

GOVERNING AT GLEBE ACADEMY - OUR STRATEGIC APPROACH

Being clear about our governing principles: We carry out our responsibilities well because we have in place the necessary elements of effective governance:

1. The right people round the table
2. An understanding of the role and responsibilities of the governing board
3. Good chairing
4. Professional clerking
5. Good relationships based on trust
6. Knowledge of the school – the data, the staff, the parents, the children, the community
7. A commitment to asking challenging questions
8. The confidence to have courageous conversations in the interests of our young people.

The Line between Governance and Academy Management

At Glebe Academy Governing Body, we understand where our strategic responsibilities end and the responsibilities of the senior leadership begin. Understanding of this difference ensures governors do not step over the line into operational matters that would be inappropriate and make the job of the leadership team more difficult.

Glebe Academy leadership team:

- Have an understanding of governance, including acknowledging the role of the school's accountable body
- Have a willingness and do provide information in the most appropriate way in order that the governing board can carry out its role
- Demonstrate to the governing Body a willingness to be challenged and recognise challenge as a positive growth and development element of their roles.
- Make reasonable time to devote to ensuring professional relationships are established with governors and trustees
- Have the skills and understanding to develop effective working relationships with the governing board.

Our Vision and Values

The governing body works with integrity, adheres to the Nolan principles of public life, and takes responsibility for setting the Values and Vision and keep these as a reference point for all decisions. The Values of Glebe Academy underpin its culture, strategy, policies and procedures and help distinguish it from other schools.

The values of Glebe Academy are central to the way we work, inform our decision making and help us to determine and achieve our vision for the school. At Glebe we are:

Aspirational	Passionate	Caring for all	Collaborative	Forever learners
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Our values are made operationally relevant within the academy and owned by all stakeholders through a clear **vision: *To create, through a safe and secure stimulating environment, inspired individuals who enjoy, achieve, excel and aspire together to form an outstanding learning community.***

Our vision reflects clearly what the school will look like in 3-5 years' time and is based on shared values, is both achievable and ambitious, describes what pupils will achieve as they journey through school and reflects what parents/carers and pupils think.

The Vision is delivered through the Glebe Academy Governing Body Strategy and reflected in the school business plan. The strategy was developed during a dedicated strategy day exercise involving whole governing body and the senior leadership team and took account of the views and opinions of all stakeholders, in particular staff, pupils and parents.

During this exercise we considered the challenges we faced as a single form entry academy that is not currently part of a MAT. We explored our strengths, weaknesses, opportunities and threats to ascertain how well the school is doing in the light of both internal and external pressures. We factored in the outcomes of our away day on future developments for the school in terms of MATs, school collaboration, CPD etc. as these also added to our potential direction of travel for the school for the next 3 -5 years. In developing our strategy, we have not been afraid to identify big ideas whilst assuring that they are measurable and achievable supported by appropriate budget and staffing structure.

We also considered the risks and barriers to achieving our VISION and as a result identified 5 priorities for achieving each aspect of the vision.

Values and Aims
Aspirational
<ul style="list-style-type: none"> • Recognise, capture and strengthen talents and individuality. • A no-excuse culture. • Brave enough to take risks and strong enough to overcome barriers.
Passionate
<ul style="list-style-type: none"> • Relentless drive to ensure all enjoy and achieve. • Awaken curiosity in the love of learning. • Hungry to be the best.
Caring for all
<ul style="list-style-type: none"> • Respect all and the role they play in the school community. • Inclusive culture that works with honesty, integrity and respect. • Foster trust at all levels.
Collaborative
<ul style="list-style-type: none"> • Outward facing learning community. • Teamwork enabling collaboration at all levels. • Sharing excellence and developing positive partnerships.
And forever learning....
<ul style="list-style-type: none"> • Constantly seeking innovative ways to grow and develop. • Creating imaginative, enquiring minds. • Develop a passion for learning, which enables pupils to grow in confidence and continue to be successful beyond primary school.

In order for us to effectively measure how successful we are in delivering our vision, the following criteria identifies what we as governors will look for throughout the academic year. The list below will be an integral part of the monitoring role of the Link Governor and each group must use the following as a checklist. When providing feedback on link governor priorities to FGB meetings, feedback must also be provided against evidence of values embedded in the pupil experience at Glebe Academy.

What Success Looks Like....	
Aspirational	
Recognise, capture and strengthen talents and individuality.	<p>Personalized learning journey matching individualized needs and talents.</p> <p>Opportunity for staff to develop their professional aspirations</p> <p>Maximizing opportunities to develop and strengthen individuals' talents through out of school hours and wider community activities.</p>
A no-excuse culture.	<p>Staff who work to and articulate this motto.</p> <p>Challenging targets for all pupils to ensure all progress and achieve.</p> <p>Pupils who believe they can do it and know that staff will expect them to do their best.</p> <p>Clear expectations of outstanding teaching and learning across the school and what that look like.</p> <p>Leadership clarity and delivery on identifying and addressing underperformance.</p> <p>A shared accountability – no weak links in the chain.</p>
Brave enough to take risks and strong enough to overcome barriers.	Staff and governors demonstrate confidence in their knowledge and actions that result in not being afraid to make big decisions for the benefit of pupils, if necessary 'flowing against the grain.'
Passionate	
Relentless drive to ensure all enjoy and achieve.	<p>Learning that is planned and delivered to ensure pupils want to learn and can articulate their love and achievements in learning.</p> <p>Culture of reflection and continuous improvement.</p>
Awaken curiosity in the love of learning.	<p>A curriculum providing awe and wonder giving purposeful reasons to develop a love of learning.</p> <p>Pupils fully engaged in their learning and demonstrate the 'what is that?' and 'what happens next?' and 'even better if...' as evidenced by book trawls and learning walks.</p> <p>Learning that is co-constructed so that parents, staff and pupils share the enthusiasm and commitment to learning.</p>
Hungry to be the best.	<p>Staff, parents and governors who want Glebe Academy to be the best it can be for pupils and pupils who want to be in the best primary academy in Stoke/Staffordshire/West Midlands.</p> <p>Staff, governors and pupils who are eager to demonstrate their achievements; share their expertise and are proud to be part of this learning community.</p>

Caring for all	
Respect all and the role they play in the school community.	<p>Pupils respect each other's needs and wishes to learn and place a value on school life.</p> <p>Parents respected for their contribution to supporting their child's education.</p> <p>Shared respect between staff, parents and governors valuing each other's contribution.</p>
Inclusive culture that works with honesty, integrity and respect.	<p>Individual needs of all pupils are recognised, valued, developed.</p> <p>All pupils are given the opportunity to reach their full potential educationally, emotionally, and physically.</p> <p>A committed belief that diversity adds to our creativity.</p>
Foster trust at all levels.	<p>Transparency and honesty reflected at all levels within the academy.</p> <p>Shared values and a clear understanding and respect for roles and responsibilities at all levels.</p> <p>A shared culture where challenge is valued and welcomed.</p>
Collaborative	
Outward facing learning community.	<p>All members of the school community develop positive attitudes to themselves, to others and to the communities they contribute to.</p> <p>Looking to the outside world and bringing the best back into the school.</p> <p>Seeking best practice and innovations on a national and international scale.</p> <p>Building links with businesses and educational establishments to inspire and prepare pupils for the world of work and lifelong learning.</p>
Teamwork enabling collaboration at all levels.	<p>Clear opportunities for collaboration and leadership at all levels for both pupils and staff.</p> <p>Mentoring and peer support is embedded, positively valued and a key driver of teaching and learning development.</p> <p>Recognise the engagement of all stakeholders is an important aspect of a successful school.</p>
Sharing excellence and developing positive partnerships.	<p>Development of quality collaborative partnerships both internally and with other schools/networks that positively impact on all stakeholders.</p> <p>A culture where self-reflection is valued; sharing excellence is the norm and where weaknesses are turned into strengths.</p>
And forever learning....	
Constantly seeking innovative ways to grow and develop.	<p>Not standing still.</p> <p>A culture of 'standing on each other's shoulders' as part of the continuous improvement cycle.</p>

<p>Creating imaginative, enquiring minds.</p>	<p>A challenge based curriculum that ensures the personal growth and development of young minds is fostered.</p> <p>Learning that is magical and wondrous filled with inspirational and unforgettable learning experiences.</p> <p>A valuing of independent thinkers at all levels.</p>
<p>Develop a passion for learning, which enables pupils to grow in confidence and continue to be successful beyond primary school.</p>	<p>Staff and pupils embrace challenge with confidence and demonstrate resilience.</p> <p>Pupils are challenged academically, inspired creatively and supported and fostered in their emotional development,</p> <p>A vibrant and dynamic environment where enjoyment and achievement go hand in hand.</p> <p>Pupils continue to have a love of learning and achieve as they progress through secondary education with high aspirations for their future.</p>

Monitoring of our Vision and Strategy.

The strategic vision and values are cross referenced to the school business plan. It is important to remember that a strategy is not a plan but an approach, and as such, must be adaptable to changing events. At each half termly governing board meeting normal Glebe practice is that the Principal's report will update on progress and evidence is provided. Governors can then question the Principal/leadership team on any aspect of the strategy.

Normal practice at Glebe academy is to provide a comprehensive update on all aims including comprehensive data. The following are some examples for full governing body meetings

- Progress in raising attainment evidenced by data.
- Progress in improving the quality of teaching evidenced by data on pupil progress.
- Progress on attendance evidenced by data
- Progress on engagement with parents will require data on complaints and surveys from the question box.

Evaluation of the strategy:

Evidence will be collected throughout the year by link governors and then reviewed annually at the Governor away day, alongside stakeholder feedback and will consider:

<p>Success criteria</p>	<p>Are they being met? If not, is this for good Reason or are excuses being made?</p>
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Unpredictable external factors	Has something unforeseen changed the landscape in which the school is working?
Long term sustainable improvement	Is this still the focus?
Courageous conversations	Are these happening? Are relationships productive?
Adjusting	Does the plan need to be adjusted?
Review - 3years	At the end of the 3-5 year period, plan enough time for a review of the school's vision which includes all stakeholders.