



## **Annual Governance Statement**

**September 2019 – August 2020**

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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. We have been very pleased to welcome two new governors this year. Both are parents of children in Clover Hill and they have already been a real asset to our team. This means that we have our full complement of governors who bring a wide range of experience, expertise and skills to our board.

The list of governors is 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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### **Vision, Mission Statement and Values**

Following the work that was done last year to review our vision we continue to work together to ensure that every child is cared for and that individual needs are met in the context of our diverse school communities. As church schools we value that diversity which honours people of all faiths and none. Our vision guides and supports us 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. We value the gifts and talents that individuals bring to our Federation community. We seek to explore these whilst espousing the values that pervade everything we do. The supporting text of our vision describes this:

**'At All Angels' we believe that developing an outward facing, aspirational culture will encourage children to aim higher and challenge themselves to be the best they can be. We want to encourage children to demonstrate how they can use their personal gifts to contribute to our community, be enterprising, develop positive relationships, support others, challenge injustice and achieve a sense of self-worth and identity.**

**We believe that it is through hard work and determination that success is achieved, through seizing opportunities that come your way and by developing a growth mindset or sense of resilience, that children can truly start to achieve their potential and create choices in their lives. So, as taught to us through the Parable of the Talents, it is right to take risks, identify opportunity and step out of the comfort zone to see what is possible.'**

For further insight into our vision see:

<http://www.stmichaelsjuniorschool.co.uk/our-school/vision-values/>

### **Governing Body Self Evaluation**

In December 2019 an external facilitator for Educator Solutions led us in our self review process. This was a very positive experience giving plenty of opportunity for reflection and discussion. A detailed report was issued by the facilitator highlighting a small number of actions to be followed up in the course of the coming year. We have already started to address these and we will review progress by the end of the Autumn term 2020.

## **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:

RSHE

SEND, the Governor's Role

Ofsted Briefing

Governing Board Self Evaluation

NGN Conference on Wellbeing

Keeping Children Safe in Education

Safeguarding including Safer recruitment

Looked After Children

Statutory Inspection of Anglican Methodist Schools (SIAMS)

DfE Guidance for Statutory Assessment

Governor and trustee Induction

Training linked to COVID-19: Safe reopening of Schools

Planning for September and Beyond

Governor Monitoring

## **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.

Monitoring took place as usual during the Autumn term. However, due to Coronavirus the plans for our Deep Dive Day in March had to be cancelled. There was a plan for all governors to be in school for a full day but this was no longer possible under COVID-19 restrictions. Our two schools continued to stay open for the children of key workers and for vulnerable children. Very detailed and specific arrangements were made for continuing children's learning remotely and through the provision of learning packs.

The Risk Assessment, which was a requirement for all schools following government guidance, was drawn up by Mrs McCarney. This ensured that all the recommended measures were taken to ensure that all children and staff were safe whether they were in school or at home. Governors scrutinised the Risk Assessment which was constantly under review and updated in accordance with changes made to government guidance. Full Governor Board meetings took place in May and July. These were held remotely and provided a forum for in-depth discussion of all the implications for schools during lockdown.

At the heart of all the work that was done during this time was the detailed attention given to Safeguarding. Government Safeguarding Guidance continued to be updated and every nuance of change was reflected in the revision of the Safeguarding Policy and procedures. Governors were kept fully up to date with all the recommendations and were involved in the process of review and change at every point. There were very detailed arrangements for keeping in touch with families ensuring that no family was neglected. The support that was available from the Local Authority (LA) was called upon when necessary and all the required procedures followed to ensure that all needs were being met by the school and beyond. A review of procedures and actions for children with Special Educational Needs and Disabilities (SEND) was carried out and reported back to all governors.

Through our ongoing communication with our two schools governors were kept informed of the responses of children, families and staff as they all worked together to engage with the arrangements that were in place to continue their learning under unprecedented conditions and restrictions. The level of collaboration and support was valued by all, with very positive feedback shared by all groups. This support went beyond the programmes for learning to include co-operation with community initiatives to help to make food available to families.

As the government guidance changed and schools were permitted to welcome more children into school, detailed discussions took place and it was decided that the children from Reception and Year 6 would be welcomed back to school from June 8<sup>th</sup>. This was followed by our being able to welcome children from all classes back before the summer on a part time basis. This further opening was welcomed by many families and feedback indicated that it was a very positive experience for those who returned. The schools' Relationship and Behaviour for Learning Policy was updated to ensure that it was appropriate for the new arrangements that were in place as they returned. Before the end of term further guidance was issued on the return to school of all children in September. An Emergency Governor Meeting (EGM) will be held before the beginning of term to ensure that the Risk Assessment for this is in place and that all the actions required have been put in place.

Governors issued two newsletters to families throughout this time. They can be accessed by following the links below:

<http://www.stmichaelsjuniorschool.co.uk/governors/governors-newsletters/>  
<http://www.cloverhillschool.co.uk/category/news/governors-news/governors-newsletters/>

## **Committees**

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

This committee meets at least four times a year to set budgets, monitor finances and check legal compliance for health and safety. 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, and any staffing decisions are sustainable and keep the schools within budget. Decisions about finance are driven by what children need to support their learning in a safe and nurturing environment.

This year the committee has used video conferencing and email to continue their financial monitoring. The three-year Budget for 2020-23 was set in this manner with the help of NCC School's Finance during lockdown. All deadlines for submission were met in good time.

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

#### *Covid-19 H&S monitoring*

At the forefront during lockdown has been health and safety and the policies to cover the period during lockdown, the partial return to school during the Summer Term and the full return to school in September. The Covid-19 risk assessment has been continually updated since March 2020 and each change has been ratified and overseen by the Governing Body. This hasn't been easy, with conflicting and ever-changing advice from the Department of Education and the Government. The Headteacher and Senior Management team at All Angels' have had the safety of the children and staff as their priority all through the pandemic and were encouraged by the help and support of parents and the community. Providing online learning and lunches for children in need involved not just staff but church and community organisations. Revisions to the Covid-19 H&S policy continue as we approach the winter months with any changes to government policy and local restrictions.

#### *Computer Hardware for Online Learning*

Governors the Headteacher and staff in both schools have been acutely aware that online learning requires good internet access and the hardware to connect to websites. There has been help available for parents with resource packs for children to collect from the school as well as financial help from charities to purchase laptops.

The school already subscribed to email for students and had strong email links with parents, so communication channels were well established. There was no need to add to existing systems. Zoom video conferencing was provided free to schools.

#### *Staffing*

Investment in staff is always key to ensuring that children's needs are met at every level. The schools have significant 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*

During lockdown this year training has often taken place at home with online learning - just like the children. Learning how to use and find online resources for children has been an education in itself. Many members of staff made online appearances cooking, reading, crafting and much more.

### *Curriculum resources*

Continued investment has been made in IT and the support systems that need to be in place for effective learning. Both schools have provided books for children to use at home to ensure that the children continue to access a wide range of books that support their love of reading.

### *Sources of Funding*

Apart from the budget which 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. Some additional funding from central government was obtained for expenses incurred from the Covid-19 lockdown and there will be some catch-up funding from September for children who need extra help.

### *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.

### *School Buildings*

There have had to be some adjustments to the entrances at the schools to allow for social distancing and some equipment has had to be limited to its use due to infection control. Luckily both schools have enough outside space to accommodate play areas for children in their 'Class Bubbles'.

The largest purchase this year was a new boiler for Clover Hill, the cost of this was met mostly from money available from the Diocese of Norwich.

### *Schools' Websites*

Both of the school's websites have had a fresh, bright makeover which makes navigating the pages easier and specific information quicker to find.

### *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. 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 (SIC)**

The SIC met as scheduled in the Autumn and the Spring terms. Following lockdown all the work of this committee was incorporated into FGB meetings, in line with guidance, to reduce unnecessary workload amidst the demands of COVID-19. The following section is a report on what has been done before lockdown while the SIC meetings were taking place.

Key areas that have been worked on this year by this committee from September 2019 – March 2020 are:

#### *Assessment and Feedback*

Throughout the year the 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*

There are very robust systems in place to ensure that governors have clear knowledge of how the school is progressing against the key priorities in the SIDP and to help them analyse every child's progress and attainment. Data for each term is presented ahead of SIC meetings, giving governors the opportunity to study the details before the meetings. They then have an in-depth discussion about the data with the headteacher and her team. Through access to Analysing School Performance (ASP), the Ofsted Data Dashboard and the Fischer Family Trust Data Dashboard, governors are kept up to date with how the schools are performing both locally and nationally.

The committee scrutinises the impact of the Pupil Premium (PP) and the School Sports Grant Expenditure and Impact Plan. The impact reports for these are on the schools' websites.

### *End of Year Results July 2019*

Clover Hill results showed a continued rise in children's progress from their starting points with Good Level of Development up for two consecutive years. Year 1 phonics, at 81%, were much improved and close to the National average which was 82%. KS1 have performed well against cluster schools. Given the evidence from early assessments, which indicate that a high percentage of children on entry to school have special needs, the progress that has been made throughout the school has been excellent. Results of teacher assessments can be seen on the school's website:

<http://www.cloverhillschool.co.uk/parents/end-of-key-stage-teacher-assessments/>

### *St Michael's*

There has been excellent progress for this cohort of children. All areas were in line with National Average or above. The results can be seen on the school's website:

<http://www.stmichaelsjuniorschool.co.uk/key-info/achievement-tables/>

### *SEND*

The system for registering children's needs has continued to be developed using an online Provision Map to show what is being done to address needs as they arise. The Edukey online system charts children's progress in great detail at each stage of their learning journey. 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 SENDCos in collaboration with all members of staff.

The Thrive programme provides 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 specific needs are met. There are also staff who are ELSA (Emotional Literacy Support Assistants) trained. This adds to the range of expertise already available through Thrive.

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 and ELSA approaches are used to support each child. The same approach is taken at Clover Hill with a trained member of the Pastoral Team taking the lead.

### *Equality and Diversity*

We have worked together to ensure that we are fully aware of what is required of our schools to ensure that all aspects of equality and diversity are understood and in place throughout the Federation. We have completed an audit tool that has been recommended by the Local Authority (LA) scrutinising this in detail. Action points have been followed up and there will be a further check in the Autumn term.



### *Skills Audit*

Governors completed a skills audit to ensure that we are fully aware of what each member of our team can offer to our work. It highlighted our strengths, areas where we might want to pursue further training and helped us to determine what skills we might want to look for in future governor recruitment.

### *Relationship, Sex and Health Education (RSHE)*

New guidance was issued from the Department for Education (DfE) on the development of RSHE. This will be statutory from September 2020 with some allowances made due to COVID-19. However, Mrs McCarney and the staff have anticipated this and planned ahead and started this curriculum in September 2019. All staff received a day's training at the beginning of the Autumn term with further training sessions booked in for the rest of the year. The Chair of Governors attended this training to ensure that governors are up-to-date with what is being done.

### *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.

### *The Lion King*

In November St Michael's children went to London to see The Lion King. This was an exciting opportunity for all the children to have a different cultural experience and it was a great success. The children travelled to London by coach and, as well as having the pleasure and enjoyment of their visit to the theatre, they were taken on a tour of key places of interest, including Buckingham Palace, the Houses of Parliament and the Cenotaph. They were a credit to their families and to the school and many comments were made by people who were very impressed with their behaviour and their politeness. The follow-up work that came from this was very enriching and was planned into all aspects of the curriculum. The children's involvement started with their excellent fund raising activities to help raise the cost of the whole school trip. This was a critical part of their learning. However, the trip would not have been possible without the support of the Anguish Education Foundation. They helped to make this exciting and enriching experience possible and we are very grateful to them for their generosity.

### *The Pantomime at the Theatre Royal*

The children from Clover Hill went to see the Pantomime in the theatre Royal and had a wonderful time. This was an exciting event for them and there was lots of follow-up reflection and activities when they were back in school.

### *I Can Early Talk*

The Early Years team have been successful in being accredited with I Can Early Talk programme. Early Talk is I Can's highly successful training and accreditation programme aimed at the early years workforce in partnership with parents and

carers to support communication needs of children from birth to age 5. The school was the first in the Eastern Region to obtain this accreditation. This will have an impact on the children's learning and the training will be of great benefit to staff as they work to open up enhanced learning experiences for the children.

#### *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 continued to be 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 Wellbeing*

The staff structure is reviewed annually in line with changing needs. Governors work with the headteacher and her team to ensure that the best possible environment is established to enhance children's learning and development. This is a key part of our focus throughout the year. It is crucial that all members of staff are empowered to be the best that they can be through conditions that take account of workload and positive health and wellbeing. This is given a high priority by the headteacher and her team.

#### *Staff Training*

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 as well as online. 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, either face to face or virtually, with whom they can share good practice while they continue to learn from the wider education community.

It would not be possible here to list every course that has been taken throughout the year. However, the list below indicates the range of topics covered. Under these headings there are many separate topics which relate to the title:

Safeguarding

Special Educational Needs and Disabilities (SEND)

Health and Safety including Food Safety and Driving at Work

First Aid

Mental Health

Prevent

Cyber Security and E-Safety

Anti-bullying

Behaviour

Family Support

Religious Education

Visionary Curriculum

Curriculum including: Maths, Reading, Writing, Read Write Inc , Art, Relationship, Sex and Health Education, Music, Outdoor Learning,

Leadership

Data

Assessment

NQT Tutoring

Finance Administration

Many courses were taken linked to managing schools during COVID-19 – online training continued for all staff during the months following March 23<sup>rd</sup> when schools were operating under the COVID-19 restrictions.

### *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 before March 23<sup>rd</sup>. This will continue as a key priority when our schools welcome back all children in September. Mrs McCarney and all staff will ensure that the schools are ready for children's safe return and will support families to make this transition after the prolonged period of absence.

### *School Policies*

School policies have been updated and approved by the committee and, when necessary, taken to the full board for approval.

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### **Lockdown Period: March 23<sup>rd</sup> – July 22<sup>nd</sup>**

During this period of lockdown, due to COVID-19, children could no longer be in school. Learning and teaching was done remotely. Assessments could no longer be carried out in the ways described above. The key priority during this time was ensuring that all avenues for keeping in touch with the children and their families were explored and carried out, ensuring that Safeguarding was meticulous and rigorous. Families appreciated the schools keeping in touch with them in ways that were appropriate to each families' circumstances. Children enjoyed the links with one another through remote assemblies and lessons on Zoom and through Facebook. These systems became a lifeline for our children and their families as did the learning packs that were provided to support home schooling. In addition the phased return to school for many of the children was very much appreciated while others continued with remote learning and other approaches.

This period has presented extraordinary challenges for everyone. We are very grateful to families for their collaboration at this most difficult of times. We have appreciated their commitment to their children's learning in the midst of all the challenges that they have been dealing with. We look forward to seeing all the children back in school in September when they will be warmly welcomed and cared for. The gaps that have opened up in their learning will be addressed and they will be supported in their learning journeys following an assessment of their individual needs. We look forward to being back and seeing the children meet their friends again as they enjoy the start of a new year.

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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 the majority of parents are very positive about all aspects of school life in both schools and would recommend the schools to others. Any responses that indicate otherwise are analysed so that appropriate action can be taken to ensure that these voices are heard.

Parent/Carer responses can be seen through the following link on the schools websites:

<http://www.cloverhillschool.co.uk/wp-content/uploads/2020/05/Results-questionnaire-Spring-2020.pdf>

<http://www.stmichaelsjuniorschool.co.uk/wp-content/uploads/2020/01/Parent-Questionnaire-Autumn-2019.pdf>

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.

A governor newsletter is a regular feature 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 Relationship, Sex 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 three 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, 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. Following the challenges of COVID-19 we will all work together to ensure that we come to understand the needs that have arisen for our children and their families during this time. We will be ambitious in our aspirations and fully committed to creating a safe, healthy and stimulating environment for our school community<sup>13</sup>. 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 and everyone who has actively and positively engaged in facing the unprecedented challenges that our schools faced through COVID-19. We are fortunate to be school governors in such a thriving and supportive 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