

**Annual Report
2016—2017**

Cover image of Sami, Topaz class

Introduction from the Head Teacher

Dear Parents and Carers

Welcome to the 2016-2017 Annual Report, which will give you an overview of the last year here at Kennel Lane School.

Once again, our young people have had many achievements to note. Thanks to our PE Department, we are now very well established in the local sporting arena, with our teams winning or finishing high in the league tables in many tournaments, including Boccia and football. Our young people have had opportunities to take up golf, fishing and cricket, all of which have been led by professional coaches, and have enhanced their curriculum. I was also proud and honoured to be invited to represent the school for the Special Olympics Play Unified celebration at the House of Lords on the 30th March 2017. Those invited have been part of a group of schools that have piloted the Project Unified movement in the UK. The aim of the project is to promote social inclusion through providing opportunities for young people with additional needs to play sport alongside their mainstream peers. As part of the programme, learners visited the John Madejski Academy, as well as St Crispins more recently, to play unified basketball. The project has been extremely successful and learners have developed understanding and friendships with their mainstream peers.

Green Leaves, our Sixth Form Enterprise catering company, have provided external catering for Evolve and continue to run at a profit, with the income going straight back into the company for future learners. This is valuable business experience for our older learners, and enables them to see how team work and resilience is central to running a small company.

This year, we bid a sad but fond farewell to three key, long-standing members of staff.

Jan Beats, former Deputy Head and Designated Safeguarding Lead, takes early retirement after 16 years of loyal service. Jan has provided pastoral support and advice to our students, and many of our staff, over the years and she will be greatly missed by them and the wider school community.

Julie Tomlinson, Early Years Leader and Emerald class teacher, also takes early retirement after 28 years at Kennel Lane. Julie has worked tirelessly within the Primary Department, acting Primary Head when required and was also responsible in leading her team to achieve the recent 'Outstanding' Ofsted result within Early Years.

Jo Beasley, School Manager, is moving to the beautiful West Country with her family. Jo has been with us for 16 years and has played a rather more 'behind the scenes' but nonetheless pivotal role in making Kennel Lane School what it is today.

On behalf of the whole school community, I wish to thank them and wish them all the best for the future.

We continue to strive to provide the most enjoyable, rounded and broad education for our young people despite consistently challenging financial restrictions. We are enormously proud of our young people's achievements, rejoicing in their successes and are privileged to be teaching them.

Thank you for your ongoing support.

Kind regards



Andrea de Bunsen
Head Teacher

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Vision Statement

Valuing Achievement

Encouraging Independence

Vision

We enable our learners to understand the world around them, become fulfilled individuals and active and compassionate citizens by providing an innovative and outstanding education.

Our **mission**...

Our learners

- ◇ Enjoy learning, engage, make progress and achieve

Fulfilled individuals

- ◇ Strive to live safe, healthy and rewarding lives

Active and compassionate citizens

- ◇ Make a positive contribution to society
- ◇ Respect each other
- ◇ Recognise and celebrate our individuality



Innovative and outstanding education

- ◇ Make a significant and positive contribution to our local and regional community

Our shared **ethos** is founded on collaboration, positivity and is solution focussed
In practice this means we...

Make time to listen

Compromise

Try to understand

Smile and encourage

Notice

Value and appreciate

Treat everyone with dignity

Keep each other safe and free from emotional and physical harm

Learn together and forever

Challenge

Persevere

Innovate and lead

Are reflective

Share

Celebrate and reward achievements

Vision Statement

Our 8 Key Priorities

In relation to our learners we will ensure that:

1. We keep the emphasis unrelentingly on the development of the whole learner
2. We deliver consistently high quality teaching and learning
3. We encourage all learners to make good or better progress
4. Work tirelessly to diminish the difference and overcome disadvantage

In relation to the school culture and organisation we will strive to:

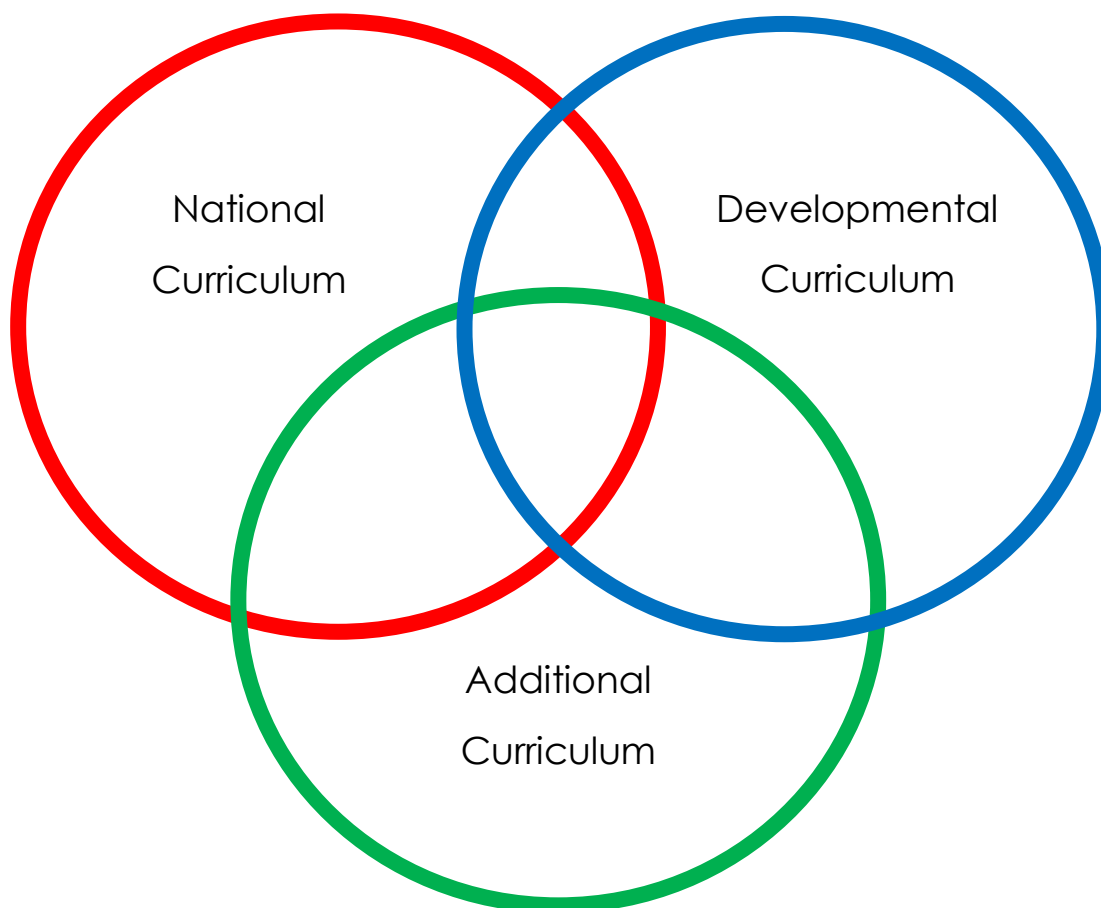
5. Grow capacity and sustainability
6. Build a culture of teamwork and collective accountability
7. Develop and maintain high levels of staff job satisfaction and fulfilment
8. Strengthen partnerships within and across schools



The Curriculum at Kennel Lane School

CURRICULUM DESIGN:

The curriculum at Kennel Lane School forms a unique design of three components:



THE NATIONAL CURRICULUM:

Is based around appropriate schemes of work from the DfE and TSA guidance. Learners are enabled to access these through a range of differentiated approaches. It takes account of the legal requirements nationally across all phases of education.

THE DEVELOPMENTAL CURRICULUM:

Ensures learners can access the National Curriculum within differentiated learning objectives and resources relevant to their specific developmental and age related needs. This includes the changing emphasis at specific stages of education and the planned transition between the key stages.

THE ADDITIONAL CURRICULUM:

Includes special programmes, interventions and emphasis from our professional partners including our speech and language team, physiotherapists, occupational therapists and medical team. It also enables us to intervene with individual programmes for areas of specific learning difficulties and physical or medical needs.

CURRICULUM AIMS:

The curriculum aims are to enable our young people:

- To increase their awareness and understanding of the world
- To have increasing control and influence over their own lives
- To be motivated by learning at school and beyond
- To become valued citizens within their local community
- To develop their core skills across the whole curriculum within two essential strands

Communication

Independence

COMMUNICATION:

- Is fundamental to all learning
- Is acknowledged and valued in all its forms
- Is essential for all pupils to access the curriculum

INDEPENDENCE:

- Enables learners to work towards increased levels of self advocacy
- Enables learners to plan for their future
- Prepares learners for the choices and challenges of life beyond school

KEY PRINCIPLES:

The curriculum aims are based on the following key principles:

ENTITLEMENT:

Learners are entitled to a broad and balanced curriculum that is relevant to their individual needs. These needs may vary throughout the education process. The school must acknowledge and respond to this within its curriculum model, offering a varying balance of the national, developmental and additional curriculum.

ACCESS:

Learners will be enabled to access learning through well differentiated, appropriate, imaginative, innovative and effective teaching including planning, delivery, resources, environment, groupings and support. These will take account of preferred learning and communication styles and recognise multiple intelligences.

INCLUSION:

Opportunities within the curriculum will be 'inclusive'. The school will proactively seek links with mainstream education and the local community – curriculum links, group links, individual pupil links and staff links.

EQUAL OPPORTUNITY:

All learners will have equality of opportunity within the curriculum based on their specific / individual needs and relating to their age, interests and motivators. This will support our belief in individualised treatment. All achievements will be recognised and celebrated. National accreditation is available for all.

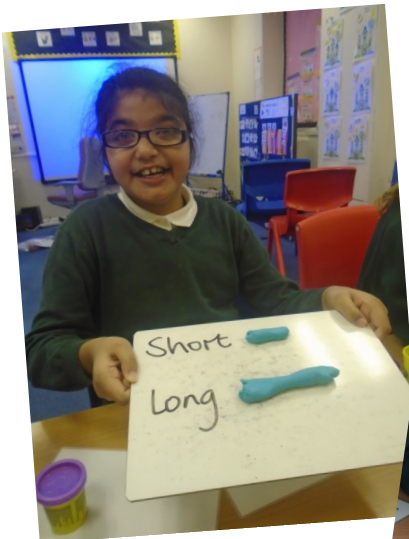
National Curriculum



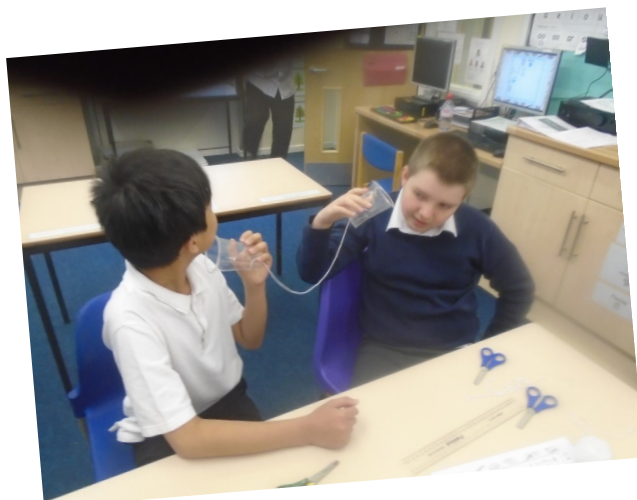
Primary Science



Primary Maths using Numicon



Maths



Secondary Science

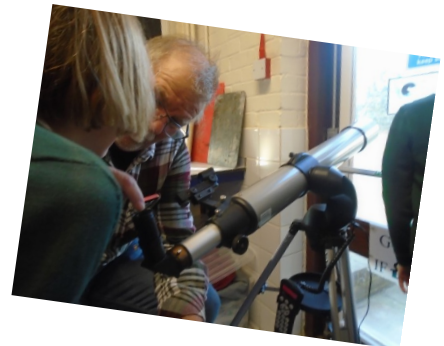


Secondary Maths using Numicon

Snapshots of our Curriculum



Primary



Secondary

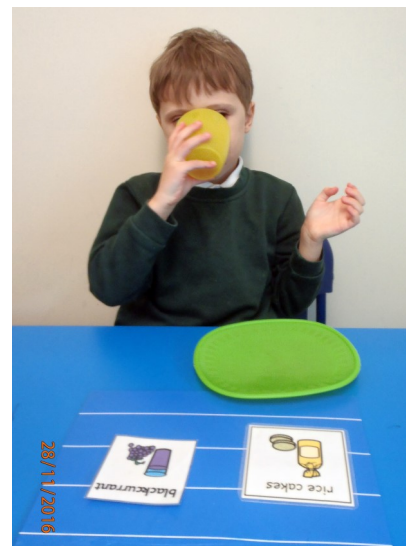


Communication and Visual Strategies

Shape Coding



**Communicate in Print (CiP)
using interactive whiteboard**



**Using symbols to
communicate**

Sport at KLS



Primary Boccia



**Multi-Sport Event at Bracknell
Leisure Centre**



**Sports Leaders at Bisham Abbey
and Eton Sports Centre**



Swimming

Enrichment

Fishing



Cycling Proficiency training



Visit by the Royal Berks Fire Brigade

Art at Wellington College

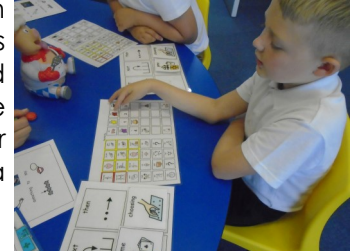
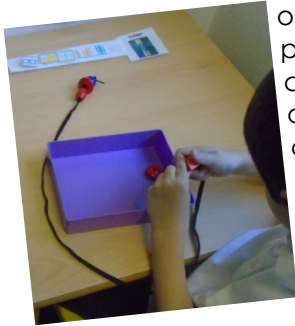


Gardening training at New Scotland Primary School



Gems and Garnet

Gems is an additional resource room where learners come to have enhanced learning related to their IEP targets. They are referred to Gems via their class teacher along with the IEP target they would like us to work on. Learners come to Gems for up to three sessions a week with each session running for twenty to thirty minute time slots depending on the IEP target. The sessions range from PECS (at all phases), communication book groups, Makaton signing, barrier games, production of sounds, turn taking and individual Talk Tools programmes. We work with all of our PECS and communication book users. This maximises the opportunities for these learners to practise their communication skills in different environments with a mixture of peers and communicative partners.



Once learners have been referred, they are assessed using a 1-6 scale: 1 = Not Yet, 2 = Rarely, 3 = Occasionally, 4 = Often, 5 = Usually and 6 = Always. When their referral is closed, a Progress Report is written detailing their sessions and achievement score. This information is given to the teachers as evidence of their progress in Gems with, where appropriate, video and photographic evidence.

Alongside our communication sessions, Gems runs TEACCH stations. We currently have 9 TEACCH stations which many learners from Year 1 to Year 6 access. Our TEACCH approach is based on developing appropriate structures and promoting independent work skills. Some of our learners come with support to help them learn the routine of the stations but others come independently. This means that they walk to Gems on their own, match their name to their TEACCH station and work through up to six trays of work.

When they have completed their work, learners then time their own choosing before returning to class independently. The activities in each learner's tray can vary from occupational therapy tasks, life skills, literacy (pre-writing and handwriting skills) and numeracy, all of which are tailored to the learner's individual needs. Gems liaise closely with class staff and the SaLT team so that all information is shared.

Garnet is a Key Stage Two resource for learners who need further support within Kennel Lane. The activities all have multi-sensory elements and learners are encouraged to use all of their senses to engage in small steps learning. This helps keep them focussed and engaged as well as enhancing individual learning styles.



Learners who access Garnet are taught through a two year rolling programme of topics and work is differentiated according to the individual needs of the child. Within each topic activities are planned to last for one week. This enables repetition of activities which gives opportunity to consolidate skills and learning and show progress.



Topics we have enjoyed this academic year have been People Who Help Us, Jungle, Electricity, Space, Deserts, Families, Clothes, Magnets and Springs, Taste, Plants, Under the Sea and Homes and Buildings.

Jolene Nelson, Beth Edgar and Zoe Meeson



Woodlands

Many of our learners at Kennel Lane are under programmes created by Physiotherapists and Occupational Therapists. Woodlands is a specialised area in which these programmes are facilitated.

Learners always enjoy coming to see us as we support them to carry out cognitive and motor skills through exploration of play and activities designed to not only strengthen and extend their physical skills but also their fine motor skills. We have adapted our activities and have found that by including games and play into the learner's programmes, they are carrying out their exercises without realising! This means the programmes are more likely to be followed accurately and we come up against less refusal.

These activities can include football in standing position, balloon badminton in high kneeling and Lego building balancing on a peanut ball. These are some examples of the games we play, all of which help to keep the learner focused, engaged and participating whilst working on their core stability and stretches. Making these sessions fun has ensured that learners want to come for sessions and are taking positive steps to increase their independence.



In addition to supporting the learners with Physiotherapy and Occupational Therapy, we also support swimming and Music Therapy. During swimming sessions, we aim to increase independence in the water and develop and enhance body movement, muscle tone and core stability by again carrying out therapy targets provided by the Physiotherapist.

Lots of splashing, wave making and stretching takes place in these sessions so if you ever come to look – be prepared to get wet!

Sarah Donica and Cheryl Clark



Enjoying a good stretch!

Primary Department Annual Summary

In September, we welcomed eleven learners into the Primary Department, some of whom started school for the first time. Since September, we have had nine more learners join our classes. We are delighted with the positive relationships they have all built with staff and peers and how quickly they have settled into school routines.

The Primary Curriculum has continued to be enhanced and developed. Following the previous trial last academic year, from September 2016, all learners have followed a more topic based approach; with a fortnightly subject focus which enables consolidation and revision of key skills and knowledge. Topics include Taste, Water and Healthy Eating. Additional learning experiences have been incorporated to enrich this curriculum through focus weeks and Multicultural days. For example, in January, we had a STEM week (Science, Technology, Engineering and Maths) with the theme of Space. Key Stage 1 made a giant model rocket in the classroom and several Key Stage 2 learners investigated the solar system inside a space dome.

There have been multiple Sports tournaments and trips organised by Phil Mortimer, our whole school PE teacher. We have had swimming galas with Brookfields and Addington, attended a New Age Kurling competition at Garth Hill and have experienced bell boating in Marlow. Chelsea Football Club continue to visit us on Thursday lunchtimes, which is very popular!

Music and drama have benefitted from visits by Music for Autism this year, as well as a visiting Pantomime of Aladdin for all of Primary, which was funded by the Happy Days charity. We were very proud of some of our learners who went to the Singing Superstar competition at Addington School and performed so well. CBeebies, including Justin Fletcher (aka 'Mr Tumble'), came to film an episode of Something Special in the Department in June. One learner from Emerald and his family were stars for the day and other peers and adults participated as part of the audience. There was great anticipation and excitement during the whole day!

We have continued to develop links to the Secondary Department this year. As well as attending whole school assemblies, we were very lucky to take part in the Valentine Disco in February. Some of the Secondary learners not only planned, made and sold refreshments but also organised the music and encouraged primary learners onto the dance floor. A good time was had by all!

Family All Join In sessions were introduced in the Summer Term. These sessions take place twice each term, on a Friday afternoon, with parents, siblings and carers welcomed into the Department to meet other families, talk informally to class teams and to spend time with their child on a focused activity. During the first session, a painting theme ensured many works of art were created together. The second session focused on construction and we were delighted that over forty adults, brothers and sisters joined us.

We have continued with the playground project. The Butterfly Café is in regular use, as well as the vegetable and fruit garden outside Sapphire class. Stage 2 of the project has incorporated a permanent shaded area and a variety of new resources to engage all learners. These include an outside bubble machine, tactile sensory shapes, a pop up target, hula hoops and musical instruments. We have lots more plans for the future and appreciate all the help and support we have had from both our school and wider community.

Overall, in the Primary Department, it has been a busy and fulfilling year. We look forward to more exciting times in the future!

Sara Avenell
Assistant Head Teacher—Primary



Secondary Department Annual Summary

It has been a busy year in the Secondary Department with many exciting events across the Key Stages. These have included our young people reaching the final and receiving an award in the 3M innovation STEM challenge, a successful working residential at Foxes Hotel in Minehead where our young people were able to experience the hospitality industry and our young people coming first in the Berkshire Special Schools Football League competition.

This year we have also seen many curriculum developments including the launch of ASDAN accreditations across all ages and abilities. These have included Transition Challenge in Key Stage 4 and 5 and New Horizons/Key Steps in Key Stage 3. There has also been the introduction of an Arts Award and the development of our careers programme across Key Stage 3.

Key Stage 3 have been applying their learning during Community Links trips, developing their money skills and social skills. Learners have visited the local shops, parks and even taken part in offsite fishing. They have also enjoyed visits from Chelsea Football Club, Fire Fighters, birds of prey specialists and reptile specialists. We are looking forward to a visit from British Airways later this Summer Term. Our young people take an interest in our visitors, asking carefully thought out questions to expand their understanding of community jobs.

During the Spring Term, Key Stage 3 welcomed The Shakespeare Company to school to carry out a 'Macbeth' workshop. It was pleasing to see how much of the play our young people had remembered from their English lessons as they quickly settled into role, as key characters.

This year a number of Key Stage 4 learners have been participating alongside Key Stage 3 learners in The Energise Project. The aim of this project has been to encourage learners to work together. In March, learners visited Heroes Farm to experience an animal-handling day. This took many of our learners outside of their comfort zone, though they handled the challenge extremely well. In June, the group participated in a graffiti art project in which they worked with graffiti artist, Dan, to produce their own individual pieces of work. Throughout the two terms the learners have been planning a tea-party for senior citizens. This is due to take place in July.

Maple and Beech Class have been learning about enterprise through the 'Bag2School' clothing collections. The learners have delivered and collected clothes bags to classes, staff and also to the local community. This has helped them to raise money for the Key Stage 4 funds and has been used to contribute to their end of year trip. Birch class are also looking forward to their end of year trip to Gray's Farm to collect fruit for their snack time. They will experience what it is like to work on a fruit-picking farm.

Key Stage 5 have had an incredibly busy and exciting year. In November, they had their first 'working experience' residential at Foxes Hotel in Minehead, made famous by the Channel 5 programme 'The Special Needs Hotel.' Eight learners stayed in the hotel and had the opportunity to take part in working experience within the hospitality environment. Learners really enjoyed the experience and we hope this will become a regular event.

In December, Key Stage 5 learners visited Winchester Christmas Market in preparation for their own 'Green Leaves Enterprise' Christmas Fayre. Learners had a tour of the Cathedral and discussed its use at Christmas before visiting the market. Learners came up with lots of ideas to integrate into their Christmas Fayre, which was held at the end of December and was a great success!

'Green Leaves' itself, our school business, continues to grow. This year we have had several successful business ventures including catering for external visitors, holding the Christmas Fayre, catering for and holding a Valentine's Day disco for primary learners, designing and selling Easter cards, running an Easter Egg raffle, running a tuck shop and catering for coffee afternoons. Learners are now planning their school prom.

Year 13's have recently taken part in a successful working experience week. After discussion with a careers coach, learners picked a field they would find most interesting. This year, placements have included working in a cattery, catering in a tea room, working with the marketing team at Panasonic and working in local offices. Some of our learners have also had the opportunity to visit the Landshare at Jealotts Hill and complete volunteer work looking after the plants the community grow there. All learners received glowing references and really enjoyed their experience of the world of work.

Year 14 learners have spent the Summer Term transitioning to their next steps which this year have included Bracknell and Wokingham College, Reading College, 'Our House' Reading College provision and BCA. All are very excited and although we will be sad to see them leave, we wish them every success for the future.

Jo Roclawski, Assistant Head Teacher—Secondary

**Sammy O'Brien, Rachel Woodman and Vicky Wilkins
Key Stage Leaders**



Friends of Kennel Lane School

2017 Committee Members

Chairperson – Lizz Gray
Vice Chairperson – Sarah Barnett
Treasurer – Lenka Garcia
Secretary – Jenny Warrick
Committee Members – Mike Nash, Katherine Giles
School Representatives – Michelle Higgs and Suzi Franklin

The "Friends" Committee has been running for many years. Two years ago the previous Committee members stepped down (with the exception of Sarah Barnett) and its existence was threatened. Luckily, the previous Committee members canvassed enough support to continue with new members.

We have held a few events now and have thoroughly enjoyed arranging the activities and getting together as a team.

The main event of the year is the Family Fun Day, held the first Sunday of July. We hope you enjoy the dog show, dancing and other activities that are provided. The event raised £3,500 last year. Special thanks to Mike Nash for ensuring the sound system works and for managing the music and bands – this makes the day complete. We also thank the school and individual classes who run a stall – this adds a special touch to the day. The Fun Day has been opened by the Mayor - thank you to Ash class for making the effort to open the Fun Day and draw the raffle. And we mustn't forget last year's mascot of the day - The Gruffalo - for his appearance.



A big thank you to the Shanly Foundation, who donated £3,000 which was used for the musical instruments in the sensory garden. Shanly Foundation has supported the "Friends" Committee for several years now and has donated substantial funds.



Other events we have arranged that have helped raise funds are quizzes (thank you Sarah for your help with creating the questions and doing a fab music round); the Christmas disco, with a guest appearance from Santa himself; and the Halloween party, which was a big hit, so we will be holding this event each year.

The "Friends" also funded the reindeer experience for the school last Christmas - this cost nearly £1,000 - along with the coloured benches for the playground and Aladdin school play for Primary students.

Going forward, we are looking to raise funds for a mini van and refurbishment of the primary splash pool area. These are both costly.

We welcome your ideas for events. But we need your help and support to make these events happen. If you can spare one hour or more a month then please do contact the Committee. We value your help and support and cannot run these events without the support of parents, guardians and carers. Please contact Lizz Gray, Chairperson, for further details.

We have had a fantastic couple of years running the Committee. It's been a blast!

Thank you for your support.

Friends of Kennel Lane



Letter from the Chair of Governors

Full Governing Body (FGB) Meetings

Membership

Head teacher	Place reserved for Head Teacher
Staff	1 Representative
Parents	4 Representatives
Local Authority	1 Representative
Co-opted	5 Representatives



The Role of the FGB is to support the Head Teacher and her staff in the effective management of the school. Our priorities are to ensure efficient management of the budget; taking a strong lead in the strategic direction of the school and challenging the Head Teacher and her senior staff. Most of this work is delegated to sub-Committees who then report back regularly to the FGB. You will see from the following reports from these Committees that over the year we have been challenged in a number of areas. Staff recruitment and Finance are issues which take up a considerable amount of our time.

I hope you will enjoy reading the Annual Report and looking through the photographs. Staff and learners have worked hard, as always. The range of activities included in the curriculum is amazing and the learner's achievements something we are very proud of. Our goal remains that of achieving an 'Outstanding' judgement at our next Ofsted.

Over the school year many visitors come to Kennel Lane School – prospective parents; staff from other schools both within the Borough and from other areas and Local Authority officers. Comments received from them include: well behaved/cheerful/friendly young people enjoying being at school and working hard. Something we can boast about!

Academies – last year I wrote telling you about the work we had been doing investigating the possibility of joining an Academy Trust (as we were required to do by the Government). We have continued with that work. However, the Government has changed its requirement that all schools should become academies by 2022. They are taking a more relaxed view and have offered schools an alternative – to link together and form working Partnerships.

This suits Kennel Lane very well. For many years we have developed informal working with a number of schools in the area and recently the school has worked hard to develop this arrangement. We are now working closely with a number of primary schools/two secondary schools/a private school and a special school. This is proving to have many benefits both to the other schools and to Kennel Lane. After much discussion between the governors and senior staff we have decided that this is the way forward for us. We will not for the immediate future go down the Academy route. We will however review this decision annually and will report back to you.

Thanks - I would like to thank the staff who are leaving this term for their support and hard work over the years. I would also like to thank the Friends of Kennel Lane School who do such a marvellous job, organising events, particularly our very successful Fun Days and raising much appreciated money for us to spend! I must also thank Carol Draper, one of our long standing governors who has been our Curriculum Committee Chair for many years and is also responsible for over seeing Safeguarding – thank you Carol for all your hard work. Enjoy your retirement.

Anne Shillcock

Chair of Governors

The Governing Body of Kennel Lane School 2016—2017

Chair

Anne Shillcock

Vice Chair

Beverley Mitchell

Parent Governors (4)

Johann Diaz
Beverley Mitchell
Sandra Beadon
Katherine Giles

Staff Governor (1)

Jenny Baker

LA Representatives (1)

Carol Draper

Co-opted Governors (5)

Anne Shillcock
Martin Gocke
Gaynor Higgins
Peter Floyd
Vacancy

Clerk to Governors

Samantha Morgan (May to October)
Samantha Morgan (acting Clerk October to March)
Priscilla Moore (March onwards)

Staffing Committee Report

Members of the Committee

Bev Mitchell (Chair), Anne Shillcock, Martin Gocke (part of the year), Carol Draper, Peter Floyd

Supported By:

Andrea de Bunsen, Jo Beasley

The Staffing Committee meet once a term and it is our responsibility to ensure that all arrangements relating to the staffing of Kennel Lane School are effectively managed. We are involved in areas such as reviewing the staffing structure, ensuring that our recruitment, selection and appointment procedures meet statutory and safeguarding requirements, ensuring that arrangements are in place for the annual appraisal of our teaching staff and the Head Teacher and reviewing termly reports on the quality of teaching and staff absence. We also act as the Pay Committee and review all recommendations for staff pay progression.

Some of the highlights of our work this year have been:

- ◆ Overseeing the introduction and progress of a newly formed staff Wellbeing Committee. Ensuring the health and general wellbeing of our staff is critical and it also helps us to recognise the huge amount of effort that our staff give in order to make sure that our young people achieve the best possible outcomes.
- ◆ Overseeing the successful recruitment of a new Deputy Head and Assistant Head, Primary Leader.
- ◆ Reports that the amount of good and outstanding teaching across the school continues to increase.
- ◆ Continual improvement of our approach to recruitment so that we ensure we are attracting the best possible candidates for any job vacancies.

This year, Martin Gocke has stood down as a permanent member of the Committee and I would like to take this opportunity like to thank him for the insightful and invaluable contribution he has made to the Committee. Peter Floyd has now joined the Committee and he is using his knowledge as a governor at a local secondary school, as well as his previous business knowledge, to bring a valuable new dimension to the team.

The Committee would also like to acknowledge and thank Andrea and Jo for their excellent and detailed contributions throughout the year.

Bev Mitchell

Chair of Staffing Committee



Curriculum Committee Report

Members of the Committee

Carol Draper (Chair), Sandra Beadon, Anne Shillcock, Katherine Giles

Supported by

Andrea de Bunsen, Jan Beats

The Curriculum Committee meets formally twice each term in order to ensure that the governors understand and monitor the curriculum that is being delivered to Kennel Lane learners.

One meeting per term consists of reviewing school policies and submitting them to a full governors meeting for approval. It also includes, where relevant, presentations by subject leaders to keep us informed about curriculum developments and how they are interpreted in school. These presentations during this academic year have included:

- ◆ Feedback on "Sleuth" in operation. Sleuth is a software tool used by staff for assessment and monitoring individual patterns of behaviour.
- ◆ Incident reports and behaviour analysis which are provided and discussed each term.
- ◆ Safeguarding issues which are reported and discussed at every meeting. This term, this has included a comprehensive report on E Safety.
- ◆ Multicultural issues — a report on Multicultural Day.
- ◆ Computing — an action plan and presentation was given by a new and enthusiastic member of staff.
- ◆ Reviews of policies including Attendance, Management of Learning, Learning and Teaching, plus other areas of the curriculum. All policies are available for parents to inspect on request.

The focus of our second meeting is often a follow up to the above reports when we visit areas throughout the school. We never fail to be impressed by the hard work and enthusiasm of both learners and teachers.

I have enjoyed serving as a governor for the last eight years and have come to the end of my tenure. It has been a privilege to be part of this wonderful school and to share in its life.

I wish staff and learners every success in the future.

Carol Draper

Chair of Curriculum Committee



Finance and Site Committee Report

Members of the Committee:

Martin Gocke (Chair) Jenny Baker, Johann Diaz, Gaynor Higgins, Anne Shillcock

Supported by:

Andrea de Bunsen, Funmi Ajayi-Obe, Fran Manning,
Kevin Ankinson and Barbara Ford

One of the main tasks of the Governing Body is to oversee the finances of the school and make sure that money is well spent. The Finance and Site Committee undertakes responsibility for this. The Committee meets four times each year and is involved in planning how we spend our money and making sure that we remain on track, neither underspending nor overspending. It is a challenging task! Like all schools, budgets at Kennel Lane are increasingly tight as our rising costs are not usually matched by an increase in income from the Local Authority.

We ended the 2016/17 year with a small carry-forward. Our spending was just under our income by £46,096. In setting our budget for 2017/18, we can include this in the total that we have to spend. The Committee met in May to consider the new budget. For 2017/18 we have planned expenditure of £4,230,584. As usual, we will be spending over 80% of this on staff.

We are also responsible for the school site and buildings. Every year we try to make improvements to our facilities, either by creating new spaces or refurbishing old. We also need to ensure that we provide a safe environment for our learners, staff and visitors and have addressed a number of issues this year. Some projects are the responsibility of the Local Authority: a considerable amount of roofing work is necessary over the summer period, replacing both the Primary block and the 14-19 block roofs. The school kitchen is also having a significant make-over during the Summer holidays.

The Committee is grateful for all of the support it gets from the Finance and Site teams, and the school Health and Safety Officer in carrying out its work.

Martin Gocke

Chair of the Finance & Site Committee



Progress and Attainment Committee Report

Members of the Committee

Peter Floyd (Chair), Johann Diaz, Martin Gocke, Gaynor Higgins, Bev Mitchell

Supported by

Andrea de Bunsen, Jenny Baker

The Progress and Attainment Committee's mission is to ensure that all learners are making expected, or exceeding expected, progress throughout their time at our school.

To do this, the Committee:

- ♦ Monitors and reviews learner attainment data on a regular basis
- ♦ Challenges and supports the school in response to the data being presented
- ♦ Holds to account the Senior Leadership Team for the collection and provision of this data and the decision-making taken as a result

Or put more simply we expect the school to know a high level of detail about the progress of every pupil and to have robust plans where expected progress is not being made.

Measuring progress and attainment has been affected by recent National Curriculum changes (which I do not intend to document here), these have meant that new databases and baselines needed to be established and that comparison with national achievement has been tricky.

Kennel Lane has its own progress tracking and monitoring system called PBI (**P**art of our **B**asket of **I**ndicators) which, combined with data from Early Years Foundation Stage plus Accreditation & Progression Guidance, allows Teachers, Subject Leaders and the Senior Leadership Team to assess the progress of individual learners against expected outcomes. This process produces very detailed and comprehensive data reports which involve a lot of work for all at KLS.

The full set of reports is reviewed each term at our Committee meetings. The Committee has been very impressed with the timeliness and standard of all reports and it is clear that they are produced not for the sake of having reports but to contribute towards achieving the best possible outcome for all our learners.

The mid-year assessment data for this school year 2016-17 notes *"An increasing number of learners are making expected, or are exceeding expected progress at the mid-year point compared with previous years"*.

Overall +13% * Language & Literacy +16% * Mathematics +8% * Science + 17%

Peter Floyd

Chair of Progress and Attainment Committee



Term Dates for the Academic Year 2017—2018

Autumn 2017

Staff training day:
(school closed to students)

Monday 4th September 2017

1st Half Term starts on:
Term ends on:

Tuesday 5th September 2017
Friday 20th October 2017

October Holiday:

Monday 23rd October 2017 to Friday 27th October 2017

2nd Half Term starts on
Term ends on:

Monday 30th October 2017
Tuesday 19th December 2017

Christmas Holiday:

Wednesday 20th December 2017 to Tuesday 2nd January 2018

Spring 2018

Staff training days:
(school closed to students)

Wednesday 3rd January 2018
Thursday 4th January 2018

1st Half Term starts on:
Term ends on:

Friday 5th January 2018
Friday 9th February 2018

February Holiday:

Monday 12th February 2018 to Friday 16th February 2018

2nd Half Term starts on
Term ends on:

Monday 19th February 2018
Thursday 29th March 2018

Spring Holiday:

Monday 2nd April 2018 to Friday 13th April 2018
(Good Friday – 30th March 2018; Easter Monday – 2nd April 2018)

Summer 2018

1st Half Term starts on:
Term ends on:

Monday 16th April 2018
Friday 25th May 2018

May Holiday:

Monday 28th May 2018 to Friday 1st June 2018
(May Day – 7th May 2018; Spring Bank Holiday – 28th May 2018)

2nd Half Term starts on
Term ends on:

Monday 4th June 2018
Friday 20th July 2018

Staff training days:
(school closed to students)

Monday 23rd July 2018 and
Tuesday 24th July 2018

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We are a **“GOOD”** school where the personal development, behaviour & welfare and Early Years provision is **“OUTSTANDING”**.

“The school community is committed to being outstanding in every respect.” Ofsted

“We try hard, we work hard and we behave well.” Learner

November 2015

Rated by
Ofsted
...a good school

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