



Annual Governance Statement

July 2015

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.

Governance Arrangements

The governing body of All Angels' Federation was re-constituted in March 2014 and is made up of:

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

The Full Governing Body (FGB) meets twice each term, and we also have two committees to consider different aspects of the school in detail. We have a Finance and General Purposes Committee, which focuses on finance, premises and some personnel matters and a School Improvement Committee which focuses on ensuring that the School Improvement and Development Plan (SIDP) is implemented effectively. These committees meet twice a term and feed back into the FGB. 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/>

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.

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

Vision, Mission Statement and Values

Throughout the year we have been 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. This has been ongoing throughout the year and culminated in an externally led session for all governors. In this session we did further analysis of areas already visited to ensure ongoing development. This is part of our process of accountability inspired by the high expectations we have of ourselves as governors which is in line with the high expectations that characterise all that is done through the Federation.

Skills Audit

An audit of governors' skills was completed this year. This helps to define the wide range of skills and areas of interest that governors bring to their role. This audit will be used when recruiting new governors to ensure our best chance of having the team that meets the needs of our schools.

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:

- New Curriculum
- Safeguarding
- Monitoring
- Finance
- Leadership and Governance

Feedback
Executive Headteachers' Conference
Governing Body Self Evaluation

In addition, some governors have attended the Annual Conference for Governors and Governor Forum meetings where they meet governors from other schools and share ideas and experiences.

Governor Monitoring

All governors have responsibility for monitoring aspects of the 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.

For the first time this year, in addition to individual monitoring visits, we have had a Deep Dive Day in St Michael's. This was a day set aside in the summer term so that governors could be in school all day. It was well planned by staff and governors so that there was no disruption to what was happening for children. Governors arrived from 8.00, visited Breakfast Club, parents'/carers' Tea and Chat, classroom activities, playtime and had many opportunities built in to talk to children and staff about their work and to parents/carers at the end of the day. All of this was recorded by governors and fed back to staff. This was very successful as a way for all governors to work together for a day and to have the opportunity to further explore and share ideas and experiences. Because of its success it is planned to do another Deep Dive Day next year across the two schools.

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 and all aspects of Pastoral Care. 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.

Committees

Finance and General Purposes Committee

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

- Building

The extension to St Michael's provides a much needed administration block for the school. Governors have been involved in the planning and financing of this work. The results of this investment are a beautiful new entrance hall with offices for Administration staff and the Headteacher and a much needed extension to the kitchen. This new entrance hall area has already been used as a space to display and celebrate children's work at the recent art exhibition. Investment in new mobile display boards has facilitated this celebration and will continue to be used in this way for many aspects of school achievement.

- Pie Corbett Talk for Writing Project (T4W)

Funding was approved for the two schools to take part in a Pie Corbett Project which had a significant impact on the children's achievements in writing. There is evidence too that this has improved the outcomes for Spelling, Grammar and Punctuation. This project is being done in collaboration with other Norfolk schools which facilitates discussions with other Headteachers and teachers, and supports the kind of sharing from which all participants benefit. It will continue into the next academic year.

- Speech and Language Development Project

Funding available to the local cluster of schools enabled Clover Hill to have a Speech and Language Therapist for one day a week. Governors have had a direct link to this funding decision through their involvement with cluster Governance and they monitor its use at school and cluster level. Clover Hill has also benefited from a grant from Norwich Consolidated Charities, applied for by the headteacher, which has facilitated extensive work in the Early Years on Speech and Language Development. This funding is available for three years. These have been excellent investments as they showing a significant change in children's language development throughout the Early Years. This puts children in a very much stronger place for future learning.

- ICT

One of the issues discussed by staff and governors was the unreliable nature of Wi-fi provision. This is an area that the schools have been aware of and have worked on consistently over the years. However, for the increasing volume of work that is linked to technology for everyone in school, the capacity was limiting. As a result of the identified need and analysis of how to meet those needs, it was agreed that a substantial sum be spent to ensure that this situation was improved. This ensures that the children have the facilities to support them to prepare for a future that will be informed by ongoing technological developments. There has also been investment in alternative replacements for whiteboards and related equipment which will make delivering the curriculum more effective.

- **Preparing for Growth**

As the local community expands through an increase in the number of houses being built in Bowthorpe Parish, we need to be aware of the implications for this expansion for our two schools. This year's September intake at St Michael's has necessitated making plans for additional classroom space. It has been a busy year working with the Diocese, the Local Authority, architects and builders to ensure that what is needed now and in the future is catered for. These discussions will be ongoing because of continuing expansion.

- **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 strengthening and expansion of the schools' Pastoral Team has been an area of investment that will ensure that all children's needs are met through early identification and appropriate action.

- **Health and Safety**

There was a Health and Safety Audit of both schools' premises and, because of the excellent work of our Site Manager in collaboration with our School Business Manager, this audit received a high rating. This is an area that governors monitor as part of their responsibilities.

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

Through close collaboration between the Chair of the Finance Committee, the Headteacher, the School Business Manager 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 and attainment in Literacy and Maths across Key Stage 1 and Key Stage 2. Progress in the Early Years has also been excellent and reflects the impact which has resulted in investment in Speech and Language Development. There has been much discussion this year about how to assess what

is done in school when the levels that have been previously used for this will be abolished. The Headteacher and leadership team have worked over an extended period on this and have established a system for the new academic year. However, towards the end of term it was revealed that there may be a new decision about whether the old levels will in fact be abolished. We are very aware as governors of the implications of this for the staff and are keeping ourselves up to date with each stage of the development. 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 and Speech and Language Development

This committee has discussed these two 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.

- Literacy and Numeracy

Through ongoing analysis of children's work and focused feedback, the quality of work done in Literacy and Numeracy has improved 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. An example of the creative approach taken to support individual achievement is the Maths programme that has been devised by Year 6 teachers which has gained high acclaim through external moderation. The spirit of self-examination that characterises all the work done, means that there is never complacency about what has been achieved. The focus is always on how to make things even better. Ongoing training and collaboration with other professionals supports continuing professional development.

- SEND

The new 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.

- 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. Input by the lead for this work in school has helped governors to be more familiar with the changing nature of the curriculum linked to ICT and, through visits to school, we have seen some of this work in progress knowing that constant updating of equipment is necessary. We are aware that the use of technology is central to children's learning and how essential it is to ensure continued 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 have been established in the 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 to 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 commitment to Growth Mindset ensures that there is a culture that celebrates perseverance, persistence, hard work and using mistakes as learning opportunities as keys 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.

- New National Curriculum

The new national curriculum has been implemented in the course of the last year. Some governors have attended training to support our preparation for its introduction. Members of the school leadership team have kept governors briefed through reports and attendance at SIC meetings. Individual governors have monitored aspects of the curriculum that are their particular responsibility.

Engagement with Parents and Carers and the Wider School Community

- **Parents and Carers**

Governors' links with parents have been strengthened this year. This has happened through meeting parents/carers at 'Tea and Chat', and at the end of the school day, as well as attendance at meetings linked to new intake for the two schools. This is in addition to the annual questionnaire that is completed by parents/carers. Feedback from parents/carers has indicated that they are happy to approach the school if they have any concerns knowing that their concerns will be addressed. Our parent governors are very active in their links with families ensuring that the governing body as a whole is kept up to date with families' needs and views. Governors have been instrumental in ensuring that the Restorative Approaches for Families course has been run for the two schools. There has been a significant investment in this work with families through the training received by staff who lead the course and through releasing them to deliver it. This has been a great contributor to supporting families to grow in confidence through what they learn and through their sharing with other families. There was a celebration of this work in the summer term and some parents received accreditation through the Open College Network (OCN). This has been a result of the longer term vision for families to benefit from the Restorative Practices work that has been developing in school over the past five years. Governors value and appreciate the role families are playing in supporting one another. Some parents have set up a Facebook page to make sure that they can support one another outside of the school day and term. A families walking group has been established by another parent. As governors, we are committed to the ongoing investment that supports this work.

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.

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

- **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. A visit to the Heritage Gardens inspired some excellent photography by the children which was exhibited in the Art Exhibition in the summer term.

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 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 in the past year. 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. This investment has been so successful, in its initial stages, that it has been agreed to continue with it into the next academic year.

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

Ofsted

In the course of the last year Clover Hill has had an Ofsted inspection. It was judged to be a good school and many outstanding features were highlighted. As governors we were pleased to have been judged to be outstanding. This was a strong indication that we were playing an effective part in supporting the high quality work being done by the Headteacher as part of her leadership and management team. The report endorsed this high quality work by teachers, support staff and all members of the school community. The children deserve a great deal of credit for the way they engage with their learning and their families for supporting them to do this. From the end of year results there is a clear indication that the school continues to move forward and achieve even greater outcomes for the children.

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 those 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.

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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Bowthorpe