

# MILLWOOD SPECIAL SCHOOL – GOVERNING BODY REPORT

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## Autumn 2013

The 2013-14 WHOLE SCHOOL TARGET IS 'CREATIVITY'



Millwood provides a myriad of memorable experiences for pupils and meets their learning, physical and social needs exceptionally well. Achievement is outstanding. Pupils achieve as well as they do because teaching is mostly outstanding and is never less than good.

(OFSTED 12 March 2013)



Debi Walker, Chair of Millwood Governing Body, with Pranav at Millwood Awards Ceremony 2013

Governing body meeting on Tuesday 15 October 2013  
at 4.00 pm

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The time is right to review what we have achieved and to celebrate it!

In the past 6 years as headteacher, I have led Millwood through a time of unprecedented change. I would have been unable to do this without the support of staff and governors, past and present. As a result, Millwood is a stable and thriving community, with high staff morale, and this ensures the best possible level of education and care for all its pupils.

**Pupil numbers** have grown from 77 only four terms ago, to 105. This is a huge increase in a short space of time. We have managed this increase with careful forward planning for recruitment and collaboration with the SEN team and officers in the local authority.

**OFSTED inspections in November 2009 and in February 2013** have judged Millwood School to be Outstanding. This is a particularly noteworthy achievement for 2013 as the current OFSTED framework is extremely rigorous and challenging. In spite of the consecutive successes, it remains the case that all special schools are to be inspected once every three years. Mainstream schools which have the same successes are inspected only once every five years. I have made representation to OFSTED and the NAHT about this discrimination.

**We now occupy a new school.** In October 2010, the first turf was cut on the site we now occupy. The previous Millwood was a school unfit for purpose due to small classrooms, narrow corridors, lack of toilets and access to toilets, lack of playground space. Fire risk assessments and asbestos risk assessments were of paramount importance. The planned move from the old to the new build was scheduled for January 2012; this was changed at the eleventh hour due to unforeseen circumstances in completing the contract. Staff maintained a high quality of curriculum, assessment and teaching for two terms with a minimal level of resourcing as the majority of equipment and materials had been packed and stored. This was a great achievement. Staff managed the process of packing and moving with their usual determination and resolve. Staff took part in an intense level of training prior to the opening of the new building. The new Millwood opened to 89 pupils in April 2012. This was an enormous challenge and all went successfully. Nevertheless, the delay in opening meant that pupils who would have started at Millwood in January 2012 had to wait a further term. There is no doubt that this caused difficulties for the pupils, their parents and carers, and their previous schools. In addition, the level of snagging and latent defects in the year since opening to date was not predicted and it has therefore caused an additional significant strain on the senior management of the school.

During these challenges, the public sector cut-backs have meant fewer front-line staff to support schools. The sudden removal of the Children's Disability Team and the communication difficulties with remaining social care professionals, caused an unmanageable increase in the workload of staff, particularly senior managers. The **decision to appoint a social worker in summer 2013**, to manage the high level of children in need, is proving very successful.

Unnecessary changes in education policy have meant unnecessary work for staff, particularly senior managers. The new pay policy, the constant revision of the curriculum, the seemingly annual 'tightening up' of the OFSTED framework, the and the clear and present danger of forced academisation, have all taken their toll. Early academies and all free schools have diverted funding from state schools.

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### INTRODUCTION

Changes and improvements since last governing body report.

- **Number on roll** – September 2013: **105** (April 2013: **93**, January 2013: **92**, September 2012: **89**)
- 27 **(24)** **(24)** **(24)** girls (lower than the national average)
- 78 **(69)** **(68)** **(68)** boys (higher than the national average)
- 25 **(25)** **(24)** **(24)** free school meals
- 25 **(25)** **(24)** **(24)** Pupil Premium
- 3 **(5)** **(5)** children and young people in care
- 19 **(17)** **(17)** **(17)** pupils with English as an Additional Language
- 40 **(33)** **(33)** **(31)** minority ethnic pupils
- **School Improvement Plan 2012-13** has been reviewed ([see attached](#))
- **OFSTED** say what we need to do to improve further – “Improve the system to check pupils’ work by ensuring that staff write up observations of pupils’ gains as they happen each lesson in all classes, to match the best practice in the school.”
- **School Improvement Plan 2013-14** has been written ([see attached](#))
- **New school building** has been the subject of weekly meetings for the entire year. The issue of the cold water system is still not resolved. Many of the landscape issues are now resolved. The level of risk assessment continued to be high during 2012-13.
- **All statutory policies** are in place including the new Pay Policy (the headteacher was involved in discussions with the professional associations and Human Resources) and the updated and refined Appraisal policy.
- **The curriculum** is judged by OFSTED as follows: “The curriculum is very well organised and provides exactly the right kind of work for each of the school’s very different groups of pupils.” However, all schools are now required to review the curriculum for the second time in two years but this school will not be changing any further than is absolutely necessary.
- **Pupil Premium** – Pupils in **Early Years** are marginally outperforming their peers across the school. Pupils in **Years 1 – 6** are outperforming their peers in making *expected progress* in their targets (74%, PP - 85%) but there is a need to continue to improve the performance of pupils making *above expected progress* when compared with their peers across the whole school (21%, PP - 15%). This is recognised in the School Improvement Plan.
- **The governing body** has 3 community governor vacancies.

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### LEADERSHIP AND MANAGEMENT

#### Governing body

The governing body was judged by OFSTED as outstanding. "Governors challenge school leaders effectively to ensure the excellent standards achieved do not slip."

There remain 3 vacant community governor posts. Efe Sodje is now an associate governor; he has moved from Bury FC to Macclesfield Town AFC. One of the targets for this year is to involve parents and carers in a governing body meeting to enable non-parent and non-carer governors to gain a better insight into the issues surrounding caring for a child who has special educational needs.

Andrew Farren, School Effectiveness partner, is due to undertake with Debi Walker the performance management (appraisal) of the headteacher on 8 October. Previous performance management reviews of the headteacher have all shown outstanding fulfilment of the objectives agreed. The OFSTED report commented that "The school is extremely well led and senior managers ensure that pupil progress and teaching quality are rigorously checked" and that "The dynamic headteacher continues to have high ambitions for the school and has managed its relocation very successfully."

#### School Improvement Targets 2013-14

See [School Improvement Plan 2013-14](#)

#### Policy and documentation review

All statutory policies are in place including the new Pay Policy 2013.

#### Resource and financial management

##### DSG Funding- 2013/14

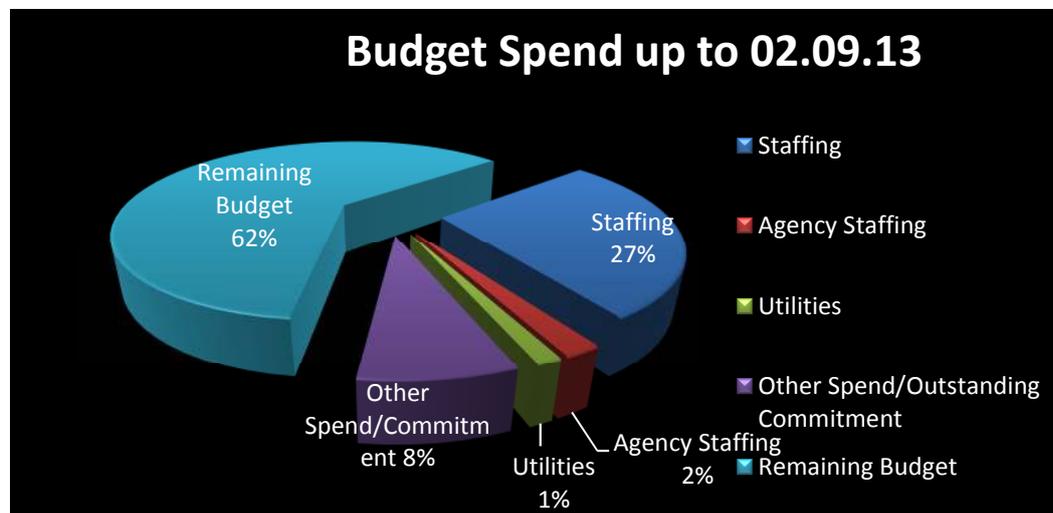
Budget includes surplus	Staffing	Agency Staffing	Utilities	Other spend/outstanding commitment	Remaining Budget
£2,820,257.03	£767,451.15	£54,601.86	£36,384.16	£214,057.03	£1,747,762.83
% of Total Budget	27	2	1	8	62

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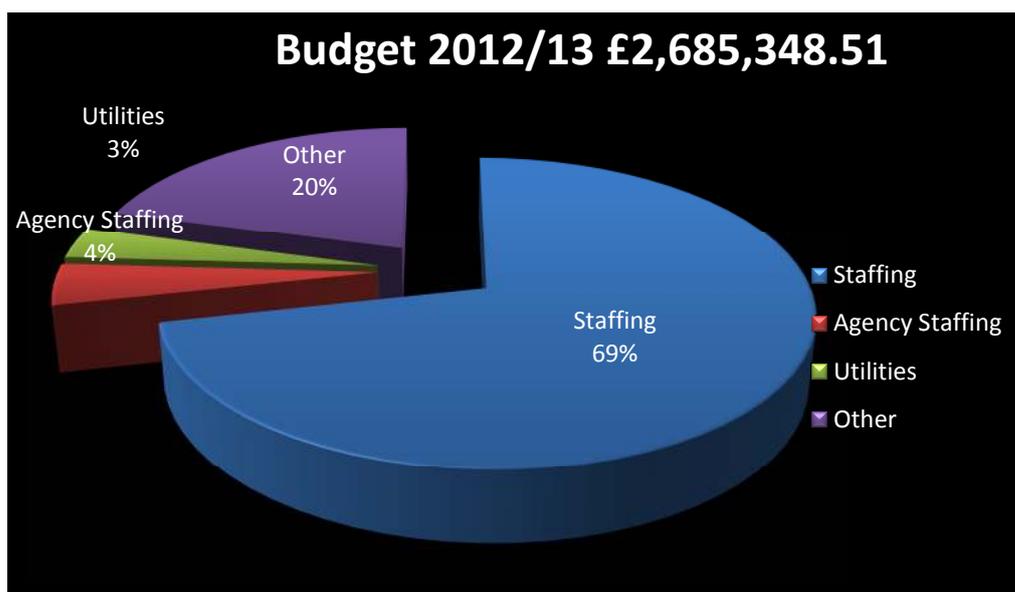
Expenditure analysis by main cost areas as at 02.09.13



Total budget spend by main costs areas for 2012/2013 (for comparison)

Budget inc Surplus	Staffing	Agency Staffing	Utilities	Other	Surplus carry forward
£2,685,348.51	£1,844,335.83	£112,679.15	£86,206.11	£534,066.65	£108,060.77
% of Total Budget	69	4	3	20	4

Total budget spend by main costs areas for 2012/2013(for comparison)



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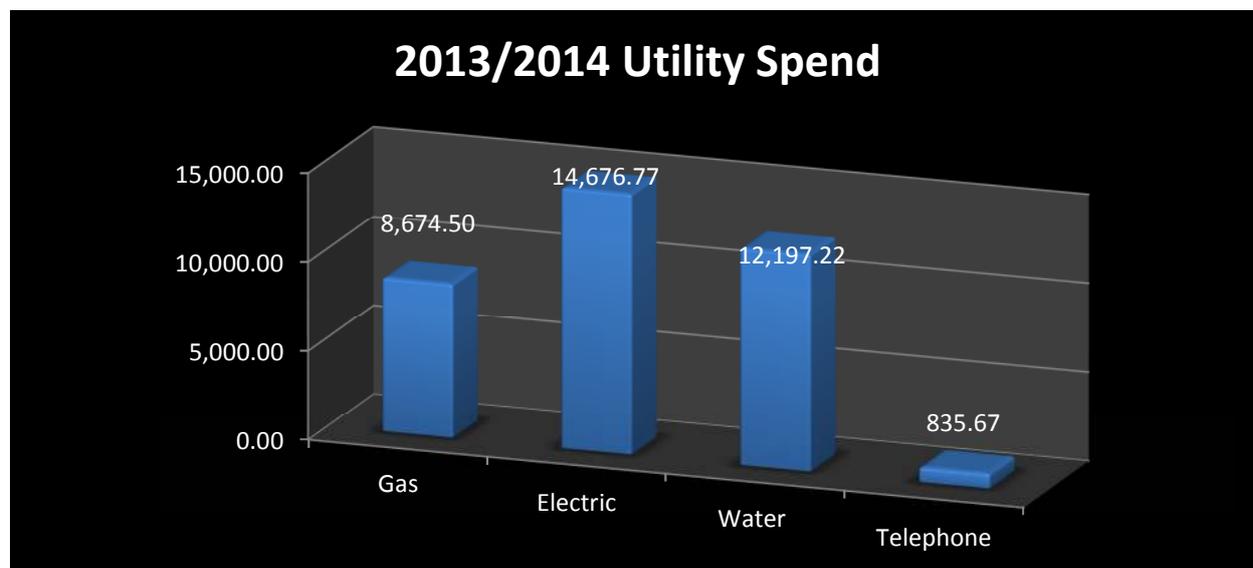
## Autumn 2013

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### Utility expenditure

Utility	2013/14 Spend £	Budget £	% of Budget Spent	Notes
Gas	8,674.50	27,000.00	32.13	
Electric	14,676.77	42,000.00	34.94	
Water	12,197.22	25,500.00	47.83	Credits have now been received totalling £21,338.28 relating to 2012/2013 and 2013/2014 - the budget is therefore £4000.00 in credit at this time.
Telephone	835.67	3,550.00	23.54	

### Utility expenditure as at 02.09.13

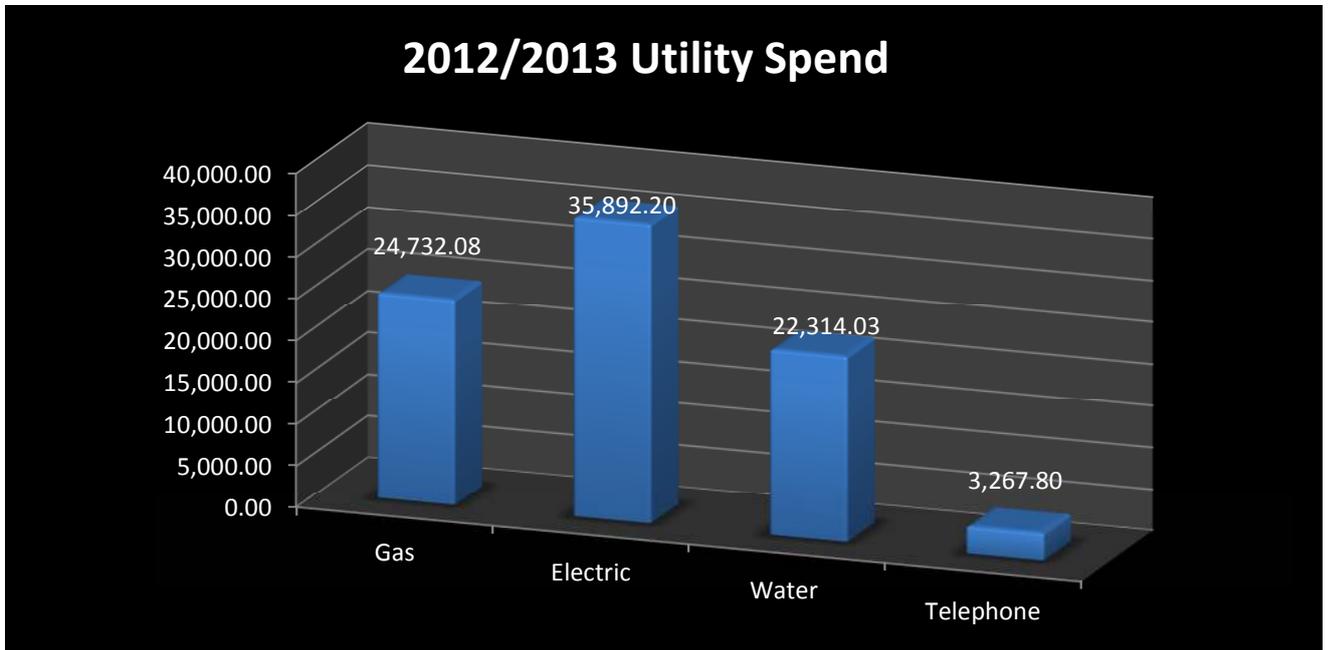


### Total Utility expenditure for 2012/ 2013(for comparison)

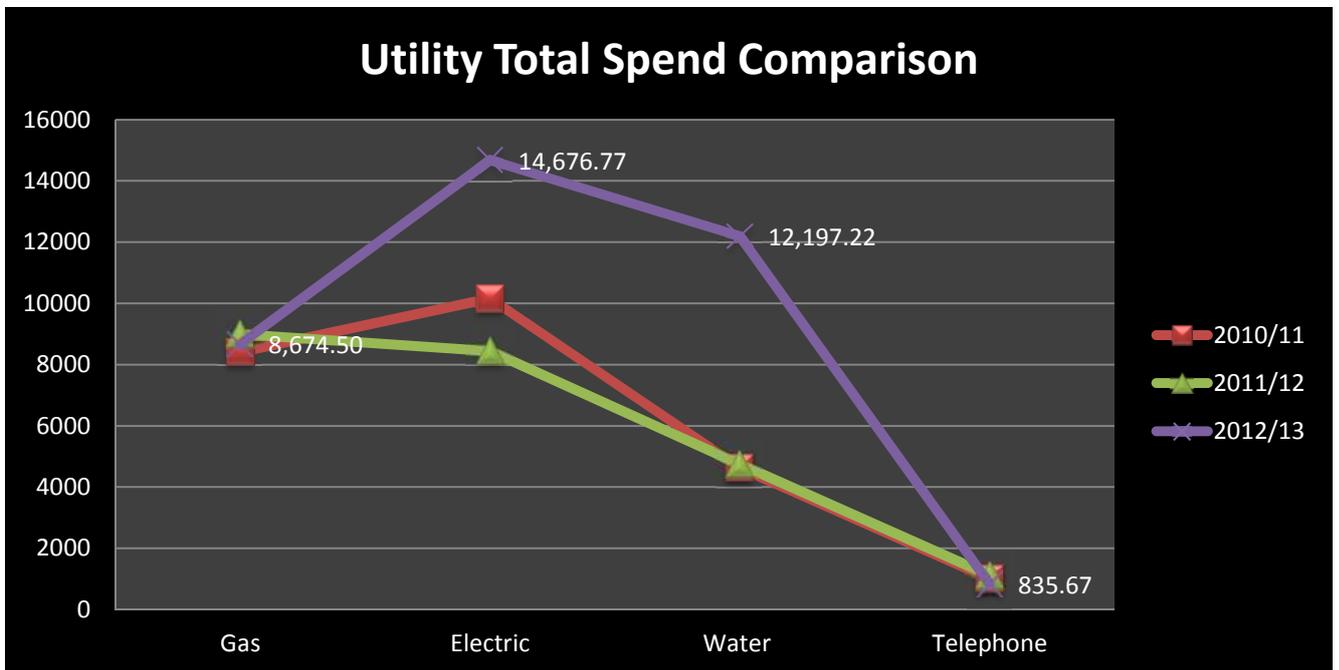
2012/2013	
Gas	24,732.08
Electric	35,892.20
Water	22,314.03
Telephone	3,267.80

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Total utility spend comparison- three academic years



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### New school

Lettings are a major success, for example, Puddleducks baby swimming, and are a consistent source of additional revenue, managed by the Premises Manager and the School Business Manager. The light and dark rooms are now in daily use having been set up by school staff led by an HLTA. The remaining room for action is the sensory integration area, and a working party has been set up within school to lead this development.

A further item for action is to find out from the local authority when the sensory support team will be moving out of Millwood at the end of this year. Up to now, they have occupied what is Irwell 3 classroom. We need this classroom by June 2014 at the latest in order to set up for the following September with a new class. If we are to open a new class in September 2014, then we need to recruit in the spring term 2014, so any plans for the sensory teams need to be finalised before we recruit.

Further stakeholder visits are planned during the year.

### School Council

The student council is represented by two children from each class. Elections take place in the autumn term.

Parents and carers - [See attached parent/carers questionnaire summary 2012-13](#)

36 questionnaires returned in 2012-13  
53 questionnaires returned in 2011-12  
33 questionnaires returned in 2010-11  
40 questionnaires returned in 2009-10  
21 questionnaires returned in 2008-9

The headteacher and parent governors have revised the parent/carers questionnaire in 2013.

### Partnerships including inclusion, transition and extended services

This school year we should have had 15 Year 6 pupils leaving Millwood.

Number of Pupils	Need	Preferred High School
4	PMLD	ELMS BANK
6	SLD	ELMS BANK
4	ASC	ELMS BANK
1	ASC	RESIDENTIAL PROVISION REQUESTED BY PARENT

Transition to Elms Bank continued throughout the summer term where the children attended for a whole day. All Year 6 teachers from Millwood went to Elms Bank to pass on information about each pupil to help Elms Bank place them in the correct ability/social groups for September. Assessment information was given to the Year 7 staff at that point. Also Year 7 staff came into Millwood to see

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the children perform in class. Farzana Shah, Elms Bank, sent all pupils a transition booklet that the pupils can use at school and home to familiarise themselves with different areas of school before she left to take up her new post as head teacher at Cloughside. During the summer term staff completed a "passport to high school" alongside the pupils and their parents to provide Elms Bank with as much individual information as possible to help the transition to high school as smooth as possible. Information on staffing levels, individual behaviour plans, diet, medical needs, sensory needs were all shared with Elms Bank Staff.

One child left Millwood to attend a residential placement in Manchester and one Year 6 pupil returned in September pending a Tribunal decision.

In July school hosted a new parents' coffee morning where all teachers and agencies made themselves available to talk about the service they provide and give parents an opportunity to find out as much as they can.

Each new child to Millwood attended at least one session with their new class and Millwood teachers also visited all the children in their current settings. This worked really well and most parents and pupils felt so comfortable that they felt only one class visit was needed.

This year 28 new pupils are expected to start at Millwood in September!

Number on Roll September 2012	
JANUARY 2012	78
FEBRUARY 2012	79
APRIL 2012	90
SEPTEMBER 2012	92
SEPTEMBER 2013	105

In September 2013 we are expecting to have 15 Year 6 pupils on role.

### Care, guidance and support including Child in Need, nursing and therapy

Two HLTAs provide a family support service including keeping a regular updated Child in Need schedule. Many of their additional and non-core activities have now passed to the new social worker from Barnardo's, Sarah Ridgeway. This enables the two HLTAs to focus on their core role of providing positive support for families, for example, arranging speakers and providing information on holiday schemes. There has been continuous support for parents via telephone calls and meetings.

The two HLTAs, Margaret and Shirley, held a coffee morning in June where they invited a speaker from the Challenging Behaviour Foundation to come along and introduce herself and the foundation to the parents which was very successful. They are now in the process of following up requests for parent workshops. Support has been given to a couple of parents to enable them to apply for grants and housing applications.

A number of CAFs and TAC (Team Around The Child) meetings have been completed and passed onto Sarah (Social Worker), who made a number of home visits over the summer break. Both Margaret and Shirley liaise and work well with Sarah. This has now been made even easier by moving into the same office and sharing the working environment.

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Shirley and Margaret are in the process of organising a fun and friendly coffee morning to welcome new and existing parents/carers.

### **Pupil Premium Funding**

A part-time experienced teacher, Natalie Parkes-Thompson, has been appointed to manage both gifted and talented attainment for each child, and to 'narrow the gap' for those children who are in receipt of Pupil Premium. An action plan for 2013-14 has been written.

### **CYPIC**

See CYPIC report for 2012-13.

### **Health and therapy**

Nursing cover has been resolved and we await the appointment of a new full-time nurse and 0.5 nurse. Cover is provided in the meantime by the community team who have an excellent knowledge and understanding of our children's needs. We were extremely sorry to see our previous nurse, Margaret Stevens, leave Millwood. She provided superb, caring, sensitive and highly professional nursing for Millwood and the pupils, staff and parents and carers will miss her very much.

Speech and language therapy has been completely revised and appears to be working more effectively than previously. Physiotherapy and occupational therapy have provided more information about their caseloads. The wheelchair service remains a major issue.

### After-school clubs

The After School Club runs on a Tuesday and Thursday until 5pm, and there is a fee of £5 per session payable half termly. We currently have 22 places filled and 15 children on role, 7 of these children attend two sessions per week. We are pleased with these figures as they have risen since we extended our time to 5pm.

Pauline Lees has now 'retired' from After School Club and we are now supported by 3 experienced teaching assistants from within school and 6 new members of staff who have experience from the Re:d Centre as well as HLTAs, Catherine and Loretta. This gives continuity for the children as well as a dedicated and motivated staff.

Any communication aids/behaviour management resources are brought to After School Club with the children. We are based in the theatre which enables us to use a DVD/internet on the projector until all children have arrived.

Each session is planned in advance with a variety of activities which are based on seasonal themes for the children to choose from. A structured schedule is in place for the children who wish to join in the planned activities; other children prefer to access the self-chosen activities. We have made use of all the facilities in school and use the Pirate room, light room, MUGA pitch, Polytunnel, playground, New World Café, Redvales 4 (to use the Wii and Xbox) and the spacious hall. The children enjoy a snack and a drink which they help to prepare or may have previously made e.g. cakes, pizza, biscuits, toast and crackers, hot chocolate and milkshake.

Last term was very busy; we have visited the local park, Asda and McDonalds. We had cream tea on the bandstand and lots of picnics outside during the hot weather. Shirley Hope donated a variety of

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outside toys which the children have enjoyed playing with. We made use of the bikes, the MUGA pitch and the Early Years playground. We had a leaver's party the last week in July which the children thoroughly enjoyed.

This term we hope to go on local seasonal walks, and Jill Tierney will be running some Samba sessions which will be fun for both staff and children! We are looking forward to helping Catherine Jackson with the gardening, weather permitting and look forward to planting in the polytunnel and beds. We have been able to accommodate a child as an 'emergency' for four weeks which was a great help to his family.

### Staffing

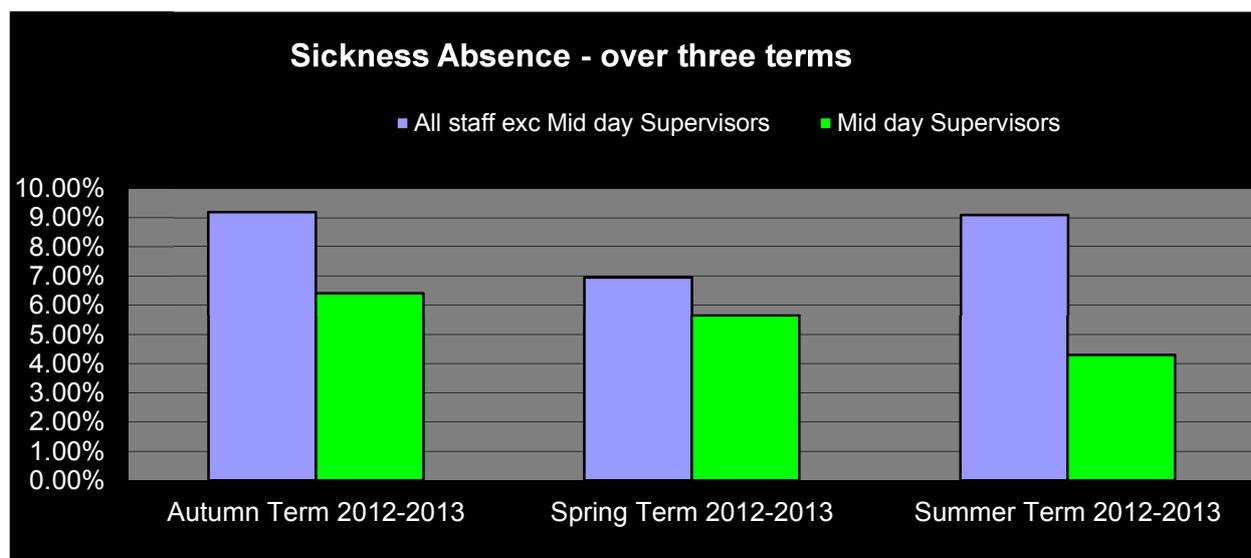
There are currently 20 (19) (19) (20) teachers (including part-time), 5 higher level teaching assistants, 46 (44) (49) (37) teaching assistants, and 9 (10) (12) (9) midday assistants. The four new teachers have settled in very well and have had induction. They have a mentor and may attend the mentoring group run by the deputy head which aims to bring new teachers 'up to speed' with the Millwood approach to teaching, learning and standards. There is still a very high number of pupils in some classes, the largest having 10 pupils. The next intake will be in September 2014, pending the move of the sensory team. There are currently 0 places.

The new social worker, Sarah Ridgeway, has settled in very well and her appointment has had a very positive impact.

### Sickness absence

Sickness absence percentage for all staff excluding Mid-Day supervisors = 9.1% (6.94%) which is high for the summer term and much higher than this time last year.

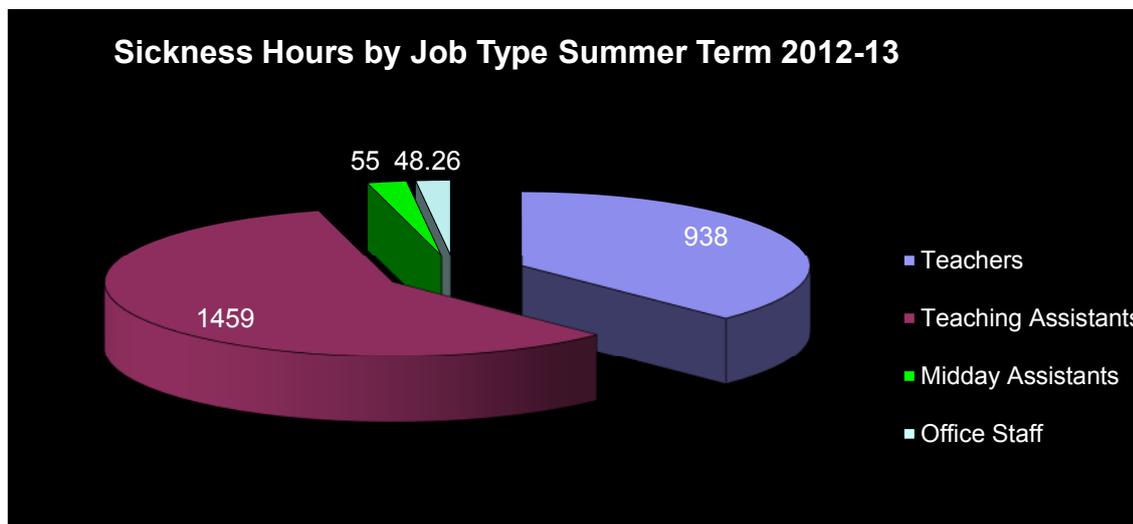
Sickness absence percentage for Mid-Day supervisors = 4.3% (5.65%) which is much lower than this time last year.



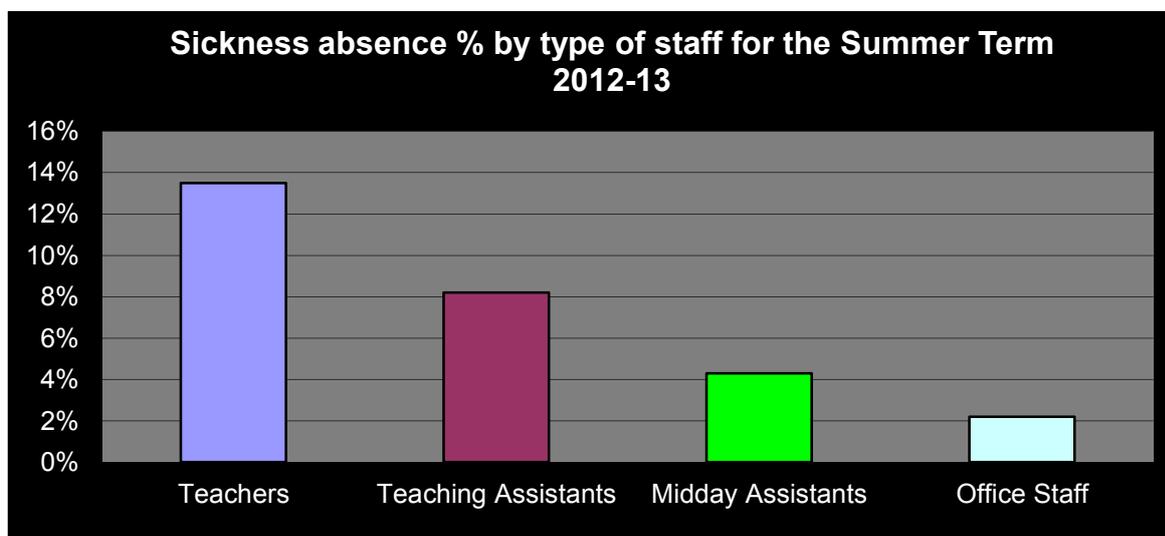
Four members of staff have had a period of extended sickness (over two weeks) and account for 42% of absence rate.

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The graph below shows sickness levels as a percentage of the potential hours available to work for each job type. The majority of absence is explained by one or two long-term absences and masks the excellent attendance rate of the majority of staff.



### Continuing Professional Development

In 2012 – 13 we spent £6875 on CPD. In 2013 – 14 we have increased the CPD budget to £15000. This is to cover the additional training required to enable staff to develop the use of all the specialist rooms in the school and to train additional Team Teach trainers and advanced trainers. Team Teach trainers are used to train our staff and also to train colleagues. We charge for external candidates to attend our courses and some of the cost of training trainers is offset by the income this provides. The budget was also increased to enable us to send staff on specialist SEN training that is not provided by the BPLC.

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After serious consideration and meetings with the BPLC the decision was made to continue to buy in to the BPLC in order to access the Health and Safety, Management, Governor and Office staff training. Teachers and TAs will also attend those SEN and curriculum based courses when they are appropriate for our pupils.

In 2012 -13 Millwood staff and governors attended a total of 84 courses / meetings / conferences. Of these courses only 21 were pupil / curriculum based. The remaining being health and safety or management courses. This year we are encouraging more staff to attend curriculum /SEN based courses where they are appropriate.

External courses attended during the year include, team teach trainer training, Signalong training, ACE centre training for communication, Midas training for mini bus driving, CASPA training, Sensory Integration training, PMLD training by Flo Longhorn and moving and handling trainer training. All PAD days and staff meetings scheduled were completed successfully.

In 2013 – 14 our PAD days are scheduled as follows

2.9.13 – Fire Marshall training and class team meetings

3.9.13 – ICT MOT by New Ways to Learn (see ICT training info below), Light and Dark room training and class team meetings

6.11.13 (3:30 – 6:30) – Asthma training and Review of Extra Support and Pupil Progress

4.12.13 (3:30 – 6:30) – Team Development and Review of ICT skills

20.12.13 – An Introduction to Inspirational Leadership – Olivier Mythodrama and Contender Charlie

6.1.14 – PATH and personalisation and using the sensory integration room, light room, dark room and soft play rooms.

In 2013 – 14 Staff meetings have been set to include safeguarding, risk assessments, appraisal and new pay and conditions, target setting and amendments to the assessment policy, emergency medication, anaphylaxis, preparation for the new curriculum in 2014, reviewing pupil progress, moderation and standardisation of pupil attainment, behaviour management, manual handling, visual impairment, multi-sensory impairment, ICT, teacher and TA pensions and SWOT analysis. In the Autumn Term 2013 we are committing to raising the basic and advanced ICT skills of all staff in order to ensure that all the ICT equipment we have in school is used to its full potential in all classes. An audit of skills was completed in February 2013 to identify the additional training needs of the staff. A further audit in May 2013 identified all skills levels of all staff. Etienne met with all new class teams in July 2013 to talk to the teams about the software, systems and hardware that needs setting up in classrooms by September 2103. New Ways to Learn completed an MOT on all the classroom equipment in August 2013 and in September came in to explain a check list / MOT procedure to all staff. New Ways to Learn will spend 7.5 days in school in September / October 2013. At this time they will inspire staff by delivering a demonstration lesson in each class then work with each class team for an hour the following day developing the skills of individual teams. They will also be delivering a series of short 30 minute basic skills training sessions for identified staff and training one 'super user' from each class in advanced skills. I will report on the success of this training in the next governing body report.

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### Appraisal and pay – autumn term 2013

This is the first year of the new pay arrangements and its effectiveness will be reported in the spring term. The new Policy and revised arrangements are fully in place.

See attached TLR and salary Progression (governors only) – for Resources and Pay Committee meeting

### THE QUALITY OF TEACHING

#### Teaching and assessment

Quality of teaching is reported in the summer term. OFSTED judged teaching to be outstanding across the school. Lesson observations will form part of the new pay and appraisal policy and procedures.

See attached Millwood Curriculum Report 2012-13.

#### Curriculum

See attached Millwood Curriculum Report 2012-13

See Summary of Curriculum Areas by TLR leaders – evaluation of action plans 2012-13

Areas for celebration include:

- Literacy – high quality phonics teaching helping to raise standards
- Literacy – teachers using SMART targets and more focused assessment
- Numeracy – creative, themed curriculum
- Science – use of the outdoor facilities to enhance the curriculum
- PSHE – an improvement in standards partly due to the new environment making it much easier for pupils to concentrate and focus eg workstations and group rooms
- ICT – seen by staff as the second most popular “strength” of the school
- PE – pupils have embraced the Olympic values and PE has a very high profile
- PE and across the curriculum – physical and sensory literacy
- Music – gifted and talented targets (Bringing out the Best) enabled one pupil to gain level 2C in music after piano lessons
- Art – an improvement in standards partly due to new Scheme of Work enabling pupils to explore more skilful and creative techniques
- History and Geography – educational visits and theme days eg Millwoodstock
- MFL – Mandarin curriculum redesigned to ensure more pupils were accessing MFL
- RE – new Scheme of Work with new discovery and cultural exploration at its heart
- EYFS – outstanding progress by pupils partly due to consistent joint planning by staff
- EYFS – parental links

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Areas for consideration include:

- Literacy – the higher the P-level, the more challenging the target, particularly for ASC pupils
- Literacy preparation – teachers are good at personalisation but some need more support in SATs preparation
- Science – closer cross-referencing with the new Millwood curriculum
- Science – more consistent level of resourcing linked to interactive whiteboard
- ICT – lesson observations to focus on ICT as a theme
- ICT – increased number of netbooks
- PE – the very high number of pupils with Above Expected Progress in 2011-12 generated very challenging targets for 2012-13
- MFL – explore possibility of French peripatetic teacher
- All areas – storage and use of resources



Yoga class in physical literacy sessions

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### Educational visits off-site

Throughout the summer term approximately 158 educational visits took place. Teachers continue to complete risk assessment forms for each outing highlighting the purpose of the trip and how the 5 outcomes for ECM are addressed as this includes Enjoy and Achieve. They also outline the National Curriculum subject covered for each trip. Off site visits continue to enrich the curriculum and assist the pupil progress and is an important part of their educational and social development.

### Regular weekly trips

<u>Place</u>	<u>Pupils</u>	<u>Subject area</u>
Gorsefield Primary School	Redvales 5	Numeracy, Literacy PSHE
Radcliffe Baths	Gifted and Talented	PE, Swimming, PSHE
St. Phillips school	1 pupil from R2	Inclusion link
Greenhill school	1 pupil from W1	Inclusion link

### Other trips taken and the National Curriculum Subject/s covered.

<u>PLACES</u>	<u>CURRICULUM AREAS</u>
Asda Radcliffe	Numeracy (number, money and shape) PSHE, Communication
Boomerang sensory play	PE, PSHE, Communication.
Lowry Theatre	Music/Dance/Performance
Local Walks (Duck pond, garden centre)	PE, PSHE, Communication, Geography and Science.
Donkey Riding in Ashton	PSHE, Communication, Science
Elms Bank	Y6 transition
Moss Bank Farm	Science, PSHE, Communication
McDonalds/fast food restaurants/cafes	PSHE, Science, Communication, Numeracy
Animal corners (Heaton park)	Science, PSHE, Communication
Church/Mosque	RE, PSHE, Communication
Knowsley Safari Park	Science, PSHE, Communication
Sealife Centre at Trafford Centre	Science, PSHE, Communication
Sports City - Manchester	PE, Communiucation
Close Park/Clarence Park	PE, PSHE, Communication.

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Teachers will continue to record the curriculum areas covered by all off site visits and assessment data and reports to parents and carers show that educational visits continue to contribute massively to children's progress. We are still pressing forward to a paperless risk assessment system and now that all staff new emails are up and running we should be able to push forward with the new paperless system set up through the Bury Schools website "Evolve."

### Spiritual, moral, social and cultural development

Opportunities for SMSC continue through assemblies and collective worship as well as through the curriculum. These areas remain an important part of school life. Opportunities for social development have increased dramatically in the short time the pupils have been at the new school. The friendship and peer group seating at lunchtimes did not work as effectively as expected. However, these opportunities have been replaced by the highly successful physical literacy groups which take place each day at lunchtime.

### Assemblies

Assemblies take place each Monday (religious content) and Friday (good work). It is one of the aims of assembly to ensure that each child can see and hear the content and is not impeded by any obstacles.



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### ACHIEVEMENT

#### Progress and targets

#### **WHOLE SCHOOL TARGETS 2012-13**

Targets will be discussed with the School Effectiveness Partner to ensure that we comply with current trends and OFSTED regulations which seem to be at odds with each other. The 'norm' is still that the majority of children make 2 P-levels of progress in a key stage.

#### Early Years Foundation Stage

As there are no national benchmarks for EYFS, the 450 IATs form the Millwood benchmark. EYFS was in Year 1 of the new framework and there is a very small cohort. Children in EYFS with PMLD have made very good progress, and those with SLD have made good progress. There are 3 pupils who are eligible for Pupil Premium funding and they are slightly outperforming their peers across the school. In terms of Achievement, no EYFS pupil needs Extra Support, and only one is identified as having Satisfactory achievement in 2012-13. This is an excellent result.

#### Whole school – Years 1-6

<b>Pupil Premium 2012-13</b>	<b>Above expected</b>	<b>Expected</b>	<b>Below expected</b>
Pupil Premium = 27 pupils	15%	85%	0%
Whole school = 92 pupils	21%	74%	6%

Pupils in receipt of Pupil Premium are achieving better than their peers in two areas. However, a few are not matching their peers in above expected progress. This has been identified as an area for development in 2013-14.

<b>Progress 2012-13</b>	<b>Above expected progress</b>	<b>Expected progress</b>	<b>Below expected</b>
PMLD	42%	58%	0%
SLD	19%	77%	4%
ASC	11%	81%	8%
MLD	8%	83%	8%

Pupils with autism have not made the same amount of progress as their peers across the school. However, this does not tally with the quality of teaching in this area. The outstanding teaching actually maximises pupils' opportunities for learning, progress and achievement. It is vital that teaching remains at this level for those pupils who have ASC with a continued emphasis on relationships, structure and routine which is consistent across Irwell and the school, the use of total communication including PECS, a differentiated and excellent curriculum, a calm, quiet, purposeful learning environment, safe spaces and general space in learning areas both inside and outdoors, and a high level of staffing. The use of individual resources has been particularly beneficial eg netbooks. It is worth bearing in mind that pupils in the ASC category do not necessarily have a named degree of learning difficulty. Some pupils fit better into the MLD category when compared with their peers nationally. However, it is also worth remembering that our children are more SLD in the level of need rather than MLD so their progress is very good indeed.

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### Three-year trends

The action of 'reducing the reds' ie reducing the number of pupils who had Below Expected Progress, in 2011-12, paid dividends in 2012-13, as the three-year trend indicates below.

<b>WHOLE SCHOOL</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Above expected progress	27%	25%	21%
Expected progress	53%	75%	74%
Below expected progress	20%	0%	6%

The increase from 0% to 6% of those pupils not making expected progress is partly due to one pupil whose difficulties were uniquely extreme and who was unable to access the curriculum.

<b>PUPILS WITH ASC</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Above expected progress	29%	30%	11%
Expected progress	43%	70%	81%
Below expected progress	29%	0%	8%

Compared with previous years, fewer pupils with ASC in 2012-13 made better than expected progress. The losses in this area are gains in Expected Progress, and the trend in Expected progress is very positive over the last 3 years. This reflects a much better provision for ASC pupils in the new school with more space and better resources for behaviour management. However, it also reflects the trend of pupils who have ASC and more challenging behaviour as a result of sensory issues. One aspect of provision which is not yet fully in place is sensory integration. This may help to allow more children to make Above Expected Progress in the future. As stated above, teaching remains outstanding in ASC. One class was subject to a very unsatisfactory staff turnover during the year and this may well have played its part in reducing the consistency of provision across ASC.

<b>PUPILS WITH PMLD</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Above expected progress	56%	50%	42%
Expected progress	44%	50%	58%
Below expected progress	0%	0%	0%

The 'dip' for pupils with PMLD making Above Expected Progress in 2012-13 is due a significant number of children having around 60% attendance due to illness. However, four out of seven children with above 90% attendance made above expected progress. There are approximately 12 children in this cohort each year.

<b>PUPILS WITH SLD</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Above expected progress	9%	15%	19%
Expected progress	63%	85%	77%
Below expected progress	28%	0%	4%

The trend for pupils with SLD making Above Expected Progress is very pleasing and shows more than anywhere else how effective 'reducing the reds' was. We anticipate that this trend should continue with the increased emphasis on literacy groups, the improvement in provision in the new school, and the appointment of a teacher with responsibility for Pupil Premium.

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The issue for us now is to 'grow the greens' ie increase the number of pupils making better than expected progress. This is not an exact science and really the progress of the individual is paramount.

The action which the school will take is to review and evaluate the progress of pupils each term rather than once annually in May. Staff meetings have been set aside to enable staff to manage this new process. The Assessment Guidance has been updated and the new process has been shared with staff at a September staff meeting. Staff will use the new process to review and evaluate all pupil progress whether in Pupil Premium, IEP targets, gifted and talented targets, and curriculum targets. They think this will enable them to identify at an earlier stage which pupils need additional support and what sort of support would benefit them most. It will also allow teachers to identify those children who can make that additional bit of progress which will 'grow the greens' in their profile. Again, the progress of individual children is the overriding driver.

### Improvement – have we met our targets from last year?

Speaking and listening issues have been further supported by the introduction of a new TLR for Communication, Louisa Carter. Total communication remains the school standard for communication.

In PSHE, attention issues have been addressed partly through the introduction of physical literacy daily sessions.

### Gifted and talented – “Bringing out the Best”

This is an area of change and transition.

It was not possible to support these targets for the whole year using the Pupil Premium funding. OFSTED were exceptionally clear that any pupils' self-chosen gifted and talented targets were outside the remit of Pupil Premium as the G&T targets applied to all children within school and not just to those who were in receipt of additional Pupil Premium funding (Ever6FSM). This has shifted the impetus back to gifted and talented targets being a part of each child's provision within class. It has also meant that Pupil Premium has to be addressed in the same way as in mainstream schools ie it is to improve literacy and numeracy only. Our OFSTED inspector made this very clear, and one of our most recent appointments is focused on the role of narrowing the gap in literacy and numeracy for pupils who have free school meals. Nevertheless, teachers liked the gifted and talented targets in the project Bringing out the Best, as they allow children to shine in any area, improving their attention, their confidence and self-esteem – areas which parents and carers have, as evidenced by the parent questionnaire, told us that they feel are lacking in their children. We will be continuing the practice of setting a self-chosen target which children find motivating and exciting, and which they can change each year or term. Whilst we have recorded the effectiveness of these targets against the current curriculum areas and have tried to show gains made throughout the year, we are in danger of replicating the IEP process and losing the 'celebration' element of the process. Therefore, gifted and talented targets will become part of the pupil provision (the broad curriculum) and will not be the subject of rigorous monitoring. Gifted and talented targets are also supported through physical literacy.

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Sports Day 2013

### Achievement

Again, this is an area which is in transition. It is the school's intention to emphasise progress indicators rather than achievement indicators from now on. The evolving picture of assessment in special education gives us a national database within CASPA which allows for nationally moderated outcomes for children with a range of learning needs. This is useful, a view which is shared by many special schools. In spite of this, OFSTED insist on the continuance of the Progression Guidance to chart progress. This is now less useful given the more detailed data which CASPA now provides. This makes for a very confusing situation. Using Achievement as an additional measure of progress means that the tracker system used is immaterial. However, the disadvantage is that any judgments about pupil achievement are subjective. It is very easy to argue that the majority of children have sufficiently demonstrated outstanding achievement simply because of the many obstacles to learning which they have to overcome. After 3 years of using Achievement as our measure of progress, we are beginning to feel that there is a lack of rigour and moderated standards. Millwood wishes to set targets using CASPA. We need to take advice about the way forward.

### EYFS ACHIEVEMENT 2012-13

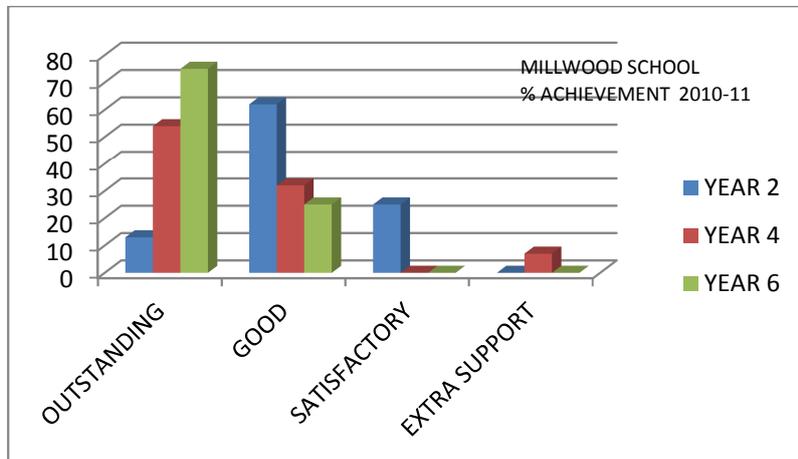
Achievement in EYFS continues to be outstanding.

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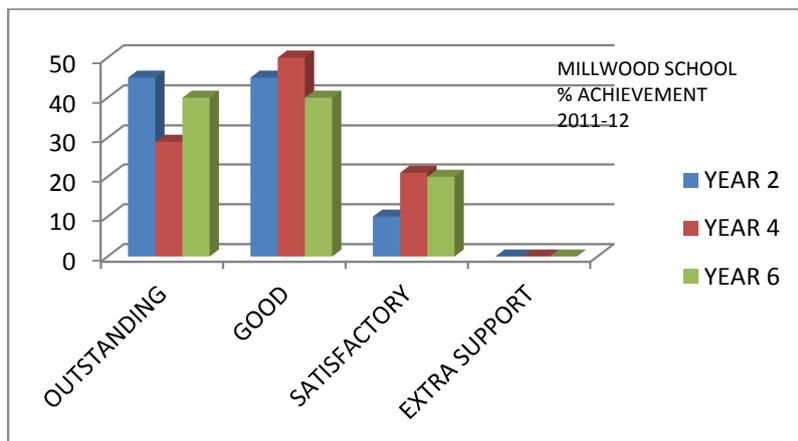
## Autumn 2013

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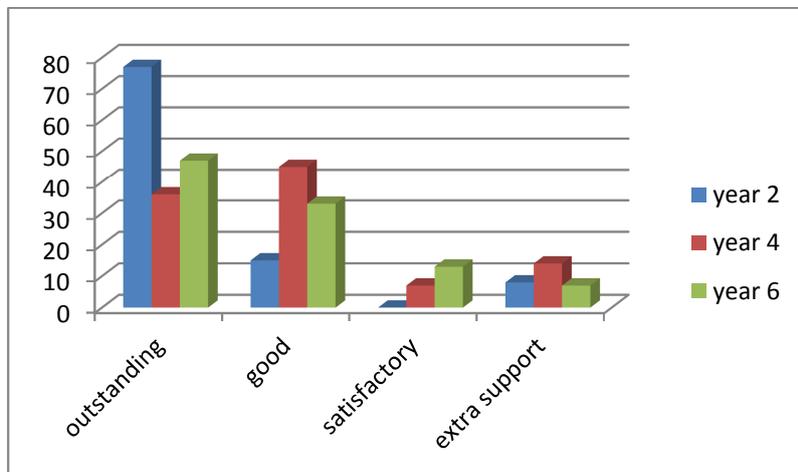
BAR CHART SHOWING PERCENTAGES OF ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2010-11



BAR CHART SHOWING PERCENTAGES OF ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2011-12



BAR CHART SHOWING PERCENTAGES OF ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2012-13



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### BEHAVIOUR AND SAFETY

#### Safeguarding

Designated teacher for safeguarding is Caroline Henley, DHT.

Designated governor for safeguarding is Debi Walker.

The Safeguarding Policy has been updated and shared with and signed by staff on 5<sup>th</sup> September 2012. All staff have signed the updated Safeguarding policy in September 2013.

Safeguarding Training was held for all staff in April 2012 and staff are now qualified until April 2015.

#### Children and young people in care (CYPIC)

Designated Governor is: Debi Walker

Designated Teacher is: Joanne Hurst

See attached CYPIC Report

#### Health and Safety including Crisis management

#### Accident, Incidents and Dangerous Occurrences

##### **There were seventeen injuries to staff members reported on the HS1 form**

- **Two** were due to defects in the building when ceiling tiles fell down and injured two members of staff. Remedial action. Risk assessment completed. ISG informed and refitting with secure clips completed.
- **One** injury occurred when a member of staff caught her hand in the partition door in the Nursery base. Remedial action: Risk Assessment completed. Nursery partition doors to be opened by two members of staff.
- **One** injury occurred when the pool attendant tripped over the Hoover hose in the pool store room. Remedial action: Clutter was removed from pool store area. Hoover relocated.
- The remaining **thirteen** were incidents where a pupil caused the injury, of which two were accidental. Remedial action: The pupil's IBP and risk assessment were reviewed and amended.

##### **There were twenty eight injuries to pupils on Data Capture sheets:**

- **Seven** of which are incidents where another pupil has intentionally caused the injury. Remedial action in each case resulted in the pupils IBP and/or risk assessment was reviewed and changed in accordance
- **One** was an accidental injury which resulted when the pupil and adult banged heads during a physical literacy activity. Remedial Action: Extra caution and vigilance during activity
- **Two** are accidental injuries caused by another child: Remedial action: Close adult supervision and a change in risk assessment.
- **One** occurred when a pupil was playing with poplar spores and some went into his eyes. Remedial action: Supervision and restricted access as spores only shed once every 15 years.

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- **Seventeen** are accidents as a result of the pupil injuring themselves on equipment/fixtures and fittings/floor:
  1. Pupil bent over and banged his head on the corner of a tap unit outdoors. Remedial action: Extra vigilance. High level of supervision
  2. Pupil stood up and lost her balance and banged her head. Remedial action: High level of supervision, team meeting took place to discuss pupils needs. Risk assessment written.
  3. Pupil walked underneath the wheelchair swing and the bar banged onto his head. Remedial action: High level of supervision, risk assessment written.
  4. Pupil pulled down the bar on the wheelchair swing, the bar banged his head. Remedial action. Risk assessment updated. Bar secured with a chain and carabiner to prevent movement. High level of supervision.
  5. Pupil stumbled and fell over in the playground: Remedial action: High level of supervision
  6. Pupil in transition to classroom and walked into the wall. Remedial action: High level of supervision. Pupil to wear protective helmet during transition
  7. Pupil tipped over on the space hopper. Remedial action: Activity to take place on foam area.
  8. Pupil tripped over computer frame. Remedial action: Computer to be re located, high visibility tape to be taped onto computer frame.
  9. Pupil fell off the scooter. Remedial action: Risk assessment updated, helmets worn.
  10. Pupil tripped over and grazed her knees. High level of supervision.
  11. Pupil walked into the handle of the door. Remedial action: High level of supervision
  12. Pupil tripped over a bench. Remedial action: Bench relocated
  13. Pupil pushed open the gate which rebounded and cut his head. Remedial action: Premises Management Team installed a carabiner.
  14. Pupil slipped on the pool side. Remedial action: Risk assessment updated, pupil to use wheelchair for transition from pool side to changing area and vice versa.
  15. Pupil tripped over in playground and banged his head: Remedial action: Close adult supervision.
  16. Pupil banged his side on the changing bed. Remedial action: Staff member made aware of the need for extra vigilance with pupil.
  17. Pupil fell over in playground and banged his head. Remedial action: Close adult supervision

### Behaviour management

In the summer term 2013 Individual behaviour plans (IBPs) continued to be implemented and reviewed by staff for 38 pupils. Recording behaviour is still a vital part of the whole process so that progress and changes can be closely monitored and adapted where necessary. Recording sheets track the use of any physical support that is outlined in the behaviour plan in line with Team Teach methods and are duplicated and handed in to the SMT for monitoring and storing. As of September 2013 Catherine Jackson as a Team Teach instructor will take over the monitoring of behaviour management. Terri Wild – HLTA continues to advertise and run Team Teach courses at Millwood for schools in Bury and out of that she will then run refresher courses. At the moment there are three Team Teach instructors Terri Wild HLTA, Catherine Jackson – teacher and Jill Tierney – assistant head. As running these courses can be a potential money earner for Millwood, Terri Wild has looked into additional and advanced training so that we can train other professionals outside of the educational remit and only one trainer would be needed to train up to twelve staff as opposed to

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two. We are paying for three more staff to be trained as instructors over the next school year. Behaviour continues to be extremely well managed at Millwood.

The chart shows a slight increase in pupils being injured as a result of behavioural incidents compared to this time last year. All incidents are taken seriously and when an incident occurs behaviour plans are reviewed, risk assessments are reviewed as all staff strive to make school a safe environment for all pupils.

All new staff were trained in Team Teach in July ready for their start in September. Once again the great relationships that staff have with the pupils contributes massively to the positive behaviour management the school exhibits.

Reported incidents / injuries where behaviour a contributory factor					
Term	Pupils	Staff	Term	Pupils	Staff
Autumn 2010	10	26	Autumn 2011	15	7
Spring 2011	17	10	Spring 2012	8	9
Summer 2011	12	6	Summer 2012	3	9
Autumn 2012	10	9	Spring 2013	2	4
Summer 2013	7	11			

### Bullying

There were no incidents of bullying in the summer term 2013.

### Attendance and punctuality – See attached Attendance Report

	Millwood target	Millwood attendance	National attendance in special schools
2009-10	91.5%	92.19%	89.8%
2010-11	91.6%	91.68%	Not yet published
2011-12	91.7%	93.6%	Not yet known
2012-13	91.8%	92.4%	2% higher
2013-14	91.9% tbc		

Overall attendance for the year 2012-13 was 92.4%. Once again we exceeded our target of 91.8% as agreed with the local authority, although it is a fall from last year's attendance of 93.6%.

Our attendance target for 2013-14 has been provisionally set at 91.9%. However we are discussing this target with both the School Attendance Team and the School Improvement Partner as OFSTED questioned whether this target was challenging enough as we have exceeded this in three of the previous four years. I will include the final agreed attendance target in the next report. Comparative data analysis based on DFE Statistical First Release – Pupil Absence in Schools in England, including pupil characteristics 2011/12 SFR10/2013 released on 19<sup>th</sup> March 2014 shows that our pupils continue to achieve outstanding level of attendance when compared to pupils nationally who attend special schools. While the attendance levels have dipped by 1% since last year they still remain 2% higher than the latest results for special schools across the country. The gap between our attendance and mainstream primary schools has widened this year. This is due to an increase in the number of children who had serious illnesses / operations last year. While some of these absences were minimised by the home education supplied by our staff there were six pupils

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who were not well enough to access this and a further two pupils who had substantial periods when they could not access home education as well as times when they were visited by staff at home. The comparative data shows that Millwood had a total of 6.73% of possible attendances missed through illness or medical appointment. This compares to 5.3% in other special schools and 3% in mainstream primary schools. 88% of all absences at Millwood were due to illness or medical appointment. We have addressed this issue in previous years but there is no improvement we can make which accounts for those pupils too ill to access home education when they have been discharged from hospital or do not require hospitalisation. This issue is on the agenda to discuss with the school attendance officer this term. There was also one family who took their child on an extended holiday to Pakistan following a family bereavement. This was done despite the absence not being authorised and a penalty notice was issued. On return the family met with school and the school attendance officer and have been informed that if there is a further period of unauthorised absence the pupil will be removed from the school role.

Issues impacting on pupil attendances in previous years are improving. The percentage of absences due to other authorised absences has halved from 4.5% in 2011-12 to 2.26% in 2012-13. This equates to 0.2% of possible attendances missed.

Pupils of Pakistani origin remain the group of pupils with the highest rate of absence (10.7% - 15 pupils). This is in line with the statistics in other special schools and mainstream primary schools where they are the second largest group. Travellers of Irish heritage and Gypsy/Roma are the other groups who exceed this absence rate but we do not have any pupils of those origins on role at the current time. The deputy head will continue to work with the school attendance team to address this and will continue to issue penalty notices for extended periods of unauthorised absences.

In 2012-13 we asked the local authority to issue two penalty notices, both for unauthorised absences. This year the deputy head has adjusted the pupil attendance report to include the codes for absences. In the notes section notable absences have been recorded with the reasons for the absence.

#### Education off-site/home education

See attached Attendance report.

#### Equal opportunity and discrimination (including racial monitoring)

There were no racially motivated incidents in school in the summer term 2013.

*Helen Chadwick  
Headteacher  
26 September 2013*