



Annual Governance Statement

July 2016

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
- 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, for example the Admissions Committee.

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

Attendance Record of Governor

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.

A tribute to one of our much loved governors

During the year we were all very saddened by the death of one of our much loved governors, Bridget Howard. Bridget had been a governor for over seven years. She was highly valued for her insights and her gentle yet, thorough, questioning of everything that was being discussed. Her real interest in anything that affected the children and their families was what inspired her to give generously of her time and effort both through meetings and school visits and monitoring. She loved her work as a governor and was completely committed even when she was ill and receiving treatment for cancer. Bridget was loved for who she was. She was kind, compassionate, unassuming and always ready to appreciate someone else's point of view. She enriched our governing body and the life of the two schools. We remember her with love and gratitude and hope that we continue her legacy in the years to come.

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 work 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. We work together to ensure that we are respectful, trustworthy, persevering, enterprising and successful. As Church schools everything we do is informed by our commitment to uphold Christian values in a school community that respects individuals of all faiths and none.

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:

Safeguarding

Monitoring

Finance

Leadership

Growth Mindset

Annual Governor Conference

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.

Following on the success of the Deep Dive Day last year at St Michael's, we have had a Deep Dive Day across the two schools this year. 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. It was a 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 that we build this into our monitoring programme annually.

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**

Because of the increased number of houses being built and the growing numbers of children in Bowthorpe much time has been given to planning strategically to meet the needs of each child. A development plan was drawn up to ensure that the programme of expansion that is required at St Michael's is carried out to meet these needs. As a result work is well under way to expand the school hall, to make the necessary changes to the kitchen, to create a safe entry space for the children and to create alternative staffroom space to accommodate these changes. This is part of a phased programme which will continue in the next academic year. It has proceeded with the agreement and support of the Diocese and the LA.

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

Funding was approved for the two schools to take part in a Pie Corbett Project, a specific approach to writing which has been very engaging for all the children across the two schools. This project has run over two years and our schools worked collaboratively with other schools who were involved in the project. It has now

come to an end and, in our monitoring role, we have been impressed with the strong impact it has had on the quality of children's writing. The focus for the coming year will be to ensure that what has been learned will continue to inform what is done across the two schools. The school leadership team and staff are making plans as to how that will happen effectively.

●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. This work continues and approaches used as a result of the funding are an integral part of what happens in school.

●ICT

Investment in technology to support children's learning is monitored on an ongoing basis. Children have benefited from investment in additional iPads and the Wi-fi system has been improved so that it is more reliable across the two schools. Agreement has been reached to provide more up-to-date interactive screens to ensure that approaches used in the classroom are efficient and support the advances that are continuously being made in technology. This ensures that our children are prepared for the use of different technologies that are part of the world in which they are growing up.

●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 continue to ensure that all children's needs are met through early identification and appropriate action. In addition, the finance that has been committed to Continuing Professional Development for all staff, ensures that areas of expertise are always under review and being addressed in order to provide the best possible chances for our children. The most recent investment in the THRIVE programme (see under SEND) is an example of what is being done to enhance children's chances of engaging effectively in learning.

●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. Progress in the Early Years has also been excellent and reflects the impact which has resulted in investment in Speech and Language Development. As the levels which described children's attainment have been abolished, the Headteacher and Leadership Team had worked over an extended period to put in place a rigorous system of assessment that would reflect children's progress. Schools must follow the guidelines laid down by the Department for Education (DfE). The DfE have brought changes in to assessment processes in the past year that saw expectations raised against the new national curriculum in a way that left little time for staff to prepare the children adequately for their SATs. As a result, nationally there has been a decline in the number of pupils who have achieved 'expected levels'. However, in light of the national results our children have done well. What we are concerned about, as governors, is the impact of these untimely changes on children who would previously have satisfied the levels of attainment but who now consider themselves to be failing. Our concern prompted us to write to the Secretary of State for Education and we await her reply. We will continue to keep ourselves up to date with developments in this important area of school life. The Headteacher and all staff are rigorous about in-depth analysis of the schools data which they access through Pupil Asset, an online system for recording all aspects of school data.

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. In addition we are members of the National Governors Association (NGA) which helps to keep us well informed of developments in all aspects of governance.

● Maths and English

Through ongoing analysis of children's work and focused feedback, the quality of work done in Maths and English has continued to ensure that the children are interested in and enjoy their work in these areas. 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 focus is always on how to make things even better. Ongoing training and collaboration with other professionals, including external monitoring, support the sound, positive and creative approaches to these important aspects of the curriculum.

●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.

●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. The two SENDCos work very closely together to ensure that provision in both schools is rigorous. There is strong support from the schools' Pastoral Team, ensuring that the system for referrals is tight and that individuals will get the help they need. This collaboration extends to all members of staff who know the systems that are in place and use them to benefit all children whenever they become aware of any concerns.

An additional resource was introduced this year to ensure that issues linked to mental health were an integral part of the curriculum. The materials provided for all teachers are complementary to the SEAL (Social and Emotional Aspects of Learning) curriculum which staff have been using over a period of years. Staff have been using these materials as appropriate to the children in their classes. The impact of these materials will continue to be monitored in the coming school year.

The school is investing in the THRIVE programme as a way to continue its commitment to the promotion of positive mental health for all children. This is a comprehensive programme which explores aspects of mental health in depth. All staff will receive training in the course of the next school year. Some members of the Pastoral Team have started their training programme and testify to the depth of its focus. This will be evaluated as it progresses and governors will follow its development and impact. St Michael's as its own Inclusion Base with staff dedicated to support the children who have particular needs. Clover Hill uses a small room to support children who may require support with behaviour when required.

●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 know 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 continue to operate 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.

●Input from subject leaders

Throughout the year we have input from subject leaders to bring us up to date with specific areas of school life. This year we have had very helpful input from the teams who manage Religious Education (RE) across the two schools. They very actively promote everything that is expected of our schools as Church schools and work very closely with NATRE, an RE network of teachers who support one another in the subject's development. The evidence of the excellence of this work is in the two School Inspection of Anglican and Methodist Schools (SIAMS) inspection reports. Both schools achieved an outstanding grade which is a testament to the high quality work that is integral to the life of the two schools. The inspection reports can be found on the schools' websites.

We have also had input from a member of staff on Assertive Mentoring which is a system that is used to ensure that no gaps arise in the children's understanding in Maths. Through thorough assessment the children become aware of what they need to work on and are supported in their learning at every stage along the way. We have seen this in operation very effectively in our monitoring visits.

Another member of staff has helped us to understand the KS1 curriculum and how it is delivered. Through this we have learned more about the exciting way that children learn and the approaches that help to ensure that this happens including the Enterprise Curriculum and Growth Mindset. This understanding was enhanced when we did monitoring visits in school to discuss it further and to see it working with the children.

●School Self Evaluation

We work closely with the Headteacher and Senior Management Team in working through all aspects of school self evaluation based on Ofsted criteria and objectives set by the Diocese. Through in-depth external monitoring and recent SIAMS inspections the judgements made through self-evaluation have been fully endorsed and indicate a high level of insight and accuracy linked to what the two schools are achieving.

Academisation

In the course of the year we have been in discussion with DNEAT (Diocese of Norwich Education and Academies Trust) to explore the possibility of becoming an Academy. We have had very constructive conversations and have been assessed as Exemplary by Edison Learning as part of this process. We will continue these in the coming academic year.

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 days. This is in addition to the annual questionnaire that is completed by parents/carers. Feedback from parents/carers has indicated that the vast majority are happy to approach the school if they have any concerns knowing that their concerns will be addressed. Parent surveys were conducted and the results can be seen on the schools' websites. 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 continued to run for the two schools over the Autumn and Spring terms. 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. 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 through this initiative. We are committed to the ongoing investment that supports this work. The Diocese and the Local Authority have shown an interest in what is being done across the two schools and we look forward to developing these links in the new school year.

We have produced two further governor newsletters this year. It is our intention for this to continue and to have a newsletter every term.

The Friends of All Angels' Federation have been very active this year and have given generously of their time to support the schools through their various activities. We endorse their work and will continue to support it in the coming year, acknowledging the importance of this engagement and support by families and the community.

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.

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. 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.

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

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 Leadership Team to determine what is necessary to ensure that our vision to provide high quality education for every child can be realised. We will continue to collaborate with the Diocese and the Local Authority to ensure that the best possible outcomes for Bowthorpe are achieved based on sound research and understanding of the context. 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.

Rosemary Games
Chair of Governors
All Angels' Federation
Bowthorpe