



## **Annual Governance Statement**

**September 2018 – July 2019**

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### **Core functions of the Governing Board**

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 Executive Leadership to account for the educational performance of the organisation and its pupils and the performance management of its staff;  
and
3. Overseeing the financial performance of the organisation 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 Board (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. Two governors resigned for personal reasons this year. We are very grateful to them for the positive contribution that they have made to our schools. We are very happy to welcome four new governors who joined us in the course of the year. We still have one vacancy for a parent governor and would be very pleased to hear from anyone who might be interested in joining our committed team.

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

### **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**

Our vision and mission statement inform what we do as a school community to ensure that there is direction and purpose to our work together. We have been reviewing our vision this year so that we continue to highlight the distinctive character of our schools as Church schools. Our in-depth reflection, inspired by key biblical texts, will ensure that we continue to enrich the distinctive culture, ethos and values that have always characterised our schools. As Church schools we celebrate diversity and welcome children and families of all faiths and none. At the heart of what we do there is a deep respect for who people are and what they believe. Our vision supports us in that to ensure that all our children thrive and that their families are supported to help them to be the very best they can be whatever their level of need.

### **Governing Body Self Evaluation**

Having done a Governor Healthcheck last year we have decided to continue the process of self-review review in December 2019. We will do this with the support and objective input from an external facilitator who will help us to analyse what we do and ensure that we continue to develop as a governing board.

### **Governor Training**

It is important that we are fully informed about developments in education and how they affect our schools. To that end Governors have attended courses throughout the year. Examples of the kinds of courses that have been attended are:

Safeguarding including Safer Recruitment

Using Data for Improvement

Exclusions and Complaints – the governor's role in appeals and panels

Pupil Premium

PE and Sports Premium

Monitoring in Practice

New Ofsted Framework

SIAMS new Framework

Restorative Practice

Governor and Trustee Induction

Special Educational Needs and Disability (SEND)

### **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.

Central to life in our schools are the systems that are in place to ensure that Safeguarding is compliant with requirements from the DfE. This is given the high priority it deserves and has been monitored rigorously by a governor with this particular remit. Individual governors have monitored the schools' provision for vulnerable groups which include: Special Education Needs and Disability (SEND), Looked After Children and all aspects of Pastoral Care. Others have responsibility for Religious Education and Collective Worship, Health and Safety, Finance and Inclusion. Pupil Premium and its use and effectiveness are integral to this provision as is funding for School Sports. Any other additional visits to school are reported on and recorded at FGB meetings.

In March governors had a Deep Dive Day (DDD) which meant that they spent a whole day in school. It was originally planned to do this across the two schools. However, Clover Hill had had a recent Ofsted inspection which rated the school as outstanding across all areas. It was considered that a monitoring day would add nothing to this at this point so it was decided to concentrate on St Michael's this time round.

At the start of the day governors met parents and took note of their comments to be fed back. Following this they 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 from their starting points. There was a specific focus on work being done at greater depth to ensure that more able children are being challenged to achieve their very best. In addition governors experienced the practical approach to Coding that was being trialled, showing how excited children are about this aspect of their learning. They also attended a whole school assembly and were part of the whole school period of collective worship. Children from the Eco and School Councils met with governors to talk about what they do.

A detailed Learning Walk, with a focus on approaches to behaviour and Spiritual, Moral, Social and Cultural aspects of learning, showed very clear evidence of rigorous systems that are in place to ensure that children feel safe to learn. It was clear, through displays of children's work, that they are given a wide range of experiences which include high quality art work. Children take key roles in school as Peer Mediators, School Council members, Digital Leaders, Maths Mentors, Eco Council members, involvement in assemblies etc. School values are displayed and linked to what is being done through assemblies. Prayer corners encourage children to take time out to reflect. The schools are proud of their diverse communities where all faiths and none are respected and honoured. This diversity enriches the school community.

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. All areas looked at on the day were written up and sent as feedback to the headteacher for distribution to staff and kept on file in the school office. Areas for further action have been fed back at a Full Governing Board meeting in May and any issues that need to be addressed will form part of the governor development plan for 2019 -2020.

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## **Committees**

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

This committee meets four times a year and at other times if it is deemed necessary. The schools have a federated budget with a finance team across the two schools who work with the headteacher and governors to ensure that Clover Hill and St Michael's are getting value for money, at a time when there are many challenges linked to school funding nationally. Decisions about finance are driven by what children need to support their learning in a safe and nurturing environment.

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

#### Staffing

Investment in staff has been key to ensuring that children's needs are met at every level. It is crucial to have a team with expertise in Special Educational Needs and Disability (SEND), pastoral care, mental health and well being, behaviour support, as well as teachers and support staff who can provide an engaging learning programme.

#### Staff training

There has continued to be a well thought out investment in staff training. Training by external agencies is supported in school through a good use of staff expertise which is shared through in-house training.

#### Curriculum resources

As the curriculum develops investment is made in resources that support new and exciting initiatives. An example of this kind of investment are the robots that help the children learn about coding. Continued investment has been made in IT and the support systems that need to be in place to ensure that it is all working effectively. Both schools ensure that the children continue to access a wide range of new books that support their love of reading. All areas of the curriculum benefit from available funding and decisions are made across the schools as new priorities arise.

#### Sources of Funding

Apart from the budget that is allocated to the Federation from the Local Authority, the Headteacher and other staff are constantly looking to augment the schools' budget with grants from educational charities and other organisations who help educational establishments. The good work that has been done to apply for these grants means that both schools have benefited from a range of additional funding sources which ensures that the children have access to the very best that is on offer.

#### Support from parents/carers

The work that parents do to support the Federation is very much appreciated. They have helped to generate income that is invested in the children. The money that is

raised has been used to subsidise some school trips and outings and to buy special items of equipment like the new outdoor learning area in Clover Hill.

#### School Buildings

There has been an ongoing assessment of what needs to be done in both schools to ensure that the children have an environment of which the children can be proud and that is conducive to learning. Decoration and improvements have been carried out throughout the year and in Clover Hill there has been investment in log cabins which provide additional high quality learning space for the children.

#### Health and Safety

This is an area of school life that is monitored by governors every year to ensure that all legal requirements are met.

#### Schools' Websites

Governors monitor the content of the school websites to ensure that they comply with legal expectations from the 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.

#### Admission arrangements

This has been discussed throughout the year and the admission arrangements can be seen on the schools' websites.

#### Future Developments

The strategic future of both schools is discussed in Governor's meetings within the wider context of school future provision in West Norwich. This is to ensure that both schools can provide quality service to extra pupils due to any future expansion of housing in the Bowthorpe area. Governors contacted the local MP during the year to highlight the needs of our school community, at a time when school funding decisions are a concern nationally. They will continue to engage in the Education debate to ensure that schools are heard by those who are making the crucial decisions that affect all our children and their futures.

### **School Improvement Committee**

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

#### Assessment and Feedback

Children's progress is closely monitored. Examples of the range of processes that are in place include:

#### Pupil Progress Meetings

Moderation

Systematic feedback to pupils

Assertive Mentoring

Teaching and Learning Communities and NFER tests.

There is a clear framework for in-school assessment that ensures that staff can have a clear picture of each child's learning journey. This enables programmes of work to be in place that ensure the best possible outcomes for individual children throughout the two schools.

School Data Analysis and End of Year Results

There are very robust systems in place to ensure that we have clear knowledge of how the school is progressing against the key priorities in the SIDP and to help us analyse every child's progress and attainment.

The Key Stage 1 (KS1) Teacher Assessments, Year 1 Phonics screening and the KS2 SATs results show how much has been achieved through high quality teaching and a very focused approach to the needs of each individual child. They all exceeded National Expectation. Learning within a stimulating environment, where children can grow in confidence in a caring school community, is at the heart of what we continue to do and believe in. The end of year results are available on the schools' websites.

The committee scrutinises the impact of the Pupil Premium (PP) action plan as well as the Sports Grant. The impact reports for these are on the schools' websites.

We have access to Analysing School Performance (ASP), 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.

SEND

The system for registering children's needs has continued to be developed using an online Provision Map that charts children's needs, interventions and outcomes. This ensures that no child is overlooked and that there is plenty of detail to help them to be supported appropriately. It is managed by the two school SENCOs in collaboration with all members of staff.

The Thrive programme continues to provide support for children's mental health and emotional well-being across the two schools. There are systems in place for identifying children's needs at whole class and individual levels. Based on the results, specific programmes are put in place so that children's needs are met.

There is an Inclusion Base in St Michael's with trained staff to support children who feel vulnerable. Restorative Practice is a key part of the approach that is taken to help children work through challenges and the Thrive programme is used to support each child. The same approach is taken at Clover Hill with a trained member of the Pastoral Team taking the lead.

Behaviour for Learning

There is an emphasis on supporting children to understand appropriate learning behaviours so that they have the greatest opportunity to access learning. When challenges arise for individuals there are robust systems of support in place to ensure that blocks to learning are understood and addressed. It is recognised that

all children may have a particular need at some point in the course of the year through bereavement, illness or other unforeseen circumstances. The approaches that are outlined above under SEND are used at these times.

#### Engaging with parents/carers

Discussions to ensure that the schools are communicating effectively with families take place at committee level and at Full Governor Board meetings. This has been a key part of our work this year with very positive results. Parents/carers who have been involved in the activities in school have testified to their value and have enjoyed being in school with their children.

#### Staff Structure and training

The staff structure is reviewed annually in line with changing needs. Governors also discuss the health and well being of staff to ensure that the best possible environment is established to enhance children's learning and development.

In addition, staff have engaged in a wide range of ongoing Continuing Professional Development (CPD). It would not be possible to list all the training courses that have been attended. However, a summary will help to indicate how the schools are continually updating their knowledge and approaches to all aspects of life in school (see below).

Training has taken place in school led by key members of staff or by external facilitators and courses have been attended in other venues out of school. This range of approaches ensures that expertise within the staff is being utilised and helps to ensure that new ideas become sustainable. This also means that staff are meeting professionals from other schools with whom they can share good practice while they continue to learn from the wider education community.

Some of the areas that have been supported through CPD are:

Safeguarding

National Online Safety

Children Missing in Education

Social Media

Multi-Agency including neglect, voice of the child, domestic abuse, eating disorders, self harm, etc

Attachment

English as an Additional Language (EAL)

Thrive – training for mental health and wellbeing

Positive Handling

Adult mental health first aid

First Aid

Finance and Premises Management

National Professional Qualifications for Middle Leadership, Senior Leadership, and Headship

Growing Leaders

Leadership and Management in PE,

Higher Level Teaching Assistant Qualification

Foundation Subject Leaders

Pre Key Stage

Newly Qualified Teachers (NQTs) tutoring  
Maths  
IT  
Read Write Inc and Pie Corbett (Literacy)  
Early Years Assessment  
Religious Education (RE) for NQTs  
Communications Champions Conference  
Willow Tree Learning Co SEND Conference

#### Attendance

The Federation has continued its relentless approach to ensure that attendance continues to improve. This work has been very successful with higher levels of attendance achieved by the end of the year in both schools. This will continue as a key priority with particular emphasis on the Early Years.

#### School Policies

In the course of the year school policies have been updated and approved by the committee and, when necessary, taken to the full board for approval.

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### **Ofsted**

Clover Hill had a two day Ofsted inspection in March. The school was rated Outstanding across all areas.

The full report can be obtained on the school's website:

<http://www.cloverhillschool.co.uk/>

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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.

We monitor all the approaches that have been put in place to support families so that we 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 schools' websites. It is our intention for this to continue and to have a newsletter every term.



We have continued to analyse in greater detail what research says about parental engagement in education. This work will continue throughout the coming year to ensure that we have a deeper understanding of how we can continue to relate effectively with our families.

### **The Wider School Community**

As church schools there are strong links with the community through Bowthorpe Church which is represented on our board by three governors who are members of the Church Council. Rev Mark Elvin leads assemblies in both schools throughout the year and the children benefit from visits to the church at key times in the year. At St Michael's, Pastor Paddy Venner also provides life coaching and motivation courses.

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. 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.

Norwich is one of the ten cities across England that have had access to additional funding over the past two years to support the development of higher aspirations for our children and their families. Our schools are part of the Norwich Opportunity Area (NOA) and they have benefited from the funding available for additional training and support. Mrs McCarney and her team have linked into the NOA initiative, researched what was available and applied for and received relevant funding. Governors have also engaged with this through their attendance at NOA governor meetings and conferences.

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### **Future Plans**

In the coming year we will continue to work closely with the Headteacher and the Senior Management Team to realise the vision for our Federation. We look forward to engaging with new initiatives linked to the curriculum and the broad and enriching opportunities that will be available to our children and their families. We warmly welcome new members of staff who will be part of our schools' highly committed team. We will recruit new governors to fill vacancies if and when they arise. We will be open to new possibilities for engaging with our families and wider community. Over the years, strong foundations have been laid. We will build on these foundations to continue 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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Chair of Governors  
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