staff and support working towards the school strategic goals (DJA)	Monitor the financial position of the school to ensure ongoing financial security. Ensure the new finance system is providing enough detail for governor to provide appropriate challenge (DMA)	Monitor how parents' views are being sought by the leadership team and how these are being acted on where appropriate (*TBC*)
	Schedule time for strategic meetings with the Headteacher and leadership team to monitor the progress of the school strategy (All)	Challenging leaders on the contextual safeguarding issues around our school and how we are proactively addressing them. Specifically including the Mental Health Strategy (DPA)	Specifically focus on the attainment and progress of pupil premium students and challenge leaders on how they are closing the gap between these students and their peers (SLE)	Ensure that leaders are meeting the needs of students with SEND and how barriers to learning are removed through inclusive teaching (JKL, TPE)	Challenge leaders on staff wellbeing including absence, retention and recruitment to ensure we maintain a highly skilled staff body (PTO)	Evaluate the effectiveness of Health and Safety across the school via and external audit and review plans made from any recommendations (PTO)	Understand how belonging is fostered in school and how this links to improved school attendance (SEL)
OUTCOMES — WHAT SUCCESS LOOKS LIKE	All Governors work collaboratively with the leadership team to ensure the strategic vision is achieved	Governors ensure that students feel safe in their environment and are confident in the school's ability to intervene with support when necessary	Governors are aware of the variation in progress of different groups of learners and subjects and are confident the school is using appropriate strategies to close these gaps	Governors understand students are referred for intervention and how the impact of these are measured. They are confident that inclusive teaching is consistent across the school	Governors are confident that the PM process is secure and used to move the school forward. Measures to promote staff wellbeing and improve attendance are understood	Termly financial monitoring reports, local and national benchmarks show school is getting value for money. Full compliance to Health and Safety legislation in place	Governors are confident that the school is actively trying to engage with all stakeholders and that parent views are part of shaping future plans where appropriate
MEASUREMENT — HOW WE WILL MEASURE SUCCESS	A combination of internal and external quality assurance as well as validated results and data. External governance review	Governor quality assurance or safeguarding procedures. External safeguarding review	Termly attainment/progress data in the Headteachers report as well as examination data. Reviewing the finding from QA weeks	Annual SEND report, link governor meetings, tracking of interventions and their impact QA week reports	Review of PM data with the headteacher, staff survey and HR metrics including absence and retention	Use of termly financial monitoring reports. External Health and Safety review.	Parent view surveys, link governor meetings

LINK GOVERNORS

Quality of Education- TPE	Safeguarding- DPA	SEND provision- JKL	Finance- DMA	Pupil Premium- SLE
Health and Safety- PTO	Inclusion- CRA	Behaviour – DPA	Attendance – SEL	PSHE/RSE- SEL
Governor Training and Development – DJA	Equality and Diversity – SEL	Staff Wellbeing- PTO	Careers- SLE	Arts- CRA
Eco/sustainability strategy – PTO	School Food – JKL	Parents in Partnership- *TBC*	Library- JKL	