GOVERNING BODY STRATEGY

SAFE ENVIRONMENT

We want our children to learn and thrive in a safe, happy and supportive environment. Our aim is to equip children and families with the skills, knowledge and confidence they need to stay safe in school, in the wider community and online.

Children are taught about their safety through an age-appropriate curriculum that includes relationships education, online safety, mental and physical wellbeing, and personal responsibility. A key priority is ensuring that children know how to ask for help, speak openly about worries and trust that they will be listened to. Governors monitor safeguarding arrangements closely to ensure a strong safeguarding culture and to assure themselves that policies and procedures are effective in keeping children safe from harm.

We want children to develop a lifelong love of learning. We actively promote a growth mindset, helping pupils to understand that learning can be challenging and that perseverance and effort are essential to success. Our positive behaviour policy supports children to recognise how their actions affect others, to manage difference respectfully and to repair relationships when things go wrong. This approach aligns with evidence from the Education Endowment Foundation (EEF) which highlights the importance of social and emotional learning in improving both wellbeing and academic outcomes.

CURRICULUM DEVELOPMENT

The schools are continuing to build an ambitious, stimulating and well-connected curriculum that is accessible to every child. We want pupils to develop a strong understanding of the world around them, appreciate diversity and recognise their place within local, national and global communities.

Subject leaders are working to embed the curriculum securely and ensure it is delivered consistently across both schools. Governors take a close interest in curriculum development and work with subject leaders to understand how knowledge and skills are sequenced and built progressively year on year. This ensures that learning is coherent, cumulative and prepares pupils well for the next stage of their education.

Maths and phonics remain key priorities within the school alongside an additional focus on oracy, reflecting their central role in accessing the wider curriculum. Our approach is informed by EEF guidance, particularly around high-quality phonics teaching, effective feedback and explicit instruction.

Staff use assessment carefully to identify gaps in learning and adapt teaching to meet pupils' needs, ensuring that targeted support is timely and evidence-informed.

STRENGTHENING OUR FEDERATION

We are committed to continuing to strengthen the federation to ensure long-term stability, sustainability and high-quality provision for all pupils, while remaining under the local authority at this time.

Governors place a strong emphasis on supporting the Executive Headteacher and staff, recognising that staff wellbeing, workload and professional development have a direct impact on the quality of education and outcomes for children. Opportunities for career development and collaboration across the federation are actively encouraged, supporting staff retention and leadership capacity. This reflects EEF evidence which highlights the link between effective leadership, teacher development and improved pupil outcomes.

Governors work across both schools to maintain a shared vision, to share expertise and best practice, and to monitor the wellbeing of staff and senior leaders. By strengthening collaboration, governance and professional relationships across the federation, we aim to build resilient, positive learning communities that continue to improve for the benefit of all children.