



Annual Governance Statement

September 2021 – August 2022

Core functions of the Governing Board

In accordance with the Government's requirement for all governing boards, the four core functions of All Angels' Federation's Governing Board 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
3. Overseeing the financial performance of the organisation and making sure that money is well spent
4. Ensuring the voices of stakeholders are heard.

Governance Arrangements

The governing board 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 which meets quarterly focuses on finance, premises and some personnel matters. There is also the Policy Committee which ensures that all policies are relevant and up-to-date and meets termly. These two committees feed into FGB meetings. All areas of school improvement are addressed by all governors through the FGB meetings. When required, other committees are called to address specific issues that arise in the course of the year. We have a team of governors who bring a wide range of experience, expertise and skills to our board.

The list of governors is on the 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.

Vision, Mission Statement and Values

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.cloverhillschool.co.uk/>

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

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:

Equity, Diversity and Inclusion in schools

GDPR

Governor Induction

Information Security

Preparing for Ofsted

Prevent

Pupil Premium

Religious Education (RE)

In addition to these, governors have kept up to date with all that is current in education through membership of the National Governors' Association and The Key. They have close links with the Norfolk Governance Service and as part of their membership receive monthly bulletins which highlight key areas for consideration ensuring that they are fully informed of all that is central to their role. They are also kept in touch through the e-courier which is a regular communication from Norfolk County Council to schools.

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, Equalities and Inclusion and GDPR. Pupil Premium and its use and effectiveness are integral to this provision and monitoring process as is funding for School Sports. Any other additional visits to school are reported on and recorded at FGB meetings.

In addition to those mentioned, governors did in-depth monitoring of Science and Music as part of the ongoing responsibility to ensure that curriculum development is robust and in accordance with DfE expectations. There was a two week deep dive period when governors visited school, spoke to subject leaders and experienced what was happening by attending a wide range of lessons. This gave governors the opportunity to meet the children. Feedback was given at the next FGB meeting, written reports were shared and staff were acknowledged for the excellent work that had been done. As the year progressed it was clear that ongoing development was taking place to ensure that the children's needs were being met, particularly at a time when they had had a very different experience of school through the challenging period of the pandemic.

Governors also have a responsibility to ensure that they are reviewing their own practice. This is done in different ways, sometimes inviting external facilitators to lead them in their self evaluation. This year an evaluation was carried out using the National Governors' Association's (NGA) Being Strategic document. It has supported the board in its analysis of all aspects of its role and functions and has given rise to

many valuable and productive discussions. This is ongoing and will have a continued focus for analysis in the new academic year.

Governors issued two newsletters (Issues 18 and 19) 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/>

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.

It is the Governors' responsibility to make sure that the Federation's income, the majority of which is public money, is spent to the advantage of the children at the schools and that the Federation endeavours to provide value for money.

In 2021-22 our budget was spent on:

2021-22	% of Total Income	Notes
Teachers	45.11	Qualified teaching staff including senior management.
Education Support Staff	22.56	Teaching assistants and Pastoral Team. This is above the average for most primary schools, and it is to support Teachers in the classroom and children with their learning.
Other Support Staff	8.92	Cleaners, Caretakers and Office Staff.
Total Staff	76.59	Not surprisingly, the Federation's major item of expenditure is on staff. This percentage is a little more than the average for a primary school. Class numbers are lower than average, and the Federation has a high pupil to adult ratio.
Training	0.43	
Insurance	1.15	
Buildings and Grounds	1.36	Repairs and maintenance.
Cleaning Materials	0.23	This spending is a lot higher than it was 3 years ago due to Covid. Cleaners are still ensuring that surfaces and toilets are kept hygienically clean.
Utilities	1.90	Gas, electricity, water and rates.
Learning Resources	1.88	Classroom equipment and materials.
IT Resources	1.69	Hardware, software and subscriptions.

Admin Supplies	0.55	Paper, telephones, photocopying etc.
Catering	3.95	Chartwells took over this contract during this financial year.
Professional Educational Services	2.14	Educational Psychology, Sports Partnership, Speech Therapist etc.
Other Professional Services.	0.97	Finance Support, HR and Payroll Services, Library Services, Music Services etc.
Misc.	0.78	
Reserves/ Contingency	6.37	To cover any unexpected large items of expenditure e.g. accidental damage to buildings.

Every year, in the Autumn term, these figures are compared with other schools of similar size in Norfolk in a benchmarking exercise. The figures for 2021-22 will be examined when that data is received. Governors can check that every part of the budget is being spent in line with other schools unless there is a need for our school to be different, spending extra to implement the improvement plan set up at the beginning of the school year.

At every finance meeting Governors check that spending is in line with the budget and that the schools are providing value for money, with special attention to:

Pupil Premium – money provided by the Government for children from disadvantaged backgrounds.

Special Needs – money provided for children who need extra help and support in school.

Catch Up Funding – money provided by the Government to help support children most affected by the pandemic.

PE funding – a grant provided to make sure that PE provision in school is of high quality.

The challenges in 2022-23 budget are the same as for any organisation. Energy costs will increase by more than 50% and food costs are rising. The new budget has been set with this in mind but keeping to that budget is going to be difficult if there is any unexpected large expenditure.

Policy Committee

The Policy Committee meets three times a year to ensure that all policies are written or updated in a timely manner. The key policies are available on the schools' websites.

FGB Meetings

The following areas were some of those discussed at FGB meetings taking into account the specific needs of the children at a time when there were still disruptions to school life due to a high level of Covid infections throughout the Autumn term. All discussions take into account the integral role of all stakeholders who make up our diverse community.

Attendance

Behaviour for Learning

Children's Health and Wellbeing which includes a high level of awareness of the impact of the pandemic on children's mental health.

Curriculum Development and the impact of detailed changes made which took account of the gaps that have arisen due to the disruption of the past two years. This work will continue in a very focused and specific way whilst at the same time ensuring that the curriculum is wide ranging and engaging for all children across our two schools.

Equality, Diversity and Inclusion which includes the silver award from Fig Tree International linked to the Federation's work on the RACE Charter.

Children's assessment, progress and attainment which showed how gaps are being closed following the impact of Covid.

Safeguarding

Special Education Needs and Disability (SEND)

Staff Health and Wellbeing

Updates on school finance through reports from the Finance and General Purposes Committee

Updates on school policy development through feedback from the Policies Committee

Staff Training

Staff have engaged in a wide range of ongoing Continuing Professional Development (CPD). The list below indicates the range of topics covered. Under the following headings there are many separate topics which relate to the title:

British Values

Equality, Diversity and Inclusion

Curriculum

Educational Visits

English as an Additional Language

Family Support

GDPR

Leadership

Mental Health

Online Safety

Positive Handling

Preparing for Ofsted

Prevent Duty

Religious Education

Safeguarding

School Finance

Special Educational Needs and Disability

It would not be possible here to detail all the courses that have been done under these headings. It is an indication of the ongoing focus on staff development in order to ensure that all the needs of the children are researched and understood. Within the two schools there is ongoing in-house CPD delivered by Lead Teachers who pay a great deal of attention to the detail of their subjects. They report back to governors

on the intent, implementation and impact of their subject areas. Their ongoing analysis and discussion empowers all staff to continue to address children's needs in an informed way through a curriculum that is creative, flexible and responsive.

Engaging with Parents and Carers

Discussions to ensure that the schools are communicating effectively with families take place at Full Governor Board meetings. This has continued to be a key part of our work this year. Governors monitor all the approaches that have been put in place to support families so that they are aware of the ways in which they can access support in the two schools. Included in these are Facebook, Twitter, Tapestry, Class Dojo and weekly bulletins. The very detailed attention that was given to keeping in touch with families throughout the pandemic has ensured that their relationship with the two schools has been strengthened.

An annual questionnaire has been completed by parents/carers. Feedback has indicated that the majority of parents/carers 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. You can find the results of these questionnaires on the schools' websites:

<http://www.cloverhillschool.co.uk/our-school/parent-feedback/>

<http://www.stmichaelsjuniorschool.co.uk/parents-carers/parent-feedback/>

A governor newsletter is a regular feature on our schools' websites. It is our intention to continue this with at least two governor newsletters throughout the year.

The Wider School Community

As church schools there are strong links with the community through Bowthorpe Church which is represented on our board by two 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. The Bowthorpe News, published by the church, is a key source of communication with the community. The Federation has been linked to Connecting Bowthorpe, an initiative set up to ensure that the community is well served. At St Michael's, Pastor Paddy Venner also provides life coaching and short 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 (RSHE)/Personal Social and Health Education (PSHE) 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 five years to support the development of higher aspirations for our children and their families. Our schools have been part of the Norwich Opportunity Area (NOA) and they have continued over the past year to benefit from the funding available for additional training and support. Mrs McCarney and her team linked into the NOA initiative, researched what was available, applied for and received relevant funding. Norwich is now an Education Investment Priority Area and the schools will continue to work closely with national organisations to secure further improvements and benefits for pupils.

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. In light of the impact of the pandemic 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. 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 have taken advantage of every opportunity presented by the recent challenges to learn, grow and develop in enterprising ways. 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 the ongoing demands of the pandemic. We are fortunate to be school governors in such a thriving and supportive community.

How you can contact the governing board

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
