

Annual Governance Statement

2016-17

School Name	Marjory Kinnon School
School Address	Hatton Road, Bedfont, Middlesex, TW14 9QZ
Telephone number	0208 890 2032
Contact email address	office@marjorykinnon.hounslow.sch.uk
Website	www.marjorykinnonschool.co.uk

The governing body must be only contacted via the school details given above, which is the legal business address for the whole governing body.

Category of school	Community
DfE number	URN 102554
Ofsted grading and date of last inspection	Good – 22 April 2015

Name of Headteacher	Ms Meredith (Interim)
Name of Deputy Headteacher	Mr Smith (Interim)

Date of Annual Governance Statement	September 2017
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The core functions of the Governing Body

As defined by the Department for Education (DfE) in The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, the core functions of the Governing Body include:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and its pupils; and
- Ensuring the sound, proper and effective use of the school's financial resources.

In exercising their functions, the Governing Body shall:

- Act with integrity, objectivity and honesty and in the best interests of the school; and
- Be open about the decisions they make and the actions they take and in particular shall be prepared to explain their decisions and actions to interested parties.

Our Governing Body has a code of conduct which is reviewed and agreed annually. All Governors and associate members are obliged to abide by this code.

Legal constitution of the Governing Body

The Governing Body Constitution was reviewed on 20/10/16. The Instrument of Government was reviewed on 17/11/16.

Category of Governor	Appointed or elected onto the governing body?
7 x Co-opted Governors	Appointed by the Governing Body
2 x Parent Governors	Elected onto the Governing Body by parents of pupils at the school
1 x Headteacher	Governor by virtue of employment by the school
1 x Staff Governor	Elected onto the Governing Body by all staff employed by the school
1 x Local Authority Governor	Nominated by the Local Authority (Hounslow Council), and appointed by the Governing Body
Total number of governors = 12	

Who volunteers on the school's Governing Body?

Category of Governor	Full Name	Term of Office
Parent	Mr Chaitan Shah	4 years
Parent	Mrs Christine Lock	4 years
Interim Headteacher (wef 4/9/17)	Ms Tracy Meredith	1 year
Staff	Mrs Joanne Stacey	4 years
Local Authority	Ms Sallyanne Houlton	4 years
Co-Opted	Mr Andrew Wood	4 years
Co-Opted	Mrs Julia Chia	4 years
Co-Opted	Mrs Alayne Ozturk	4 years
Co-Opted	Mr Paul Goulden	4 years
Co-Opted	Mr Shahid Khan	4 years
Co-Opted	Mr Sajo Thomas	4 years
Co-Opted	Mr Mark O'Brien	4 years

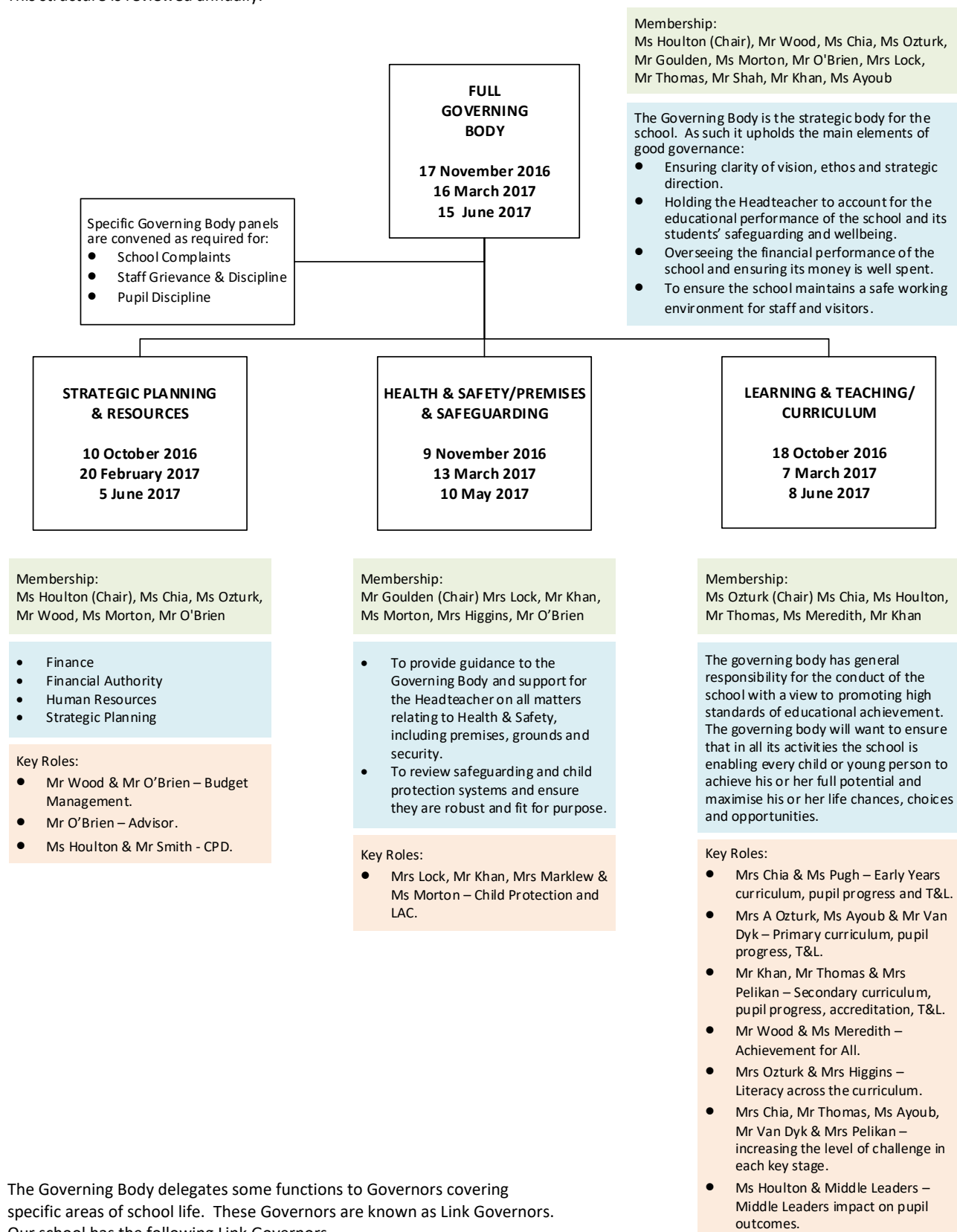
The Clerk to Governors is	Ms Geraghty
The Chair of Governors is	Ms Houlton
The Vice Chair of Governors is	Mr Wood

Associate Members of the governing body are not governors but they are public volunteers. They are appointed by the governing body to support the ongoing work and duties of the governing body. The number of Associate Members is determined by the governing body.

Associate Members	Term of office	Voting rights at committee level
-	-	-
-	-	-

How the Governing Body delegates and distributes its duties

The Governing Body agreed to form the following committees.
This structure is reviewed annually.



Area of responsibility	Named Governor
Child Protection/ Looked After Children	Mrs Lock / Mr Khan
Special Educational Needs and Disability (SEND)	Not required.
Health & Safety	Mr Goulden
Pupil Premium	Included in T&L Committee outcomes

Governing Body & Committee Meeting Attendance

Governor Name	Full Governing Body - Dates & Attendance		
	Autumn Term 17/11/16	Spring Term 16/3/17	Summer Term 15/6/17
Mr Chaitan Shah	Joined 13/3/17		Attended
Mrs Christine Lock	Attended	Apologies given/accepted	Attended
Ms Tracy Meredith (Interim)	Attended	Apologies given/accepted	Attended
Mrs Joanne Stacey	Joined 26/6/17		
Ms Sallyanne Houlton	Attended	Attended	Attended
Mr Andrew Wood	Attended	Attended	Attended
Mrs Julia Chia	Attended	Attended	Attended
Mrs Alayne Ozturk	Attended	Attended	Attended
Mr Paul Goulden	Attended	Attended	Attended
Mr Shahid Khan	Attended	Attended	Attended
Mr Sajo Thomas	Attended	Attended	Apologies given/accepted
Mr Mark O'Brien	Apologies given/accepted	Attended	Attended
Ms Mata Ayoub	Apologies given/accepted	Stepped Down 16/3/17	
Ms Denise Morton	Attended	Attended	Attended

Governor Name	Strategic Planning & Resources Committee - Dates & Attendance		
	Autumn Term 10/10/16	Spring Term 20/2/17	Summer Term 5/6/17
Ms Sallyanne Houlton	Attended	Attended	Attended
Mr Andrew Wood	Apologies given/accepted	Attended	Attended
Mrs Julia Chia	Attended	Attended	Attended
Mrs Alayne Ozturk	Attended	Attended	Attended
Mr Mark O'Brien	Attended	Attended	Attended
Ms Tracy Meredith	HT (Interim) role from 4/9/17		Attended
Ms Denise Morton	Attended	Attended	Attended

Governor Name	H&S/Premises & Safeguarding Committee - Dates & Attendance		
	Autumn Term 9/11/16	Spring Term 13/3/17	Summer Term 10/5/17
Mrs Christine Lock	Attended	Attended	Attended
Ms Denise Morton	Apologies given/accepted	Apologies given/accepted	Attended
Mr Paul Goulden	Attended	Attended	Attended
Mr Shahid Khan	Joined 13/3/17	Apologies given/accepted	Attended
Mr Mark O'Brien	Attended	Attended	Attended
Mrs Amy Higgins	Joined 10/5/17		Attended

Governor Name	Learning & Teaching/Curriculum Committee - Dates & Attendance		
	Autumn Term 18/10/16	Spring Term 16/3/17	Summer Term 15/6/17
Mr Chaitan Shah	Joined 13/3/17		Attended
Ms Sallyanne Houlton	Attended	Attended	Attended
Mrs Julia Chia	Apologies given/accepted	Attended	Attended
Mrs Alayne Ozturk	Attended	Attended	Attended
Mr Shahid Khan	Attended	Attended	Attended
Mr Sajo Thomas	Attended	Attended	Apologies given/accepted
Ms Mata Ayoub	Attended	Stepped Down 16/3/17	

Governing Body Effectiveness & Impact for 2016/17

Significant challenges for the FGB?	How were the challenges met?
Academisation	<ul style="list-style-type: none"> It is important that all governors understand the implications of academisation. The Governing Body read the LA response to academies (Education in Hounslow: towards a school-led system Developing a local response). The Headteacher will prepare an Academies Report relevant to the school. Consultation and planned in-house Governor training in Sep/Oct 2017.
Tender Process	<ul style="list-style-type: none"> On hold until date is confirmed for move to new school when the SBM will review in-house and outsources services. A cost benefit analysis will take place but the school's priority is to improve quality of service and this takes precedence over finance.
Single Central Record and HR Audit	<ul style="list-style-type: none"> A governor assisted with the HR Audit in June 2017. Anonymised version circulated to FGB Committee.
HT Performance Management and Leadership Planning	<ul style="list-style-type: none"> Leadership future plans were discussed confidentially and in full. The FGB will decide the remit of the HT Performance Management Panel which will include the Chair of Governors, Vice-Chair and one other Governor (trained in safer recruitment). An external Advisor to the Panel is being confirmed. Changes and amendments to the permanent structure were circulated as restructuring paper to take effect in September. There would be a change to one AHT role to incorporate Designated Safeguarding Lead. The proposal incorporated the interim arrangements for the SLT with one AHT named as DHT with additional responsibilities for one year.
Pupil Absence Monitoring	<ul style="list-style-type: none"> Action is being taken to address attendance numbers. The Chair of the T&L Committee and the DSL will undertake a rigorous review of the process.
New School Build	<ul style="list-style-type: none"> Ongoing consultation with LA, Pick Everard and Farrans. Planning of running costs for new school is underway. Training will be available to support staff on maintenance of the new building. The builders confirm a handover date of 26 February. The start of the Easter or September term was proposed as an opening date. The school will contact the LA Director of Education to request amendment to the school closure dates. Parents have been advised that that next years' dates are yet to be agreed. The school has started looking at an asset disposal strategy and de-cluttering. It was agreed that the availability of volunteers for unpacking in the new building would be helpful. Site visits for pupils, staff and Governors were arranged.
Discontinuation of Local Authority Bought-back Services	<ul style="list-style-type: none"> SBM has gone to the marketplace to commission quotes for insurance, payroll services, HR provision, Occupational Health and to generate savings. In-depth review of Register of Contracts to anticipate what services would be required in the future. Compiling a Risk Register as part of the SFVS.
Staff Numbers & Recruitment	<ul style="list-style-type: none"> Creative timetabling, movement of roles and recruitment to ensure strength and depth where required. Investigate possibility of TAs who wish to train as teachers. The teaching plan forms part of the future recruitment for the new school and the phased approach reduces impact on the budget. Current TAs must apply and be interviewed. Applicants have to show they can lead a class, manage behaviour and have a good understanding of the role before they are funded for training.
Increased Pupil Numbers	<ul style="list-style-type: none"> The school will prepare the budget for the next 3-5 years based on pupil numbers and transition funding confirmed by the LA. The school has adapted space to accommodate increased numbers. Management of teaching staff ratios.

Significant challenges for the FGB?	How were the challenges met?
<p>Improved Reporting of Budgets</p>	<ul style="list-style-type: none"> • SBM and Finance Team have developed a reliable reporting system. • FMS training undertaken by the Finance Team. • Capita training to link SIMS to the school's financial mgmt systems. In the future it will be possible to cross-reference information such as the pupil premium with qualitative data from Earwig. • Analysis of best value (expenditure vs development of the curriculum).
<p>Reconciliation of Income & Expenditure Summary 2016-17 incorporating Local Authority change in calculation of pay and entitlement</p>	<ul style="list-style-type: none"> • The spreadsheet is fully reconciled, apart from the carry-forward. The Finance Team have overhauled the management of budgets, using the FMS finance system.
<p>Successful Financial Forecasting and Planning for Stress-tested Forward Predictions</p>	<ul style="list-style-type: none"> • The Finance Team are confident of the accuracy of predictions going forward as 2016-17 figures are broadly in line with the forecast. Next year schools will receive funding at the beginning of year. • By end of the academic year, the Finance Team will produce an in-depth forward prediction for three years, stress tested against possible cuts in the funding formula and the High Needs Budget. • 2017/18 will be a pinch year as the LA has not agreed transition funding. The SBM has received indicative costs for running the new school building.
<p>Governor Engagement</p>	<ul style="list-style-type: none"> • Governors discussed how to improve the quality of GB input. The lengthy agenda (which mostly involved document review and moderation, but did not enable critical analysis or challenge) has been improved to ensure governor input more appropriately supports the needs of the school. • Suggestions of ways in which the governors could contribute more effectively resulted in changes to administration to free up time for discussion; the reconstituting of the Safeguarding committee membership; updating of Committee ToRs; review of the School's mission as a springboard for discussion on Governor impact/contribution; and an NGA audit of Governor skills. • The Headteacher distributed a Governor self-evaluation proforma for completion. The SBM will aggregate the results and present to the Autumn FGB. • Governors will review the DfE Governors Competency Framework and provide feedback on required training.
<p>Governor Visits / Learning Walks / Monitoring</p>	<ul style="list-style-type: none"> • The MKS Governors Monitoring: Governor Report 2016-17 form had been reformatted which afforded additional focus on the SMSC Learning Walk. • The T&L Committee review (via focused Governor visits) progress and whether the curriculum is fit to meet the needs of the children. • Learning walks reported evidence of increased challenge and higher order questions in the classroom. Workbooks and pupil assessment are using the marking policy and pupil progress was evident. There was evidence of differentiation in every class. The new assessment policy was reviewed and it was observed that the school are using an appropriate assessment tool. The Governors suggested a more consistently challenging pace in all classrooms was needed and recognised that this is a key focus for the school. • Training was provided by the LA for Governors on Effective Challenge & Support (Sept 2016).
<p>Updates to School Development Plan</p>	<ul style="list-style-type: none"> • A new proforma was approved and it was agreed that the pupil premium document would be circulated to T&L Committee members to inform their learning walks. • The Behaviour Report showed that, for the whole school, the overall drop in incidents indicated that interventions are succeeding. Some interventions cost a lot of money but they have a good impact with measureable results. • Much more detailed information is now sitting behind the reports. The school will investigate the visibility of information in the school for visitors on British/MKS values and pupil involvement.

Significant challenges for the FGB?	How were the challenges met?
<p>Site Management / Health & Safety</p>	<ul style="list-style-type: none"> • Air-conditioning has been installed in the School House. This has been funded by a Local Authority capital grant. The spend is warranted as the building will remain once the new school building is completed. • There are no serious ongoing maintenance issues. There have been issues with repairs to the air handling units for the main school as parts are obsolete and need to be manufactured with an 8 to 10-week turnaround. The Local Authority are funding critical parts to be kept on site. • SBM confirmed that the school will spend the minimum possible on the current school whilst maintaining standards of Health & Safety. • There has been an overhaul of Health & Safety and general maintenance reporting with weekly and monthly monitoring to identify who is reporting incidents, recurring problems and resolution timescales. • The Governor's Annual Health & Safety Performance Report was submitted at the end of the autumn term.
<p>Accident & Incident Monitoring</p>	<ul style="list-style-type: none"> • Accident and incident data from 2015/16 and 2016/17 was reviewed. An increase in accidents may be due to improved reporting and awareness of the process; an increase in pupil numbers and a reduction of outdoor playground space. A lot of the incidents occur in the Secondary playground. In response, the school have: <ul style="list-style-type: none"> ○ Increased the number of staff on duty in the playground and raised the awareness of staff with greater instruction regarding intervention. ○ Inspected the playground for health and safety issues and actioned where identified (eg. fencing off areas). ○ Reviewed the Risk Assessment and put in place additional precautions. ○ Changed Secondary lunchtimes, so all children will be engaged in structured activities both inside and outside the building.
<p>Safeguarding / Safer Recruitment</p>	<ul style="list-style-type: none"> • Clarification has been sourced from a Safeguarding Consultant on identifying DBS information for staff who have worked in European countries and Australia. • An external Safeguarding Audit was completed in the summer term. • The school will bring in an external consultant to carry out an internal audit of safeguarding in the Autumn term. • The SLT received equivalent safeguarding training as that undertaken by the Designated Safeguarding Lead & Welfare Officer. • Governors undertake annual online training on safeguarding via LA and external consultants. • Governors read and understood the revised document 'Keeping Children Safe in Education'. • Relevant staff are trained in safeguarding in recruitment. • Governors sit on recruitment panels for SLT vacancies. • An electronic reporting system is used for child concerns. • DSL responsibilities have been reorganised with the AHTs providing data to the H&S Committee and undertaking important development work.
<p>Improved Governance Reporting</p>	<ul style="list-style-type: none"> • The DfE Edubase webpage and the school website have been updated with Governor information. • Checklist for new Governor induction. • Governor Attendance Log • Governance Calendar for 2017/18 • The new website will include a portal for Governors to access documentation.

Significant challenges for the FGB?	How were the challenges met?
Improved Parental Engagement	<ul style="list-style-type: none"> • Newsletters. • Cygnet training. • The Chair of the T&L Committee noted the support and engagement of parents: <ul style="list-style-type: none"> ○ Therapeutic interventions: Governors were very interested to hear how parents are being involved in therapies, both in terms of receiving support themselves and of the need for parental agreement for play therapy. MKS has previously made it clear that they are keen on increased engagement with parents, and this is further evidence that it is happening. ○ Support for transition was discussed, and the governors were interested to hear that this is not only for pupils, but also for parents. This was another example of parental engagement. ○ Thrive: Discussion with staff revealed that there was lots of parental engagement, both by parents interacting when dropping off and collecting their children and via the pupils' Home-School Diary.
School Brand	<ul style="list-style-type: none"> • The Interim HT and SBM are working on linking the new logo with an interactive space on the new website. • The Interim HT and SBM are reviewing the school mission statement with contributions from the pupils, extended SLT and teaching staff. It is the intention that the new mission statement will be in place in time for the move to the new building. • The school website will go live in September 2017.

Achievements of the governing body?	How have these improved areas of school life (impact)?
Financial Accounting	<ul style="list-style-type: none"> • Improved reporting of budgets - Governors reported that this is the first year that the school have a sophisticated spreadsheet to predict outcomes and monitor ongoing expenditure. • FGB approved an updated Scheme of Delegation. • The Finance Team undertook analysis of separation of duties for financial security. • The new organisation and reporting of budgets has led to a clearer and more transparent understanding of budgeting for all SLT and Budget holders in the school. • The new system has more clearly, efficiently and economically set up a budget focused on school improvement and development needs.
UNICEF Initiative	<ul style="list-style-type: none"> • School signed up to the UNICEF initiative "Rights Respecting Schools". The school circulated a questionnaire for staff and established a Steering Group with input from different areas of the school in preparation for audit. One governor volunteered to participate and will provide feedback to the Governing Body. • "Rights Respecting Schools" has led to the underpinning of the school mission statement and values and raised the profile of British values in the school.
Accurate Prediction of Staff Absence to Support Threshold Levels	<ul style="list-style-type: none"> • A review of the Management of Absence process and categories of absence has taken place to support further forecasting on the same threshold levels as used by the LA. • The school is better able to predict, prepare and attempt to cost staff absence. • The MOA policy is being more robustly implemented in school.
Achievement for All	<ul style="list-style-type: none"> • The project has been so successful at impacting on parental engagement through structured conversations that every pupil will now have structured conversations on parents' evenings in the Autumn and Spring Term 2017-18. A report will be brought back to the FGB in the Autumn Term. MKS is continuing to be an AFA linked school and other schools will be able to visit to see how we deliver and manage behaviour through play and engagement and make successful provision for disadvantaged pupils - this would be good PR for the school.

Achievements of the governing body?	How have these improved areas of school life (impact)?
<p>Key stage visit data showed evidence that all MKS academic interventions demonstrated positive impact</p>	<ul style="list-style-type: none"> Data showed that all 24 AFA/PPG pupils with TA class-based intervention made expected or above expected progress. Physical education intervention developed pupil self-esteem and gross motor skills, leading to learning readiness and improved behaviour.
<p>Addressing the OFSTED target to improve Literacy Across all subjects with the implementation of the Talk for Writing (TfW) scheme, which has been adapted and implemented across the school to suit the needs of the pupils</p>	<ul style="list-style-type: none"> The training was introduced to address the OFSTED target for improving Literacy across all subjects. The training took place at the beginning of the academic year yet there is evidence of its use throughout the school and across subject areas through display boards and other materials such as videos of role plays and photos. The training and teachers working in triads to implement changes in the classroom has clearly been very effective. It was evident to governors that the initiative is an obvious way to support progress in pupils over the years and the pupils will use this initiative throughout their school life. The initiative has effectively been adapted for lesser-able and more-able pupils. Governors believe that the ability to effectively adapt materials in this manner is a great strength of the school. Current displays clearly evidence progress in pupils' writing. In Lower Primary TfW was used to support pupils' story writing skills, even for those at the early mark making stage. In another example, the highly structured class (yr4/5/6) had adapted visual cues to support writing. Cold samples of work, alongside later drafts gave evidence of how structure (scaffolding) supported the pupils' final piece of work. For example, the rap lyrics (Yr10/11) and the media display demonstrated such progress in pupils' writing. Some subjects like food Tech require more structure, and this was offered in the form of writing frameworks, which demonstrably helped pupils with extended writing. The progress in Science writing was excellent to observe through the display board showing the progress from Year 7 to Year 11. One art display, which demonstrated the process undertaken to come to the final piece (research, development of ideas, construction, final piece), reflected the TfW process. Teachers mark the pupils' written work using the Marking Policy so pupils see the mistakes, whether spelling or grammar, and respond to it. For example, the Sci-fi writing display (LS5) demonstrated the marking policy in full effect. There was also evidence of pupils correcting their own work. TfW was clearly being used in cultural studies across the school and in science as well as in English which was excellent to observe in displays and in books. One display about Switzerland demonstrated a wonderful mixture of history, geography, RS and languages through the written work. It also showed how pupils had progressed in their skills of information leaflet writing, as we were able to see their journey from cold piece through to the draft stage and final hot sample. One class was using Egyptian numbers in teaching cultural studies, which was challenging but interesting for the students. We saw evidence of VCOP being used to support development of vocabulary writing in history, where the pupils had written about castles. There was use of key vocabulary and a focus on openers and conjunctions. Governors saw evidence of TfW approach (role play, use of artefacts, peer talk, development of social communication skills, numeracy) supporting pupils' use of temporal connectives in lower primary in order to engage in instructional writing. Yr1/2 pupils had enacted and internalised instructions for their daily routine in order to support work on sentence building. Role play (travel agents) was used, with plenty of opportunities for development of social communication skills, to support information writing about Poland, with writing frames also in evidence. TfW not only supports improvements in comprehension and writing but also encourages social skills through the talking part of the programme. This is extremely important and does encourage pupils to work together and be more independent as learners, which is very important at MKS. There was clear evidence of this in the video and role play examples as well as in the conversations in class.

Achievements of the governing body?	How have these improved areas of school life (impact)?
<p>Key stage visit data showed evidence that all MKS therapeutic interventions demonstrated positive impact</p>	<ul style="list-style-type: none"> • Data showed that 40% of children showed an improvement in behaviour and 60% met or exceeded their pupil progress targets. • The teaching staff believe that interventions are particularly important in removing barriers to learning. • SCERTS intervention is used by parents at home to give support from school-to-home for ASD children. The SCERTS intervention has had a positive impact on pupil behaviour and subsequent learning process. • CYGNET support for parents promotes increased engagement. • Thrive therapy was implemented as a trial in a nurture class. One child in the class, who had previously exhibited extremely challenging behaviour, showed exemplary behaviour and a positive attitude to learning, and governors felt that this was a success story and credit to the Thrive approach, the class teacher and the whole school. Governors had the opportunity to look at class literacy books, and to see evidence of Thrive targets being included in the planning. These were clearly identifiable, and monitored. The class teacher had used specific texts which opened up issues, for exploration. One child's Thrive assessment in the 'My Nurture Learning Adventure' file, identified progress against the learning objectives and the Thrive targets. Transition support is in place for the Yr6 pupils in the class, and for one child that will move into a different class in the next academic year. • Thrive therapy shows a continuous improvement plan of each pupil over time. The data shows that all children who had received Thrive interventions have made improvement. Governors were convinced that this was money well spent.

Find out more about our school ...

- Link to Ofsted report <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report>
- Our school's Ofsted data dashboard can be found at <http://dashboard.ofsted.gov.uk/>
- Link to school's Pupil Premium and PE/Sports Premium information on the school's website <http://www.marjorykinnonschool.co.uk/funding-premiums.html>
- Link to Parent View Portal, which seeks parents' opinions on aspects of our school, from the quality of teaching, to dealing with bullying and poor behaviour. <https://parentview.ofsted.gov.uk/>

Governing Body Register of Interests

This register sets out any relevant business interests; details of any other educational establishments governed; and any relationship details between Governors and members of staff (including spouses, partners and relatives).

Full Name	Governor Category	Declarations of Members' Interests
Mr Chaitan Shah	Parent Governor	No relevant business interests.
Mrs Christine Lock	Parent Governor	No relevant business interests.
Ms Tracy Meredith	Interim Headteacher	Member of MKS staff.
Mrs Joanne Stacey	Staff Governor	Member of MKS staff.
Ms Sallyanne Houlton	LA Governor/Chair	No relevant business interests.
Mr Andrew Wood	Co-Opted Governor	No relevant business interests.
Mrs Julia Chia	Co-Opted Governor	No relevant business interests.
Mrs Alayne Ozturk	Co-Opted Governor	No relevant business interests.
Mr Paul Goulden	Co-Opted Governor	Governor at another educational establishment.
Mr Shahid Khan	Co-Opted Governor	Personal connection to a member of MKS staff. Governor at another educational establishment.
Mr Sajo Thomas	Co-Opted Governor	No relevant business interests.
Mr Mark O'Brien	Co-Opted Governor	Company Director

Each Governor has declared their interests as given above in writing to the Governing Body.

Date September 2017

Planned review date September 2018