



Governor Strategy Document 2021-2024

Overview

One of the Governing Body's roles is to set the strategic direction of the school. To do this, there are different elements of the strategic framework that are put in place that facilitates the work of the school. These components are:

- Mission statement
- Vision
- Core principles
- Curriculum statement
- Strategy document
- Policies and procedures
- Staffing structure
- Self-Evaluation Summary (SES)
- School Improvement Plan

The Strategy Document

The purpose of the strategy document is to provide high level priorities for what the school should be focusing on for the next three-year period to enable it to meet the mission statement and vision. This in turn informs policy and procedures, staffing structure, the SES, and the school improvement plan. It is important to distinguish between the strategy document, which is vision related priorities at the strategic level, and the school improvement plan, which is the operational approach to the day-to-day impact of what happens on a daily basis.

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To realise the mission statement, vision, core principles and curriculum statement, the Governing Body has identified the following strategic priorities for the next three years:

- Responding to the new national landscape and the legacy of COVID-19
- Ensuring a highly trained and skilled professional workforce, underpinned by a strong culture of wellbeing
- Implementing a broad and balanced curriculum experience, in its entirety, for all students
- Ensuring a safeguarding culture and practice that exemplifies best practice
- Enhancing pastoral, House and additional needs support in response to dynamic, ever-changing contexts

2021-2024 Strategic Priorities

Ensuring a safeguarding culture and practice that exemplifies best practice	
<p>The Governors at DHFS believe that keeping children safe is the number one priority within the school and place great importance and emphasis on a strong safeguarding culture in all that we do. Effective practice is in place across the school and there are fully established systems and structures that enable good practice to take place habitually so that desired impacts can be had on families.</p> <p>DHFS recognises that the safeguarding world is constantly changing, for example with the development of different technologies and online practices, and therefore the Governors strategically prioritise this area to ensure that we are at the forefront of keeping children safe through ensuring the staffing structure and systems in place are best practice.</p>	<p>Examples of evidence:</p> <ul style="list-style-type: none">• S175 audit• Safeguarding data• External partnership meetings• LA data and information• QDD records• Data analysis• Governor reports• Governor visits by link Governors

Responding to the new national landscape and the legacy of COVID-19	
<p>The COVID-19 pandemic has had a significant impact on all aspects of society. This inevitably includes the direct impact on DHFS as well as indirectly through our community links. Consequently, there has been an impact on the way DHFS functions and operates and the outcome of this.</p> <p>Governors acknowledge this and strategically prioritise the response to the pandemic, identifying where we were, how the virus impacted on the school and its stakeholders, where we are currently as a result and what needs to be done to move forward and realise the vision. Governors ensure that policies and procedures are current, responsive and of the highest standards.</p>	<p>Examples of evidence:</p> <ul style="list-style-type: none">• Governor meeting reports• School visits• Stakeholder surveys• Student voice• Data scrutiny• Document scrutiny

Ensuring a highly trained and skilled professional workforce, underpinned by a strong culture of wellbeing	
<p>Enabling 'Success with Care' through an outstanding educational experience for all students requires staff of the highest calibre who are highly qualified, trained and skilled. The staffing structure, profile and professional learning programmes in place across the school are essential for delivering this area.</p> <p>Within a culture of prudent financial planning, succession-planning and future proofing, the Governors prioritise the importance of investing in staff to ensure that across all areas of educational provision and support functions that the highest standards of best practice are implemented and met on a consistent basis. Governors place emphasis on training</p>	<p>Examples of evidence:</p> <ul style="list-style-type: none">• Professional learning logs• Case study materials• Stakeholder surveys• Staff voice• Resource Committee Meetings• Document scrutiny• Audit• Outcomes analysis

and development of staff and ensure that systems and structures lead to strong professional learning.

Implementing a broad and balanced curriculum experience, in its entirety, for all students

Governors define the curriculum in its broadest sense, acknowledging it includes the subject, wider and pastoral curriculum. All elements of this are planned, taught and learnt and through this approach the vision will be realised. The Governors have agreed a curriculum statement that is the touchstone of our work and promote an interconnected curriculum experience that threads through all elements of a student's educational experience.

DHFS recognises and celebrates diversity and inclusivity across all our work and the curriculum is central to this. Governors prioritise the curriculum strategically to ensure the foundations and building blocks are in place within our structures to ensure that the daily experiences of individuals enable the vision to be realised. Governors ensure there is a clear curriculum statement, that the curriculum plan and staffing of this enable a strong curriculum to be timetabled, and that curriculum design across the school supports the realisation of the vision.

Examples of evidence:

- Curriculum Statement
- Curriculum design plans
- Curriculum design reviews
- MER outcomes
- Governor reports
- Student voice
- Stakeholder surveys
- Exam outcomes
- Destination figures
- Data analysis

Enhancing pastoral, House and additional needs support in response to dynamic, ever-changing contexts

Governors place strong emphasis on the support structures that are vital for so many students to enable them to thrive in modern day society. Whilst subject knowledge and qualifications are a very important element of school life, DHFS believes strongly in developing the whole citizen and ensuring that all students are provided for whatever their needs, and that their families are supported.

As a consequence of this and coupled with how dynamic and ever-changing society and individual experiences are, the Governors strategically prioritise our pastoral, House and additional needs systems and structures to ensure that the support in place for the students and their families is of the highest calibre. Governors place emphasis on the staff structure and policies and procedures that are implemented to implement effective service and provision to achieve this part of the vision.

Examples of evidence:

- Staffing structures
- School policies
- Student voice
- Parent/carer feedback
- Staff surveys
- Governor Meetings
- Governor visits
- Link Governor work