

## **Annual Governance Statement**

**September 2016 – July 2017**

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### **Core functions of the Governing Body**

In accordance with the Government's requirement for all governing bodies, the three core functions of All Angels' Federation's Governing Body are:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Headteacher to account for educational performance of the school and its pupils;
3. Overseeing the financial performance of the school and making sure that money is well spent.

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### **Governance Arrangements**

The governing body of All Angels' Federation was re-constituted in April 2017 and is made up of:

- 2 elected parent governors, one from each school
- 1 Local Authority governor
- 1 elected staff governor
- 1 headteacher governor
- 1 co-opted governor
- 8 foundation governors

The Full Governing Body (FGB) meets twice termly, and we also have two committees to consider different aspects of the schools in detail. The Finance and General Purposes Committee focuses on finance, premises and some personnel matters and meets quarterly. The School Improvement Committee focuses on ensuring that the School Improvement and Development Plan (SIDP) is implemented effectively and meets at least once a term. These two committees feed into the FGB meetings. When required other committees are called to address specific issues that arise in the course of the year.

List of governors on schools' websites: <http://www.cloverhillschool.co.uk/>  
<http://www.stmichaelsjuniorschool.co.uk/>

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### **Attendance Records of Governors**

Governors have excellent attendance at meetings. Individuals who cannot attend only do so if there is a genuine reason for absence and always offer apologies for absence.

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### **The work that has been done in the course of the last year**

#### **Vision, Mission Statement and Values**

Throughout the year we have continued to working on our vision, mission statement and core values. This informs what we do as a school community to ensure that there is direction and purpose to our work together. Regular analysis gives us an in-depth understanding of our joint aspirations for the children, their families and the community we serve. This work is ongoing and inspires our commitment to provide a high quality education that will help children to achieve their personal best and prepare them for lifelong learning. Our core values underpin and inform everything we do. As a community we work together to ensure that we are respectful, trustworthy, persevering, enterprising and successful.

#### **Governing Body Self Evaluation**

So that we, as governors, do the very best for the school community we have been through a process of self-evaluation. We have done this by using the Governor Healthcheck provided by Educator Solutions' Governance and Leadership Services. This is based on expectations of governance as recommended by Ofsted. We have completed 86% of this Healthcheck and it has highlighted that we are a high functioning governing board. We will continue with the final two aspects of the Healthcheck in the next school year.

#### **Governor Training**

It is important that we are fully informed about developments in education and how they affect our schools. To that end all governors have attended courses throughout the year. Feedback from courses is given at our FGB meetings so that new learning is shared. Examples of the kinds of courses that have been attended are:

Pupil Premium and Vulnerable Groups  
Pupil Premium – Closing the Gap  
Prevent  
Thrive Mental Health Training  
Health and Safety  
Governor Briefing on Looked After Learners  
Safeguarding  
First Aid for Mental Health  
Leadership Training including Employment Law  
Restorative Practices Seminars and Conferences

One of our governors has started the Chair of Governors' Leadership and Development Programme which is run by the Eastern Leadership College.

### **Governor Monitoring**

All governors have responsibility for monitoring aspects of the School Improvement and Development Plan (SIDP). They work collaboratively with staff who welcome them into school to see what they are doing. All visits are recorded and fed back to staff and kept on record. This process helps to engender positive working relationships between governors and staff and ensures that governors are familiar with the schools' implementation of the SIDP. It also gives opportunities for discussions and questions related to specific aspects of work in school.

In February we had our Deep Dive Day (DDD) which meant that we were in Clover Hill and St Michael's for a whole day. This day was planned to ensure that we got an in-depth look at key areas of our SIDP. Governors were welcomed into classrooms to see children working in Maths and English; met with subject leaders to discuss how children were being supported in their learning process and were guided through children's books to see how they were making progress over time. The younger children's Learning Journey records were looked at and discussed as a way of helping governors to see and understand the priorities for Early Years. The Arrow programme for reading was discussed with governors understanding, from the evidence, that this has been highly beneficial to children's progress in Reading. There was also a focus on the Thrive programme which has been introduced as way of addressing children's Emotional/Mental Health and Wellbeing and is helping staff to identify areas that need to be addressed so that children are able to engage in learning more effectively. The use of technology, specifically iPads was also explored. Governors also did Learning Walks around the schools to ascertain how the schools' key values are woven into every aspect of the school day.

A meeting was held at the end of the day when governors fed back on what they had done and seen. This was minuted so that key areas for further discussions could be looked at in the School Improvement Committee and fed back to the Full Governing Board. Areas for further action will be fed into the schools' SIDP for the new school year. All areas looked at on the day are written up and sent as feedback to the headteacher for distribution to staff and kept on file in the school office.

Further monitoring takes place throughout the year through committees and reports that are made to the Governing Board.

An essential part of our ongoing monitoring is the schools' provision for vulnerable groups. This includes: Special Education Needs and Disability (SEND), Safeguarding, Looked After Children, all aspects of Pastoral Care and Health and Safety. Pupil Premium and its use and effectiveness are integral to this provision as is funding for School Sports provision. These are monitored closely and reported on by governors with responsibility for these areas. Any other additional visits to school are reported

on and reports are held in our governor file.

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## **Committees**

### **Finance and General Purposes Committee**

Key areas that have been worked on this year by this committee are:

- **Building**

With support from Norfolk County Council and the Diocese of Norwich the planned building programme for St Michael's has been completed. The modifications inside the school have created a beautiful new learning space as well as a refurbished library which the children love using. The extended school hall and kitchen provide children and staff with high quality facilities that will enhance learning and lunchtimes. In addition, the children are already benefitting from the exciting new classrooms that was officially opened by Andy Mash, the Diocesan Director of Education, before the end of the summer term. This project has been ongoing for a number of years and our sincere thanks go to the wide range of people who have invested so much time, energy and resources to ensure that we have adequate learning space for our expanding school.

- **Pie Corbett Talk for Writing Project (T4W)**

There has been continued investment in ongoing training to ensure that the T4W approach to children's writing development is reinforced and that new staff are brought up to date. This has been a very valuable investment over the years and governors agree that it needs to be sustained to ensure ongoing success.

- **Read Write Inc (RWInc) Phonics Programme**

The investment in this programme continues for all children so that they have a solid foundation in phonics as a basis for good reading development.

- **The Arrow Reading Programme**

This programme has been introduced based on reliable research that it can make a significant difference to children's reading development. Following initial investment and evaluation it was decided that there should be further investment based on the high level of improvement in their reading for the children involved. There will be ongoing evaluation as this programme continues to be implemented in the coming school year.

- **Speech and Language Development Project**

The high level of funding invested in the Speech and Language Development Project at Clover Hill has come to an end this year after three years. A high level of funding was given by the Thomas Anguish Educational Charity to support our children and their families so that the children can access learning more effectively. The work that has been done has been evaluated throughout the project with very positive results.

Over the three year period, with additional funds available through the Cluster, the language development work and processes of support have become embedded in the school's learning programme. This ensures that what has been started through the grant will be sustainable.

- **The Thrive Programme**

There has been a significant investment in staff training for the Thrive Programme which supports the development of positive mental health. A key area of concern nationally has been the level of mental health issues that arise for children, with one in ten children between 5 and 15 years suffering from a diagnosed mental health illness. Our two schools have always believed that this should be an area of focus and are reinforcing this commitment through the implementation of the Thrive programme.

- **ICT**

The schools' provision for the technology that supports children's learning is monitored on an ongoing basis and is under frequent review. There has been an investment in more iPads to ensure that there are enough to support the need across the school. There will be further investment to ensure that children have access to more laptops to ensure that their keyboard skills continue to be developed.

- **Staffing**

With expansion and change new staff are needed and it is important to ensure that the school budget can cater for the needs of the children in the best way possible. This area of school life is constantly under review based on changing needs. The appointment of two Assistant Headteachers to further strengthen the Leadership Team, will ensure that St Michael's, as it expands, has the structures in place to support the high quality education that we provide for our children.

- **Health and Safety**

The two schools had a Fire Risk Assessment carried out by Norfolk County Council in December 2016. This has reassured us that all our procedures are of the expected standard and that we meet the assessors requirements.

- **Schools' Websites**

Governors monitor the content of the schools' websites to ensure that they comply with legal expectation from government.

- **School's Financial Value Standard (SFVS)**

Through close collaboration between the Chair of the Finance Committee, the Headteacher, the Schools' Finance Officer and other members of the Finance Committee the end of year finances for both schools have met the standards set by external auditors.

### **School Improvement Committee**

Key areas that have been worked on this year by this committee are:

- **School Data Analysis**

This is work that is done every year to ensure that we have clear knowledge of how the school is progressing against the key priorities in the SIDP. Results this year have shown excellent progress in our Early Years Foundation Stage (Nursery and Reception). This has been possible through a rigorous approach to meeting early needs and to supporting children on an individual basis in their prime areas of learning. Results in KS1 (Years 1 and 2) having been equally pleasing in reading, writing and maths, resulting from very focused teaching approaches. This all happens in a school context that is an exciting and happy place where children can learn effectively.

The Key Stage 2 SATs results show how much has been achieved following the changes that have been introduced by Government over the past few years. The challenges reported on last year have been addressed and, with ongoing analysis and a broad and interesting curriculum, we continue to work to ensure that the children can enjoy their learning and can achieve their very best. Learning within a stimulating environment, where they can grow in confidence in a caring school community, is at the heart of what we continue to do and believe in.

We have access to RAISE on Line, the Ofsted Data Dashboard and the Fischer Family Trust Data Dashboard which help to keep us up to date with how our schools are performing both locally and nationally.

- **Writing (T4W), Speech and Language Development, Read Write Inc and the Arrow Reading Programme**

This committee has discussed these projects in the course of the year (see Finance report above). They have been instrumental in improving the quality of children's engagement and overall results. Input from staff at committee meetings helps us to keep up to date with work being done and monitoring by key governors supports our understanding of the impact these projects are having.

- **English and Maths**

Through ongoing analysis of children's work and focused feedback, the quality of work done in English and Maths has continued to improve as demonstrated by the end of year results. External moderation of the two schools' work in these areas has clearly indicated that teachers are very clear about what is needed and are making accurate judgements to drive learning forward. The spirit of self-examination that characterises all the work done, means that there is never complacency about what has been achieved. The children are supported to be aware of what they need to do to help themselves and grow in confidence in their own learning process. The focus is always on how to make things even better. Ongoing training and collaboration with other professionals supports continuing professional development.

- SEND

All SEND procedures have been fully implemented across the two schools. Early assessment of the needs of the most vulnerable, and ensuring that correct procedures are followed to meet those needs, has continued to be a strength across the two schools. A new management structure within an expanded Pastoral Team has been a very positive development this year to ensure that this high quality work continues. All staff work in collaboration with the two school SENDCos and the Pastoral Team to ensure that children's needs are understood and are met in the best way possible through the resources available.

The Thrive programme has been implemented across the two schools. A very comprehensive training programme has been followed by the Pastoral team and whole school training took place at the beginning of the school year. This programme, which supports the promotion of positive mental health in all children, has been evaluated throughout the year. As it has been introduced changes have been made to ensure that it is adapted to the needs of the children in our two schools. It focuses on the needs of all children within the class context and on a one-to-one basis with children who have specific needs.

There is an Inclusion Base in St Michael's where children with specific needs are supported by members of our Behaviour Support Team. There is a range of support systems in place for breaktimes and lunchtimes to ensure that children who find less structured times of the day demanding. In Clover Hill there is a small room where children who require support with behaviour can be taken care of as and when they need it.

- ICT

Development in this area has been explored through this committee this year. The investment already mentioned in the Finance section has been supported by discussion with governors of the kind of world that our children are preparing for. We do not know exactly what that world will be like but we know that technology will be a major part of it. We are aware that the use of technology is central to children's learning and that it is essential to continue with this wise investment.

- Feedback

To achieve excellence all governors and staff acknowledge the importance of self reflection and constructive feedback as mechanisms for school improvement. This has been at the heart of what we do as governors through our self evaluation process. It has been central to what all staff have continued to be committed to, to ensure that strengths and weaknesses can be acknowledged. We celebrate our strengths and consistently explore the weaknesses that emerge as part of whole school evaluation.

Teaching and Learning Communities are an established part of what staff do in two schools through which teachers make use of technology and partnership working to assess what they do. The feedback they give to one another helps them to develop professionally and to more effectively meet the needs of the children in their care. The feedback systems in place for children ensure that every child benefits from ongoing, structured assessment and reflection on what they are learning. This enables them to take appropriate steps to help them achieve their personal best. This is done with a high level of support which is tailored to the needs of every child. The continued commitment to Growth Mindset ensures that there is a culture that celebrates perseverance, persistence and hard work. Mistakes are seen as learning opportunities and are key to achievement and success. Ongoing governor monitoring and frequent questioning contributes constructively to this process and ensures that governance is also characterised by the learning culture of the school.

- **Governance Health Check**

We have used the Health Check provided on Governor Hub to take us through all the aspects of governance to ensure that the standard and quality of our work as governors is of a high level. There are fourteen sections to this Health Check. Twelve have been completed with very positive results and we will continue to work through the final two sections in the new academic year. This is a very valuable process and we will continue to seek new ways of doing this kind of evaluation in the coming year.

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## **Academisation**

In light of the changing Education landscape it was decided that we would postpone our decision to become an academy until we know more about current and future government development plans for schools.

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## **Engagement with Parents and Carers and the Wider School Community**

- **Parents and Carers**

An annual questionnaire has been completed by parents/carers. Feedback has indicated that they are happy to approach the school if they have any concerns knowing that their concerns will be addressed. Our parent governor is very active in her links with families ensuring that the governing body as a whole is kept up to date with families' needs and views.

We monitor all the approaches that have been put in place to support families and are aware of a wide range of ways in which families can access support in the two schools.

We very much appreciate the hard work done by the Friends to support what is being done in the two schools. We know how much time they commit to this and we hope that we can support them to continue with this commitment which is so valued

by everyone.

A governor newsletter is a regular feature now on our school website. It is our intention for this to continue and to have a newsletter every term. A paper copy of the newsletter is also sent to all parents through their children to ensure that they have access to it in more than one way.

Further work will continue in the coming academic year to strengthen our links with families.

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- **The Wider School Community**

As church schools there are strong links with the community through Bowthorpe Church which is represented on our governing body by the Rev Mark Elvin and other church appointed governors. Through this link there is regular input into assemblies and the children benefit from visits to the church at key times in the year.

We are very closely linked to the Diocese of Norwich and together we support the schools' development through training, strategic planning and rigorous assessment of what we do through inspection. The values that underpin our work as a whole school community are supported through these links with the local church and diocese. We are a diverse community where everyone is valued and where all faiths and none are respected in the context of our Christian ethos. High quality Religious Education (RE) is a core part of the schools' curriculum and both schools have achieved the RE Gold Quality Mark. This is supported through other areas of the curriculum such as Personal, Social and Health Education and through the Social, Moral, Spiritual and Cultural (SMSC) thread that runs through everything that is done in both schools, paying attention to the growth of the whole child. In our monitoring we pay particular attention to the SMSC element of all areas that are monitored. As governors we are committed to supporting the school leadership team to prepare the children for life in modern Britain, upholding British Values and preparing children for life in a diverse world.

We are part of the Earlham Cluster. There are fourteen schools in the cluster and our chair and vice chair attend cluster governor meetings. Key funding decisions are made at these meetings working collaboratively with the cluster Headteachers. Joint discussions and research are ongoing to establish how, working together, we can more effectively meet the needs of the wider community. The Speech and Language Project grew from this partnership and has been of great benefit to children and families and has supported higher quality learning throughout our extended community. In the past year a commitment has been made by the Cluster to do very specific work on helping children in their transition to secondary school. This has always been a priority but further in-depth work has started to ensure high quality collaboration between feeder schools and our secondary schools.



We will continue to work together to expand our links with the wider community.

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### **Future Plans**

In the coming year we will continue to look at how the schools can prepare for the expected expansion based on Bowthorpe's development. We will continue to work closely with the Headteacher and the Senior Management Team to determine what is necessary to ensure that our vision to provide high quality education for every child can be realised. We warmly welcome new members of staff who will be part of our schools' expanding team. We will recruit new governors to fill vacancies that have arisen. We will be open to new possibilities for engaging with our families and wider community. Strong foundations have been laid. We will build on these foundations to achieve excellence in all that we do.

Finally, we would like to thank everyone who has been part of the successful developments of the past year. We are fortunate to be school governors in such a thriving community.

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### How you can contact the governing body

We welcome suggestions, feedback and ideas from parents/carers. You can contact the Chair of Governors through the school office. Other information about governors can be seen on the governors' section of the schools' websites.

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Rosemary Games  
Chair of Governors  
All Angels' Federation  
Bowthorpe