



## **Annual Governance Statement**

**September 2017– July 2018**

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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 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 this year because of commitments elsewhere. We are very grateful to them for the positive contribution that they have made to our schools over the years. We are very happy to welcome two new governors who joined us in the summer term. We still have two vacancies 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. 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. These values are underpinned by work that we do as Church schools through the Values for Life programme which runs like a thread through everything that is done with the children in the course of the year.

### **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 continuing to use the Governor Healthcheck provided by Educator Solutions' Governance and Leadership Services. This is based on expectations of governance as recommended by Ofsted. This has been completed and has endorsed that we are functioning well as a governing board fulfilling all our obligations at a high level. We will continue to evaluate what we do and will continue to explore a variety of processes to ensure that we take a fresh look at what we do in line with up-to-date expectations of school governance.

### **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:

Prevent

British Values

Introduction to embedding and Monitoring Effective Relationship and Sex Education (RSE)

Chair of Governors' Leadership and Development Programme run by the Eastern Leadership College.

Safeguarding Children

### **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 March governors had a Deep Dive Day (DDD) which meant that they were in Clover Hill and St Michael's for a whole day. This day was planned to ensure that they 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 from their starting points. There was a specific focus on work being done at greater depth to ensure that able children are being challenged to achieve their very best. Members of the Digital Leaders' team met governors to explain how they can support their peers in understanding technology as they work with it in their classrooms across the curriculum. This kind of responsibility encourages peer learning and reinforces the high level skills of the Digital Leaders. The work being done to support the development of Religious Education was carried out in Clover Hill.

A detailed Learning Walk, with a focus on Behaviour, showed very clear evidence of rigorous systems that are in place to ensure that children feel safe to learn. It demonstrated how children participate in resolving issues that arise and are given the support they need through the processes that are consistently followed throughout the school. It was also clear that the children are being challenged to achieve the best they can through active displays that help to create an environment that is conducive to learning in a fun way. Their work is displayed to reinforce the value that is placed on what they do and so that they can take pride in it. Children take key roles in school through Peer Mediation, School Council, Digital Leaders, Eco Council, 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 and helps to support the sharing of a range of Spiritual, Moral, Social and Cultural values and beliefs.

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 are 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 2018-2019.

Further monitoring takes place throughout the year through committees and reports that are made to the Governing Board. Religious Education and Collective Worship is a key area of focus for governors. 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. 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:

- **Buildings**

This year a beautiful new room has been created in Clover Hill giving an excellent space for additional activities and for groups. This was done with the help of funding from the Diocese of Norwich and we are very grateful for this support. It gives the school the much needed extra space that was required.

At St Michael's the new block that was completed last year, with the support of Norfolk County Council and the Diocese of Norwich, has been in full use this year. The Year 6 children and staff have enjoyed the beautiful learning space that has been created as well as the area outside that enhances their opportunities for outdoor learning.

- **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 outcomes for children, which are measured throughout the year, indicate how important it is to continue to invest in ongoing training for staff and the resources required to maintain the positive impact it has on children's reading.

- **The Arrow Reading Programme**

This programme was introduced last year based on reliable research that it can make a significant difference to children's reading development. The impact of the programme has been carefully monitored and has justified the investment made. Children are making significant progress through using this programme. It will continue to be used for targeted groups of children who will continue to benefit from the investment.

- **Speech and Language Development**

Speech and Language Development at Clover Hill has continued to have a major focus knowing how central this is to support children in their learning. The work that was done over three years through the Speech and Language Development Project has become an integral part of the school's programme. Through the expertise that was developed in the Project the work has become a sustainable part of the core work of the school. It is also recognised that, to ensure that the expertise in this field

is maintained to a high level, it is important to continue with training for staff. The school has been able to take advantage of the training available through the Norwich Opportunity Area (NOA) who have to 'Improve early speech, language, listening and communication skills' as one of their four objectives. The school prides itself in having been doing this work in great depth over many years before the NOA introduced it as a priority this year.

- The Thrive Programme

This programme, which does in-depth work with children to support positive mental health, continues to be an integral approach to supporting children across the Federation. The investment in staff training is ongoing ensuring that expertise in the schools continues to grow and develop.

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 ongoing commitment to this 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 in St Michael's. There has been further investment to ensure that children have access to more laptops to ensure that their keyboard skills continue to be developed. The work that has been done this year across the two schools has continued to ensure that ICT is a key part of the work that children do across the curriculum thus enabling them to make continued progress.

- Staffing

With expansion and change new staff are always 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. New staff have been appointed across the two schools in the past year. They have been supported to integrate and to be brought up to date with the programmes of work and initiatives that are at the heart of what the schools believe to be beneficial to the children in their learning. The staff team is very strong and is characterised by a culture of collaboration and high quality leadership.

- Health and Safety

A Health and Safety Audit and a Fire Risk Assessment have been carried out in both schools to ensure that all systems are robust and up to date. Actions from this audit form part of an ongoing plan to continue to guarantee high levels of health and safety for the school community.

- Schools' Websites

Governors monitor the content of the schools' websites to ensure that they comply with legal expectation from government. Our websites are both compliant and provide the information that helps stakeholders keep in touch with what is happening in school.

- 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.

### **School Improvement Committee**

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

- 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 Teacher Assessments 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. 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.

This year a test invigilator from Norfolk County Council (NCC) came into St Michael's to inspect the test arrangements and conditions. She was very complimentary about what she saw. She praised how hard working and focussed the children were which she commented was not something that she always saw in other schools. This serves to illustrate how well the children are prepared for what could be a daunting experience for them. They approach the tests with confidence based on the quality of support they have had in a very positive learning environment.

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.

- 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. More focused external moderation this year 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. The new management structure within an expanded Pastoral Team that was established last year continues to have a very positive impact this year. 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 there has been appropriate ongoing training throughout the year. This programme focuses on the needs of all children within the class context and on a one-to-one basis with children who have specific needs. When needs are identified specific programmes are put in place to address these 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, feel comfortable and unthreatened. 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.

- Behaviour

Reviewing systems for supporting positive behaviour has been one of the Federation's key priorities this year. This involved updating the Behaviour for Learning and Relationships Policy and analysing approaches that would enable children to take responsibility for their behaviour throughout the school day. They are encouraged and supported to reflect on their behaviour and to work together to find solutions that create more positive relationships. This all takes place in an atmosphere where it is acknowledged that children need to learn how to behave well as part of their spiritual, moral, social and cultural development. The renewed focus has enabled children to be very clear about the boundaries that are so important if they are to feel safe to learn.

During the year Keith Bates the Headteacher at Eaton Hall School visited schools in our cluster to look at behaviour systems and how they were working. He was very complimentary of what is in place across the Federation and highlighted the schools' practice as a model for others.

- 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. Training children as Digital Leaders supports the ongoing consciousness that children have high level skills in ICT that they can share with one another which enhances awareness of a wider interest and excitement in this area.

- Assessment and Feedback

Throughout the year the Senior Leadership Team and staff throughout the Federation have continued to explore effective methods of assessment. Schools have been given responsibility for exploring their own systems since the national assessment systems have been abolished. Extensive analysis has taken place about the benefits and efficacy of different approaches to assessment. The team has continued to use a rigorous and diagnostic approach to analysing data. From this, progress has been closely monitored, groupings organised and interventions arranged. 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.

Through the work of the past year, building on the work of the previous year, 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.

- Attendance

The two schools have been relentless in their work to improve attendance. It is very encouraging to see that the approaches that have been in place have shown a rise in attendance for the two schools. We appreciate the effort that families are making to ensure that their children are given the opportunity to take advantage of everything that is in place to ensure that they become the best they can be.

- Governance Health Check

We have used the Health Check provided by Ofsted 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. We have completed all fourteen sections of the Healthcheck. This process has helped us to reflect on our practice and has been very encouraging. We will continue to analyse what we do using the tools that are available to us through the National Governors Association (NGA) of which we are members.

## **Staff Training**

Throughout the year the 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.

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; that staff are accessing trainers in school who have a particular area of expertise that supports their development and are meeting professionals from other schools with whom they can share good practice and continue to learn from the wider education community.

Areas that have been supported through ongoing CPD are:

Maths, English, Religious Education, Safeguarding, Special Educational Needs and Disability, Family Support, Behaviour, Mental Health, Speech and Language, Relationship and Sex Education, PE and Sports, Leadership, Finance, School Administration, First Aid, General Data Protection Regulation (GDPR), Attendance, Educational Visits, Catering, Caretaking, Initial Teacher Training, National Vocational Qualifications (NVQ) for Teaching Assistants. A wide range of topics have been covered in these categories.

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## **Ofsted**

St Michael's

In September St Michael's had their Ofsted inspection. It was a very positive experience with the school remaining firmly GOOD.

The inspector, in her feedback letter to Mrs McCarney stated:

'You are highly ambitious for all pupils and passionate about providing a broad and interesting experience for every pupil. You provide exceptional leadership for your team.... and all staff and governors share your commitment to high achievement for all pupils.'

'Pupils love their school and talk about it with enthusiasm, They told me about the good support they receive from all adults in school and about the interesting things they learn in lessons.'

'Pupils behave very well in school because leaders have established good systems which ensure consistency in how incidents are tackled.'

'Systems for keeping children safe in school are exemplary.'

These are just some of the very positive points made in the feedback letter. More details about leadership, pupil progress, curriculum, pastoral support, support for

children with special needs etc can be found in the full report. This can be found on the school's website or through the link below:

<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/121146>

Clover Hill

On July 11<sup>th</sup> Clover Hill had a one day inspection. This was a very positive experience with the inspector being very impressed by everything she saw and explored throughout the day. The report was received in school early in the new term and recommended that the next inspection should be a Section 5 inspection. This happens when a school is considered to have moved on to a higher grade but, in line with current legislation, must go through the process of a further inspection within two years to confirm this. This is the highest possible rating that the school could have been awarded and is a testament to the excellent work that has been done since the last inspection. Clover Hill is still firmly graded as GOOD with the prospect of an Outstanding rating at the next inspection. The full inspection feedback can be seen on the school's website or through the link below:

<http://www.cloverhillschool.co.uk/wp-content/uploads/2018/09/Clover-Hill-VA-Infant-and-Nursery-School-10053385-PDF-Final-1.pdf>

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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 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 or electronic 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.

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 governing body by David Blake, an active member of the church community, and other church appointed governors. 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. 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.

Since June 2017 Mrs McCarney has been headteacher of Dereham Church of England Junior Academy as well as headteacher of All Angels' Federation. Schools are encouraged to be outward looking supporting other schools when this is necessary. Through the process a lot of learning takes place that benefits all the schools involved. Joint training has taken place across the three schools, teachers share their expertise and administration systems that are successful are shared and implemented. The outcomes of this temporary initiative have been very positive and it has been agreed that it should continue for a while longer.

We are part of the Earlham Cluster. Currently, 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 meet the needs of the wider community most effectively. The Norwich Opportunity Area (NOA) leadership team is currently working with the cluster and other Norwich schools to explore ways of enhancing children's expectations, aspirations and achievements. Our schools are involved particularly in two of the four strands of this initiative: 'Improving early speech, language, listening and communication skills' and 'Supporting children who are at risk of exclusion from school'. This work is ongoing over the next two years.

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 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. 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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Rosemary Games  
Chair of Governors  
All Angels' Federation  
Bowthorpe