

GOVERNING BODY REPORT

SPRING TERM 2013



The 2012-13 WHOLE SCHOOL TARGET IS 'BRINGING OUT THE BEST'



**Governing body meeting on Thursday 7 February 2013
at 4.00 pm**

INTRODUCTION

Changes and improvements since last governing body report.

Figures for spring 2013 are in red.

figures for autumn 2012 are in black brackets.

figures for summer 2012 are in blue brackets.

figures for spring 2012 are in green brackets.

- Number on roll – January 2013 – 92 (92) (89) (77); 24 (24) (25) (24) girls (lower than the national average) and 68 (68) (64) (53) boys (higher than the national average)
number of free school meals = 24 (24) (23) (19)
number of children eligible for pupil premium from September onwards = 24 (24)
number of children and young people in care = 5
number of pupils with English as an Additional Language = 17 (17) (17) (14)
number of minority ethnic pupils = 33 (31) (33) (26)
- All permanent teachers have had successful performance management reviews in the autumn term of 2012.
- The headteacher's appraisal took place in the autumn term 2012. The school effectiveness partner emphasised to the reviewer governor the *distinctiveness* of the headteacher's performance in relation to other examples of very good practice in the wider world of special school leadership and management. The headteacher exemplifies very best practice: she combines professional thoroughness with an impressively caring attitude creating an educational and workplace setting that is second- to-none.
- New schemes of work, for example, in ICT and in Art, are being piloted in readiness for the government's latest curriculum review.
- Bury Primary Learning Collaborative – very little training has been provided for Millwood staff.
- Millwood is to provide termly Team Teach training for local authority schools. Spring term 2013 training will take place on 7 and 8 March at Millwood. This will provide a small income stream for Millwood.
- There is a need to fill community governor vacancies to continue the vibrant support provided by governors.
- Social Care support – the lack of a local authority Children's Disability Team has had a major impact on the level of input required by school staff who are now required to complete the CAF (Common Assessment Framework) and take the lead role for Child in Need meetings. CiN meetings are now referred to as Team Around the Child

(TAC) meetings. An initial meeting has taken place between the headteacher and Barnardo's. Draft proposals set the cost per annum for a social worker at £37,000.

- The headteacher has discussed the role of speech and language therapy with the PCT. Meetings with the NHS to discuss the workload of the nurses, have been repeatedly postponed by the NHS. A protocol for nursing cover has been developed but has not been shared with school at the time of writing.
- The headteacher has written to the NHS Commissioning Group Children's Lead, Dr Cathy Fines, about the need for increased nursing cover in September 2013 for increased pupil numbers.
- The headteacher has undertaken a projection of admissions for September 2013 (105) and 2014 (112) to ensure that the financial settlement enables new classes to be opened. This information has been shared with Finance at a meeting on 25 January and estimated admission figures for each category of need will be requested from the SEN team in order for the determination of the school budget by 15 March 2013.
- The SEN team have discussed with Millwood a plan to improve and streamline the admissions, statementing and annual review processes. The headteacher attended the SEN Visioning Day organised by Bury LA on 10 December 2012.

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LEADERSHIP AND MANAGEMENT

Governing body

The full governing body met in the autumn term on 9 October with a Resources Committee and Pay Committee meeting on 30 October. Both meetings were well-attended.

Governors should consider their roles in the OFSTED inspection due 2012-13. Inspectors will consider whether governors:

- Carry out their statutory duties
- Understand the strengths and weaknesses of the school, including the quality of teaching
- Ensure clarity of vision, ethos and strategic direction
- Understand and take sufficient account of pupil data, or whether they are misled by 'headlines'
- Are aware of the impact of teaching on learning and progress in different subjects and year groups
- Are challenging and supporting leadership in equal measure
- Are providing support for an effective headteacher, or whether they are hindering school improvement by not successfully tackling key concerns
- Understand how the school makes decisions about teachers' salary progression
- Performance manage the headteacher rigorously
- Are failing to perform well and contributing to weaknesses in leadership and management

Inspectors should also satisfy themselves that the governing body is ensuring that the school's finances are properly managed, and investigate governors' role in deciding how the school is using the Pupil Premium.

There are two vacancies for community governors.

School Improvement Targets 2012-13

- School Improvement Plan 2011-12 has been reviewed:
teaching 2011-12 is judged to be outstanding
progress overall 2011-12 is judged to be outstanding
achievement overall 2011-12 is judged to be outstanding; this is based on the 2009 inspection report and the fact that results have improved since then.
comparative data shows that pupil attendance (OFSTED key issue in 2009) is now outstanding compared with similar special schools.
- School Improvement Plan 2012-13
Improve teaching from 66% outstanding to 75% outstanding
lesson observations are due to take place across school in the spring term 2013 team teaching is having positive outcomes for continuity of classroom provision the mentoring group provides quality assurance for planning, delivery and assessment for new teachers

Improve achievement from satisfactory to good

those pupils whose achievement was only judged to be satisfactory in 2011-12 have additional focused targets as part of their individual education plan
the pupil premium has been planned and allocated (see attached and IEPs)

Identify gifted and talented targets for all pupils to improve attainment

each pupil has a target as part of the Bringing Out the Best project (see attached and classroom displays)

Policy and documentation review

All statutory policies are in place including the new Equality Duty and new Appraisal policy.

Resource and financial management - **See attached Financial Resources report.**

New school

- Lettings are now underway, for example, with Puddle Ducks, and are beginning to provide a small income stream for Millwood.
- New school snagging and defects period – Millwood Review meetings have taken place every week to ensure that defects are remedied.
- The issue of the cold water system is still ongoing. A school-commissioned report commissioned from Booth King identified the probable cause of the issue but this has been refuted by ISG in their response. A water meter has been installed at the head of Irwell to monitor levels of usage. 500l were used on the first morning so not sure that this argument holds water any longer.
- New school stakeholders – open days were held on the following dates and there was a minimum level of interest. All headteachers, the planning committee and officers, all employees at Athenaeum and Seedfield were invited to the Open Days. No Social Care employees attended. Other stakeholders have attended in large numbers as part of the Radcliffe cluster meetings, Primary Capital meetings, LDD Strategy meetings, BPLC meetings.

Headteacher visits

9 July 2012 – 6 attended, 11 July 2012 – 1, 12 July 2012 – 6

Stakeholder visits

9 November 2012 – 8 attended, 16 November 2012 – 1 (Cllr Southworth, Planning Committee), 20 November 2012 – 9, 23 November 2012 – 7

- The new premises manager – Danny McLoughlin - has settled in very well and has taken over much of the responsibility for liaising with ISG and the local authority re snagging and defects.
- There is no resolution yet about the costs which the school has had to bear in relation to snagging and defects as a result of poor workmanship and quality in the project.
- There is a possible solution to the landscape drainage problem.
- Surface water tax – this problem has now been resolved. We await a reduction in the costs of utility bills as promised.
- Installation is now underway in the rebound room, white room, dark room and sensory integration room.

School Council

School council have been meeting on a termly basis to organise events and develop their voice within the school. In September we had a Dahl dress up day. All children had the opportunity to either dress up as a Dahl character or wear yellow. We had a great day raising £69.40. In November we had a Pudsey week, where every day there was a different theme. We raised £193.00. The council have had a runaway success with the Christmas Fair this year. We raised £1160.12. Some of this money has been allocated to buy a 12ft trampoline to use in developing the physical literacy programme. £150 has also been given to after school club to buy some toys to be used specifically for after school club. The remaining money will be used to fund further projects such as the Christmas Cards this year and perhaps another tea towel.

School council will meet this term again to look to our next fund-raiser which will be based around Red Nose Day.

Parents and carers

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 results from the questionnaire 2012 show that parents and carers strongly agree (85%) that their child is happy going to school. A huge number also strongly agrees (81%) that their child likes the new school and the new facilities. The vast majority strongly agrees (83%) that the home school diary is an effective means of communication between parents/carers and staff.

100% of parents and carers think Millwood is still an outstanding school because:

- we make parents and carers feel welcome;
- we meet the child's learning needs;
- we recognize and celebrate their achievements;
- we keep parents and carers informed about what their child's IEP targets are;
- we value parents and carers as partners in their child's education and care;
- we make sure that annual reviews are informative and positive;
- we keep parents and carers informed about what is happening at school through the weekly newsletter.

Parents and carers think that Millwood children enjoy significantly improved opportunities in music, drama and performance arts since last year. They have consistently high praise for the school office team and agree that the school nursing team meets the needs of those children who need medical intervention and support.

They would like us to consider:

- how we can improve information about their child's dietary needs;

- a bit more information about what happens in after-school club for those who attend;
- more emphasis on ways in which we can improve their child's self-confidence.

Partnerships including inclusion, transition and extended services

Partners include the School Attendance Officer, CLAS, the SEN team, transport team, Schools Organisation team, Architectural Services. Our transition partner is Elms Bank Specialist College.

Transition to Elms Bank started in September. Information on pupil need and the teacher assessed level on all 15 leavers was sent to Elms Bank along with the dates of all Year 6 annual reviews that took place (with the exception of 1 that had to be rearranged for January 2013) before Christmas. Where possible a member of Elms Bank attended the reviews. Christine Barratt from Elms Bank also attended Millwood for a whole day on the 6th December spending time in class to get an idea of how the children work and observing best practice within Millwood. Dates for visits for all the pupils will be planned in January 2013 and regular visits will start after the February half term. Farzana Shah the Assistant Head teacher at Elms Bank is still the lead transition person. However she has just been appointed to a headship that will begin in April 2013. As a result of this it is important that we make sure everything is in place for our pupils and the transition process continues to run smoothly.

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

In November one pupil moved from Irwell 1 to Redvales 3 to better meet her needs. The transition process was gradual beginning with single sessions each week leading to half days before transferring full time just before Christmas. It has been extremely successful and the member of staff who accompanied the pupil throughout the transition process has been able to return to Irwell 1 full time. In September 2012 we had 15 new children start at Millwood. One child had been on roll since April 2012 but due to ill health did not start until September. All have settled in fantastically well, a major factor being the hard work and dedication of the staff and excellent communication with home. It is hoped that we will be able to set up two new classes in September 2013 if funding will allow. Open mornings have been set aside throughout the spring and summer terms for prospective parents to view the school before any decisions are made.

Links with mainstream primary schools include:

- Two pupils attending Gorsefield each Friday
- One pupil attending Greenhill Primary – a shared programme of study and excellent links between parent and both schools ensures that this is a very successful placement

- One pupil attending St Phillip's Primary
- One pupil has a dual placement with Park View Primary on Monday, Tuesday and Wednesday (at present).

The link with Bury FC Community Trust continues with key workers every lunchtime. This is still considered to be good value for money.

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.

The two HLTAs with responsibility for parent support are supporting 15 families at the moment. The regular meetings between the HLTAs and SMT are now being formalised and the record keeping system is being updated. The aim is to support families by listening to them, giving advice and working in partnership with them and other agencies to provide better outcomes for children and families. The two HLTAs will also just lend an ear when parents/carers need to talk.

Since September 2012, the following have taken place:

- completion of three common assessment frameworks
- attendance at Child in Need meetings
- home visits which have had positive outcomes
- 2 coffee mornings which were well attended - the second one was attended by Ian Jones from Scope who came to talk about his life with cerebral palsy. He was extremely inspiring
- setting up a Self-Care For You course for parents - this is a free course run by NHS Trainers
- distribution of information to parents and carers about free days out during the holiday breaks

Pupil Premium Funding

The Pupil Premium supports those pupils who are eligible for Free School Meals. It is expected that the outcome for pupils will be to give them a chance to shine in a particular narrow field where they excel and that this will have major benefits for their increasing confidence, independence and self-esteem.

Pupils who have left school summer 2012 who were part of the 2012-2013 pupil premium funding allocation for 2012-2013.

Pupil Name	Amount per child	How pupil premium allocated
Daliti	£600	Swimming
Hamza	£600	Swimming
Jason	£600	Swimming
Joseph	£600	Swimming

Name of child receiving pupil premium as at Sept 2012-funding for new pupils will come into school April 2013	Funding to be allocated April 2013	Amount per child	How pupil premium allocated
Chanelle	YES	£600	
Kara	YES	£600	
Andrew	YES	£600	
Joele	YES	£600	
Hannah		£600	Live Music Now – music therapy
Deen		£600	Bury FC Olympics Fun Day
Ben		£600	Visit to Lowry Bury FC Olympics Fun Day
Daniel		£600	Swimming
Kashif		£600	Bury FC Olympics Fun Day
Subbhan		£600	Bury FC Olympics Fun Day
Hashim		£600	iPad and Talking Dictionary
Leon	YES	£600	
Ethan		£600	Bury FC Olympics Fun Day
Matthew		£600	Swimming
Spencer		£600	Swimming
Charlotte	YES	£600	
Amy	YES	£600	
Yusaf		£600	Bury FC Olympics Fun Day
Jason		£600	Bury FC Olympics Fun Day
Carmen		£600	Live Music Now – music therapy
Cameron		£600	Lowry and swimming
Elliott		£600	Bury FC Olympics Fun Day
John		£600	Swimming
Jasmine		£1,000	
Jacob		£1,000	
Brogan		£1,000	
Kashif	YES	£1,000	
Yusuf	YES	£1,000	
Christian	YES	£1,000	
Jayden	YES	£1,000	

After-school clubs including Bury FC

After School Club started in January 2011, running 2 sessions per week until 4.30pm. The After School Club runs on a Tuesday and Thursday until 5pm, there is a fee of £5 per session payable half termly. There are currently 15 places filled and 12 children on role, 3 of these children attend two sessions per week. There are limited places available and these will be advertised in the weekly newsletter and on the website. Participation rates have risen since the finishing time was extended to 5pm. Lesley Roberts from Children's Short Breaks is due to visit and hopefully recommend After School Club to some more of our families. 6 regular teaching assistants from within school as well as the two HLTAs with responsibility for After School clubs, give 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. After School Club is based in the theatre which enables use of 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.

Use is made of all the facilities in school including the Pirate room, White room, MUGA pitch, Polytunnel, playground, New World Café, Redvales 4 (to use the Wii and Xbox) and the spacious hall where pupils have experienced samba sessions and boccia. The children enjoy a snack and a drink which they help to prepare or may have previously made eg cakes, pizza, biscuits, toast and crackers, hot chocolate and milkshake. Last term was very busy - pupils planted carrots in the beds and when they had grown they tasted them and some children took them home to enjoy with their family.



Pupils made use of all the outside facilities – weather permitting - and look forward to planting in the polytunnel and helping the gardening team with gardening jobs. Pupils made lots of Christmas crafts to take home in a goody bag. The After School Club has access to the school bus and a driver which enabled pupils to visit the local park and a Christmas outing to Boomerang. Due to the success of the Christmas fair the school council have given After School Club £150 to spend – pupils are hoping to buy some large construction and small world toys. After School Club have also had a generous donation of £100 from Sarita Bhat (parent of Pranav) to treat the children to outings. We hope to visit Boomerang again and McDonalds as well as other places.

Staffing

There are currently 19 19 (19) (20) teachers (including part-time), 5 higher level teaching assistants, 40 44 (49) (37) teaching assistants, and 10 10 (12) (9) midday assistants. Three teachers have taken the decision for personal reasons to reduce or change their roles. This has led to the employment of an agency teacher in Irwell 4 and a part-time teacher in Redvales 5. The headteacher has written to all Irwell 4 parents and carers to reassure them that the quality of teaching and learning will be managed through an extended handover period and a high level of monitoring through the lesson observation programme, and through the mentoring and new teacher group run by the deputy head.

Two staff retired last term, Mo Maskell, one of our midday assistants, and Pauline Taylor, one of our part-time teaching assistants. Both have served Millwood over a long period of time and their contribution is highly valued.

The Premises Management Team has a new manager, Danny McLoughlin. Clinton Davey is to be the Maintenance Officer, and Darren Newton the caretaker (replacing Jonny King who left the school in the autumn term 2012). The Housekeeper and head of cleaning remains Christine Guinn. Her team includes Lesley Green and Craig Lee. Unfortunately, Christine Greenwood, the third cleaner, decided to take up another post during the Christmas break. We were very sorry to lose her. The difficulty of getting replacement cleaners and caretakers has demonstrated that our EDS service level agreement is still not working to support the needs of the school. It is currently under review.

The catering team consists of 3 staff. Discussion with EDS has highlighted the increase in pupil and staff numbers from September 2013 and again in 2014, requiring a probably increase in catering staff. A number of new midday assistants have started work with us to support feeding programmes and the new physical sensory literacy programme at lunchtime.

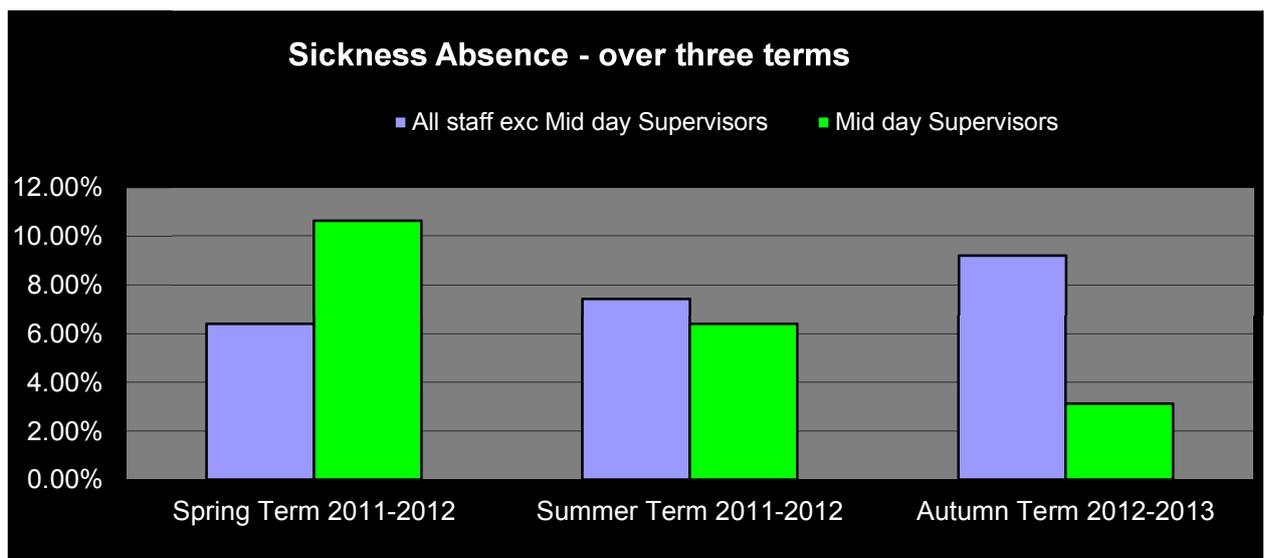
Sickness absence autumn term 2012

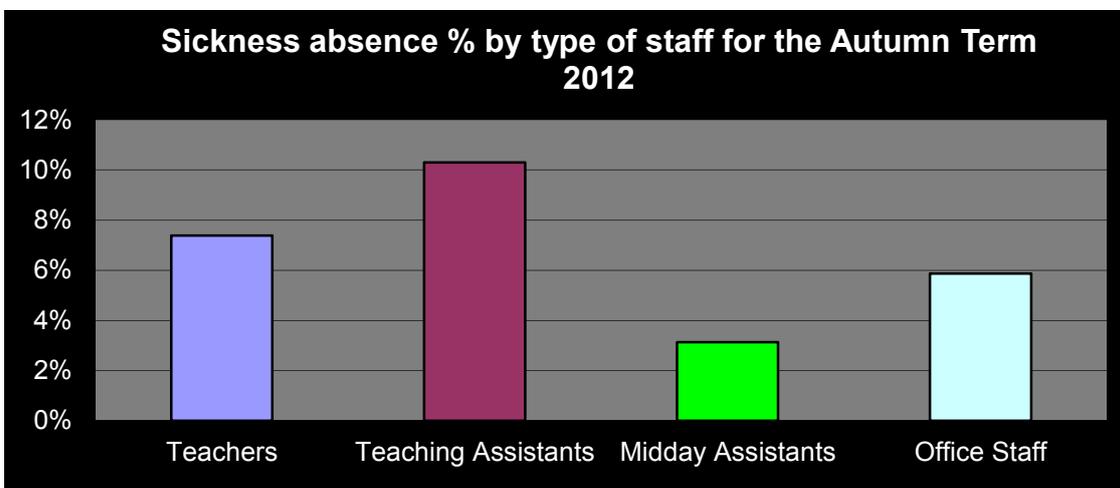
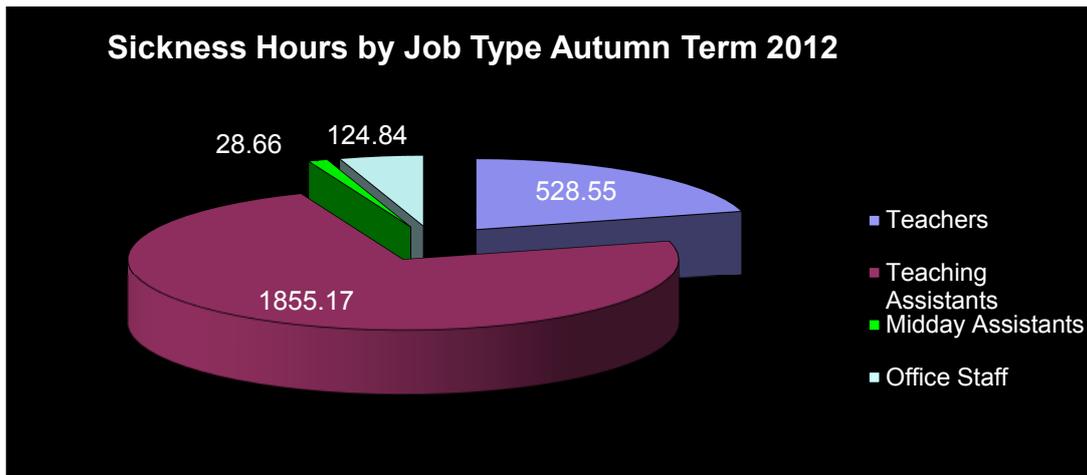
Sickness absence percentage for all staff excluding Mid-Day supervisors = 9.2%. This is a reduction from the same time last year when absence was at 11%.

Sickness absence percentage for Mid-Day supervisors = 3.13%. This is slightly lower than at the same time in 2011 when absence for middays was at 4%.

There have been 6 staff with periods of extended sickness. The group of staff with the highest number of sickness hours is teaching assistants due to extended absences.

PERCENTAGE ABSENCE	Staff	Midday assistants
Autumn 2012	9.2	3.13
Average absence 2011-12	8.3%	7%
Summer 2012	7.5	6.4
Spring 2012	6.4	10.6
Autumn 2011	11	4
Average absence 2010-11	7.4%	3.4%
Summer 2011	7.6	0.3
Spring 2011	8.5	6.5
Autumn 2010	6	3.5
Average absence 2009-10	7.7%	11.5%
Summer 2010	7.1	11.3
Spring 2010	11	18
Autumn 2009	5	5.27
Average absence 2008-9	9.1%	15.9%





Continuing Professional Development

During the Autumn Term 2012 39 BPLC courses were attended by 18 members of staff. These consisted of a range of curriculum based courses, most notably ICT courses linked to the new curriculum and phonics and reading courses; a range of health and safety courses; management courses linked to the changes in teacher appraisal regulations and preparations for Ofsted; budget and other office management courses and SENCo network meetings. The decision whether to continue to buy into the BPLC will be made during the Spring Term.

External courses attended during the Autumn Term included a NAHT measuring progress conference, Greater Manchester Leadership conference about moderation and assessment and an additional two staff attended the 3 day Signalong courses. We also bought in an external trainer to train the staff in Adult and Paediatric Basic Life Support.

Team Teach training was delivered to all staff as part of the PAD days last term and additional training will be delivered in November to staff from Millwood, Elms Bank, Arches, Hollins Grundy, Park View and Unsworth schools. Charges of between £100 and £150 per person were made for the staff from the local primary schools. Further training is planned for March 2013. The BPLC did not fund our trainers to train as we had agreed so there is

now a 5 year plan in place for retraining our existing trainers and training some new trainers. This training needs a total budget of £19000 which includes the cost of the courses and cover to release staff. This will partly be funded by charging people to attend our training.

There is now a 5 year rolling programme in place which outlines when we need to complete our ongoing health and safety, safeguarding and medical training. This will be used to plan our future PAD days and staff meetings.

Teacher Appraisal meetings took place in the Autumn Term and all staff have identified CPD needs as part of this process. Staff will receive external and school based training to be able to meet their agreed targets. This training gets priority in both time and spending.

Performance Management – autumn term 2012

The school has adopted the local authority's policy on Appraisal and Performance Management. The Senior Management Team attended training offered by the local authority on the new Appraisal arrangements and the new Teachers' Standards although a policy and the new standards had already been distributed in the summer term to all teachers. Training was cascaded to all teachers on 19 September and documents updated in line with the new arrangements. Teachers' objectives for 2011-12 will be measured against the old standards and new objectives will be set using the new standards. To support the appraisal arrangements through union action commencing 26 September, it has been agreed with staff to provide TA cover for all interviews so that they can take place during the school session.

THE QUALITY OF TEACHING

Teaching and assessment

All planning continues to be monitored each term to ensure that standards of target-setting and assessment are consistent across school and from term to term. Monitoring of teaching and learning is taking place in the spring term as usual. This year, the majority of teachers will be monitored by the School Effectiveness Partner in joint observations with Millwood Senior Management Team. All other staff who teach in school will be observed by the headteacher.

Curriculum

A staff meeting in September run by the deputy head outlined the draft proposals for the new National Curriculum. The ICT curriculum has already changed and the ICT Co-ordinator has worked in collaboration with the L.A. to develop curriculum guidelines for pupils working below level 1 to be used throughout the L.A. In school she has provided support and ideas for all staff, and the pupils are busy using the new ICT resources on a daily basis. It is excellent to see how technology is being used by staff and pupils to deliver the whole curriculum and not as a stand separately subject.

TLR leaders for the other core curriculum are familiarising themselves with the draft proposals as they are due to be delivered in September 2014.

The new scheme of work for art is coming on line term by term linked to the two year topic plan, and has been received very positively.

During the Autumn Term preparation took place for the introduction of a new Physical / Sensory Literacy programme which began in January 2013. The plans are for all pupils to start their afternoon with a 30 minute activity aimed at developing their physical and sensory skills and enjoyment. A range of activities will take place across the school and pupils will join the activity that suits their needs. They will not necessarily be with other pupils in their class but with other pupils from across the school with similar physical / sensory needs. This will have the added benefit of giving pupils new opportunities to develop friendships and confidence with other staff and pupils as well as working in a different part of the school environment. Midday staff have had their hours extended to provide additional staff until 1:30pm. This ensures we have the means to offer the right level of support to all the different groups. Many of the activities will also give pupils further opportunities to achieve their gifted and talented targets. Planned activities include 5 styles of dancing, samba drumming, wii and xbox sports and dancing, fine and gross motor skills games, regular tac pac, low stimulation tac pac, massage, brain gym, yoga and soft play. As the sensory integration and rebound rooms become available additional programmes will be added to make use of those facilities. It is planned to take activities outside during the summer months.

Educational visits

Throughout last term approximately 144 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. 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 are 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 3 and 5	Numeracy, Literacy PSHE
Radcliffe Pool	All Key Stage 2 where appropriate	PE, Swimming, PSHE
St.Phillip's School, Manchester	1 pupil from R2	Inclusion link
Greenhill School, Bury	1 pupil from W1	Inclusion link

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

PLACES	CURRICULUM AREAS
Asda Radcliffe	Numeracy (number, money and shape) PSHE, Communication
Boomerang sensory play	PE, PSHE, Communication.
Local Parks	PE, PSHE, Communication, Geography, Science
Local Walks (Duck pond, garden centre)	PE, PSHE, Communication, Geography and Science.
Donkey Riding in Ashton	PSHE, Communication, Science
Cinema	PSHE, communication
Royal Northern College of Music	Music, performance, PSHE
McDonalds/restaurants/cafes	PSHE, Science, Communication, Numeracy
Animal corners (Heaton park)	Science, PSHE, Communication
Church/Mosque	RE, PSHE, Communication
Old Millwood	Geography, History, PSHE, communication
Trafford Centre	Christmas (RE) Geography, communication

Holy Cross College	Social inclusion, PSHE, communication
Manchester Christmas markets	Social inclusion, PSHE, communication, Geography
BBC studios Media City – Salford to watch 'Justin's House' being filmed	Communication, ICT, PSHE

Teachers will continue to record the curriculum areas covered by all off site visits and assessment data and reports to parents show that educational visits contribute significantly to children's progress.

In the spring term we will looking at storing all our outings risk assessments centrally on the Bury EVC link. Rochdale local authority are leading this and are coming into school to set up an account for all teachers to access and use for any trips that require transport provided by external providers, full day trips, residential or any trips to new places.

David Scarfield and Luke Stevenson from the Rochdale Authority EVC team have agreed to set up the account and input our information under the heading of Educational visits policy. Hopefully this will be up and running by Easter 2013 at the latest and will reduce the bureaucracy that is needed for each individual trip.

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. Lunchtime social groups are now developed through the new physical and sensory literacy groups 1.00-1.30. It is intended to allow this informal development to grow into a more structured arrangement of something along the lines of a 'house' system to allow for greater interaction between children of differing ages and abilities. It is intended that teachers will transfer any responsibilities for lunchtime activities to teaching assistants and midday assistants. One of the benefits of this will be that teachers will no longer have to write home school books at any other time than at lunchtimes.

Assemblies

Assemblies take place each Monday (religious content) and Friday (good work).

Since moving to the new school we are now able to hold two whole school assemblies each week. On Mondays they are led by teachers who are expected to celebrate all the major religious festivals. Where there are no festivals to celebrate the theme is usually a celebration of our pupils' achievements or a celebration/reflection time of local, national or global events. Each assembly includes a collective act of worship and we also use it to listen to different styles of music. In the autumn term the children listened to traditional English hymns and also learnt to sing the "Our Father" as an echo.

The assemblies also give pupils the opportunity to lead activities such as signing the school prayer for everyone to see. It gives the opportunity to pupils to lead songs, for example one pupil who has a music/performance gifted and talented target was able to lead the singing in the "Our Father" using the microphone. Over the weeks it was clear for all to hear how much he had improved.

The "Good Work" assembly held on Friday mornings is to give out certificates and awards in celebration of the pupils' achievement. It is a very upbeat assembly with a real focus on our gifted and talented pupils.

The new ICT equipment in the hall has enhanced all the assemblies and performances. We are able to make it a much more visual experience and children can see their photos on a large screen enhancing the importance of their achievements and also keeping pupils focussed and interested for longer.

Teachers continue to plan and record the objectives of their assembly on the shared drive.

ACHIEVEMENT

Progress and targets

WHOLE SCHOOL TARGETS 2011-12

These targets are set against the whole school performance against the default CASPA data base

ASPECT OR SUBJECT	RESULT 2010-11	TARGET 2011-12	RESULT 2011-12
	% of pupils who made expected progress or above	% of pupils to make expected progress or above	% of pupils to make expected progress or above
READING	79%	82%	86%
WRITING	78%	81%	82%
SPEAKING	91%	91%	88%
LISTENING	82%	85%	90%
NUMBER	80%	85%	88%
USING AND APPLYING	73%	78%	81%
SHAPE, SPACE AND MEASURES	79%	82%	95%
SCIENTIFIC ENQUIRY	73%	78%	91%
LIFE PROCESSES	66%	75%	91%
MATERIALS	71%	75%	90%
PHYSICAL PROCESSES	71%	75%	91%
ART	71%	75%	87%
DESIGN AND TECHNOLOGY	66%	70%	98%
GEOGRAPHY	73%	75%	90%
HISTORY	62%	68%	88%
ICT	67%	75%	87%
MUSIC	78%	80%	97%
PE	70%	75%	97%
RE	55%	65%	87%
INTERACTING WITH OTHERS	89%	91%	91%
INDEPENDENCE	85%	88%	92%
ATTENTION	90%	91%	90%

Gifted and talented

All pupils now have a gifted and talented target to promote their enjoyment of learning. A fund of £1,000 is available to support resources for this project which is recorded in the School Improvement Plan 2012-13 and forms a key objective for each teacher in Appraisal.

Pupil Premium funding is attached to each eligible child's gifted and talented target for the year, for example, to pay for additional swimming lessons or to pay for piano lessons.

Music – 23%

PE, dance and sports – 16%

Communication – 16%

ICT – 15%

Reading – 9%

Drama and role play – 7%

Maths – 4%

Science – 3%

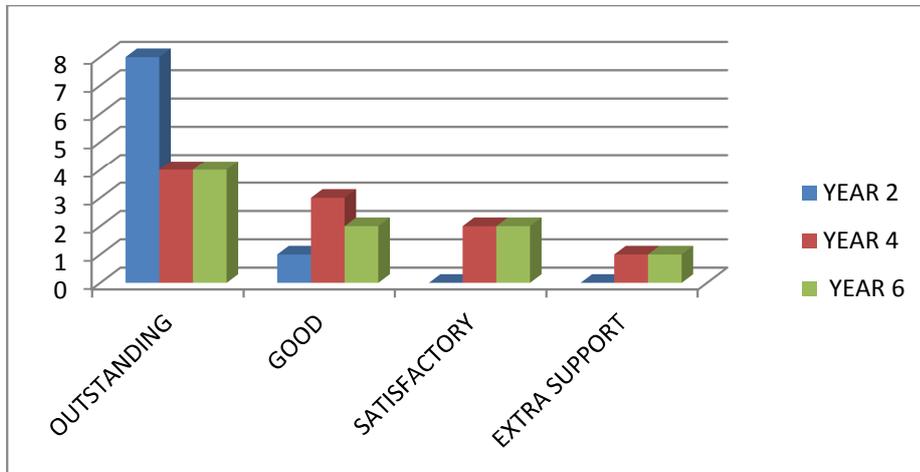
Art – 3%

Technology – 3%

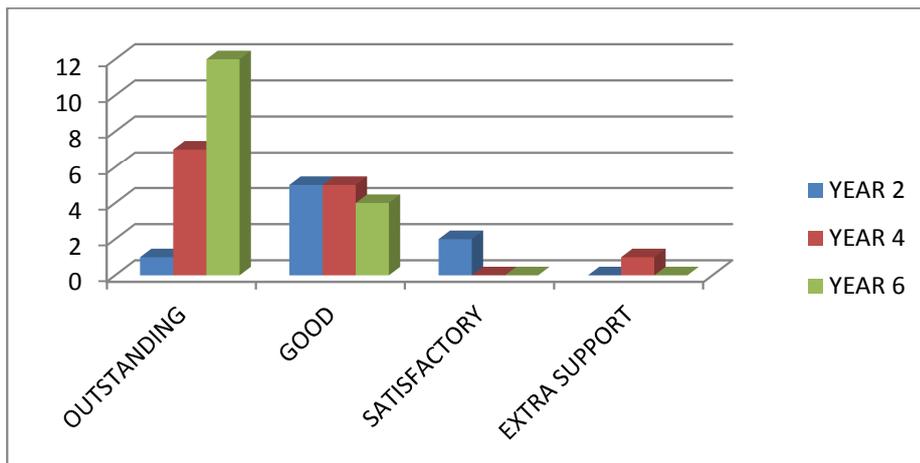
Independence and organisation – 1%

Achievement

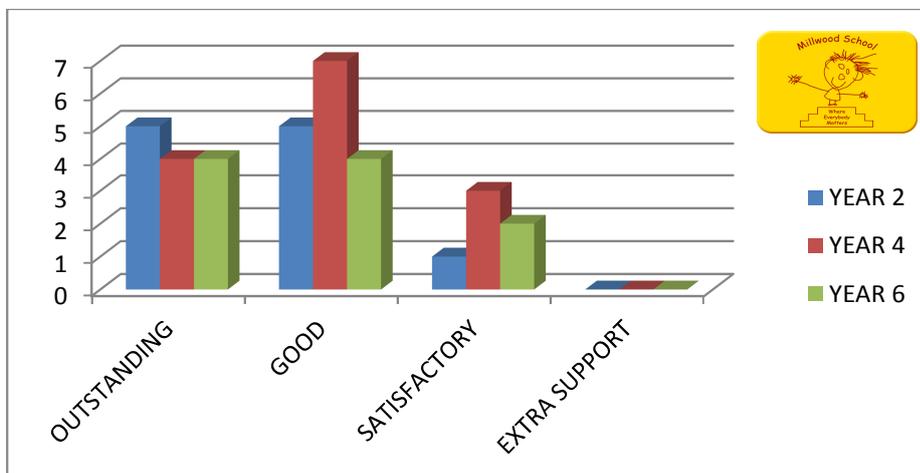
BAR CHART SHOWING ACTUAL NUMBERS OF PUPILS - ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2009-10



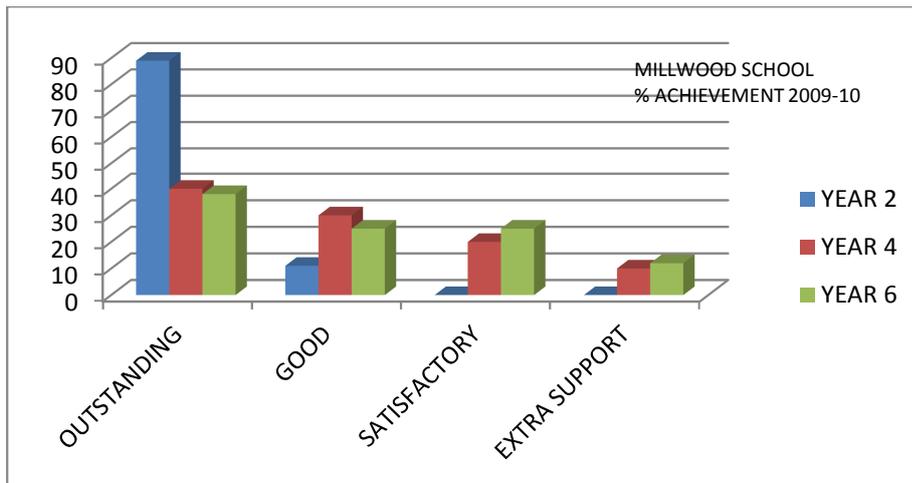
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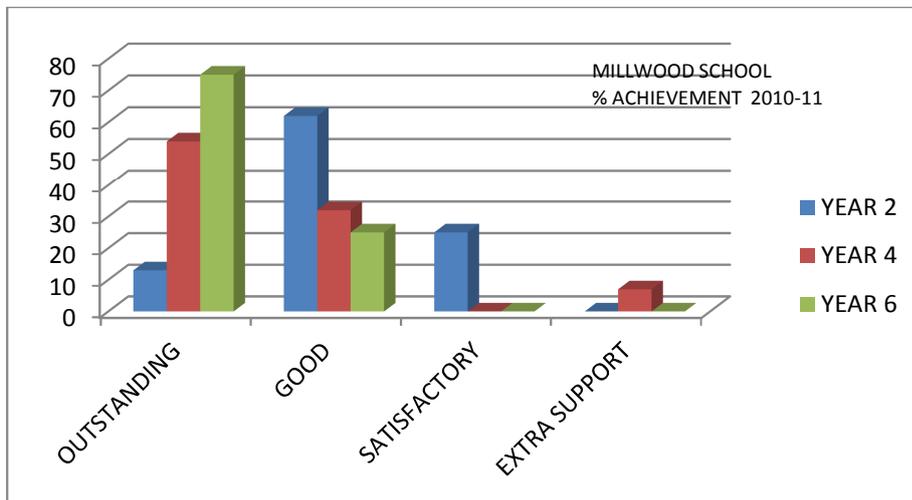
BAR CHART SHOWING ACTUAL NUMBERS OF PUPILS - ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2011-12



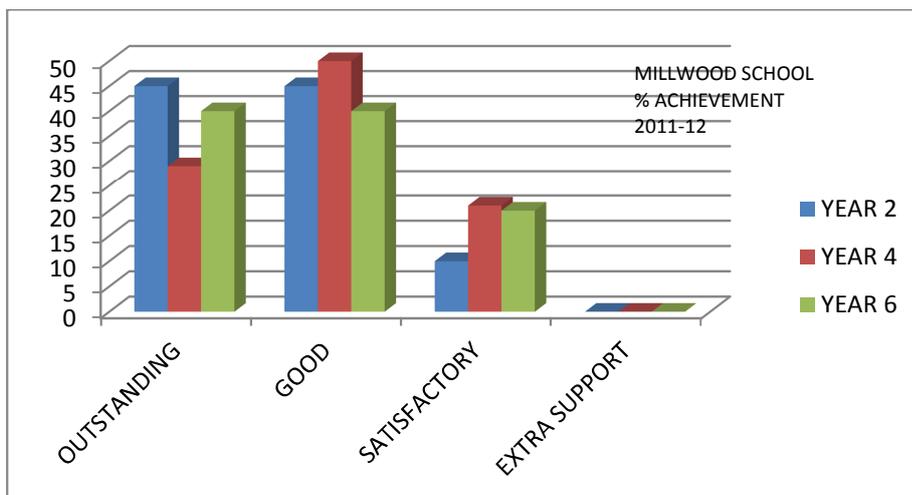
BAR CHART SHOWING PERCENTAGES OF ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2009-10



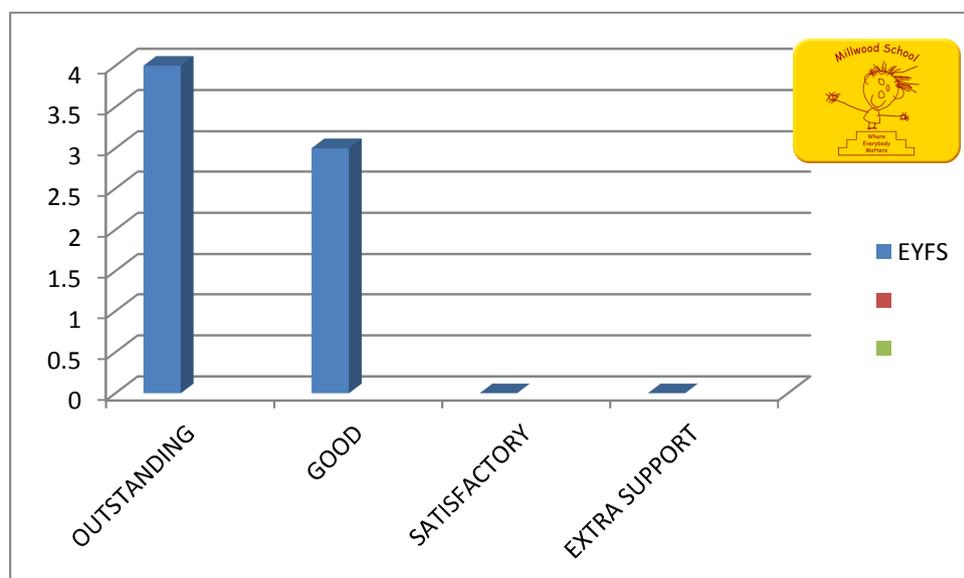
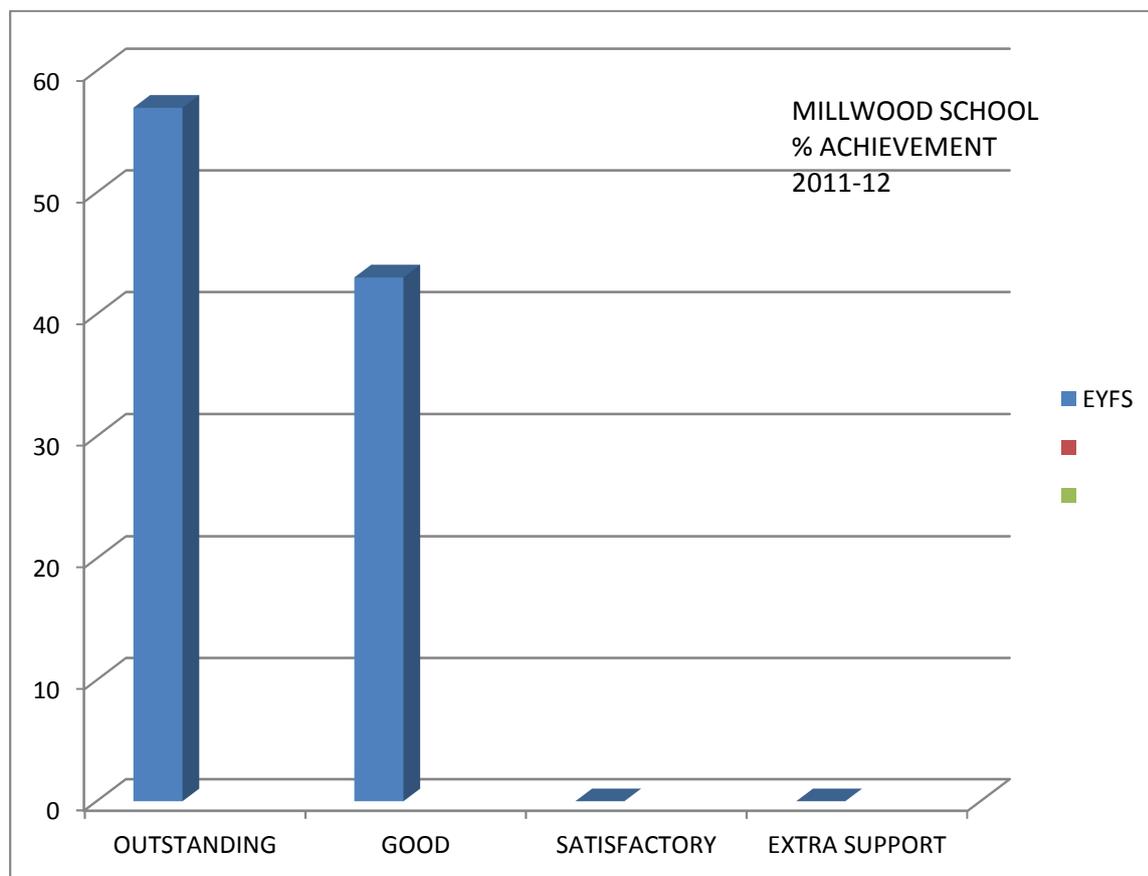
BAR CHART SHOWING PERCENTAGES OF ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2010-11



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



EYFS ACHIEVEMENT 2011-12



Achievement in EYFS continues to be outstanding.

BEHAVIOUR AND SAFETY

Safeguarding

Designated Teacher for safeguarding is Caroline Henley, DHT.

Designated Governor for safeguarding is Debi Walker, Chair of Governors.

All new staff have been shown the Safeguarding Policy and have signed to show that they have read it. There are currently 92 pupils in the school. One pupil is currently the subject of a child protection plan. A further 10 pupils have an active case with a named Social Worker. Other pupils are supported by the Short Breaks team. Since the reorganisation of Social Care and the disbanding of the Children's Disability Team it has become more difficult for school to develop the close working practices with social care. School is being asked to take on more responsibility for the work previously undertaken by the social workers on the Children's Disability Team. A scheduled meeting with Bury LA Social Care was of limited success in supporting the school to meet the desired outcomes for children. After consultation with Mark Carriline, a further invitation was made to Social Care to share with the SMT the provision in place for children with learning needs now that the Children's Disability Team has been disbanded. The issue of capacity within schools to manage the Child in Need process and the Team Around the Child (TAC) meetings is one which is common across Bury primary schools. Discussion between Millwood and Barnardo's has resulted in a shared aim of providing experienced social care provision within school with the child at the heart of the process. The key priorities identified were managing the Child in Need process, organising the completion of CAFs, and working with families to improve outcomes.

Staff and parents/carers have been informed of the current situation and ways to manage it. Funding for a Barnardo's social worker to be based in school would come from staffing. However, the impact on teaching and learning is expected to be very positive. Child Protection and Children and Young People in Care would remain the responsibility of school staff.

In the Autumn Term 2012, 15 cause for concern forms were received relating to 5 pupils. In all cases the concerns were discussed with parents and, where relevant, other professionals. In one case the cause for concern led to the completion of a CAF. In three cases the school family support workers became involved with the families and in all cases the school staff have worked closely with the school nurse to identify and meet individual needs. Support for the children and families of all these families continues either through family support, Parents' forum, or social care. The SMT has recently attended an information road show to help us to ensure that we are aware of all the pathways for support for our pupils and their families. Weekly meetings between the school nurse and the SMT continue to be held and information sharing is excellent.

Children and young people in care (CYPIC)

Designated Teacher for Looked After Children is: Joanne Hurst, Assistant Head.

Designated Governor for Looked After Children is: Stella Smith

See attached CYPIC Report.

Health and Safety including Crisis management

Accident, Injuries and Dangerous Occurrences

There were fifteen injuries to staff members reported on the HS1 form

- One was an accident when a member of staff was helping a pupil from transport into school, the pupil wanted to be carried and jumped onto adults back, this resulted in the adult having muscular aches. Remedial action: Risk assessment completed and only familiar adult to escort pupil from bus into school.
- One was an accident when the member of staff crushed her hand in between the door and a bench in the PE store. Remedial action: Store room to be reorganised. Premises Management Team to support in gathering of bulky equipment
- One was an accident which resulted in a cut to the tongue. The member of staff was interacting with the pupil, the pupil stood up quickly and accidentally banged their head into the adults chin, this caused the adult to bite their tongue. Remedial action: Information shared with team, risk assessment amended, extra vigilance.
- One was an accident where a member of staff slipped on black ice in the car park, this led to a bruise and sprain. Remedial action: Gritting Plan reviewed.
- One was an accident where a member of staff slipped on ice in the school grounds. Remedial action: Risk assessment amended. Premises Management Team to carry out daily inspections of outdoor area and report back to staff via notice board.
- One accident was caused by the adult slipping on a transparent pocket wallet which had fallen from the table onto the floor. Remedial action: Extra vigilance, any items seen on the floor to be picked up immediately.
- Nine were incidents where a pupil caused the injury. Remedial action: The pupil's IBP and risk assessment were reviewed and amended.

There were **nineteen** injuries to pupils on HS1 form (P) or Data Capture sheets which came into effect from October 2012:

Ten of which are incidents where another pupil has intentionally caused the injury. The remedial action following all of the incidents above resulted in the pupil's IBP and/or risk assessment being amended including high levels of supervision.

Nine are accidents as a result of the pupil injuring themselves on equipment/fixtures and fittings/floor:

1. Pupil lost his balance whilst using his walking frame. Remedial action: Extra vigilance. High level of supervision
2. Pupil lost his balance and tumbled sideways off a chair. Remedial action: High level of supervision
3. Pupil lost his balance whilst dismounting from a bike. Remedial action: High level of supervision pupils individual risk assessment reviewed.
4. Pupil stumbled and fell over in the playground: Remedial action: High level of supervision
5. Pupil tripped over the leg of a chair. Remedial action: High level of supervision reiterated to all staff in the team.

6. Pupil fell slipped in the changing area at Millwood's pool. Remedial action: High level of supervision at all times, pupils not allowed to exit the pool without an adult. SMT to monitor and purchase mats if necessary.
7. Pupil banged his head in the pool at Radcliffe Swimming Pool. Remedial action: Risk assessment updated.
8. Pupil banged her chin in the pool at Radcliffe Swimming Pool. Remedial action: Risk assessment updated.
9. Pupil banged his head on a stationary wheelchair whilst spinning on the floor. Remedial action: Risk assessment reviewed.

Policies

- The Emergency Evacuation Policy has been rewritten to reflect changes in staff. Additional fire marshals have been identified.
- The Hydrotherapy Pool policy has been rewritten. The guidance contained in the hydrotherapy pool policy is based on The HSE document "Managing health and safety in swimming pools".
- Critical Incident Policy has been rewritten.
- The First Aid Policy has been revised and updated. New first aid boxes and contents have been purchased for new school and are in place in key locations which have been shared with staff during staff meetings and in the circular. This information is also contained in the First Aid Policy.
- The Health and Safety Policy has been rewritten in line with the recommendations of the Health and Safety Framework.
- Business Continuity Plan has been written

Fire Prevention, Emergency Evacuation Procedures and information updates

A planned emergency evacuations of the building has taken place during the Autumn term (17th Oct). Emergency Call Point testing has taken place.

Hydrotherapy Pool

Life saving resources, PPE, pool uniforms and footwear and signage have been purchased and are on display in the pool area. Two pool attendants have been trained. The post for a pool attendant has been filled. Jenny Greenhalgh is the pool attendant on Mondays, Tuesdays and Wednesdays and Jackie Norris is the pool attendant on Thursdays and Fridays. Three risk assessments linked to the hydrotherapy pool have been completed: 1) Generic pool use during school day. 2) Generic pool use for community use. 3) Pool Plant and maintenance

Health and Safety Walk around

The headteacher, Premises Manager and Assistant head with responsibility for health and safety have undertaken a health safety walk around focussing on group rooms, small kitchens and outdoor stores to identify any potential health and safety hazards. Information was shared with staff and a follow up walk around was carried out a week later which involved two school Governors: Debi Walker and Caroline Rawstron. A large number of defect sheets has been completed by the headteacher. The hazards found were categorised into a High, Medium or Low risk and a schedule of work was drawn up with person/s responsible identified. Currently all defects are being addressed with ISG and the LEA.

Premises Management Request System

A formal maintenance/non urgent job request system has been introduced with staff and is proving to be very effective, Requests are made in a green file which is located in the staff room and this is checked each day by the premises team.

Risk Assessments

- Individual risk assessments for pupils when the need has arisen have been completed
- Individual risk assessments for staff including expectant women have been completed when the need has arisen
- Individual risk assessments for students have been completed when the need has arisen
- Locational risk assessments have taken place for specific areas in school e.g. Hydrotherapy pool
- Activity risk assessments take place as required e.g. swimming, hydrotherapy and educational visits.
- Moving and Handling Risk Assessments have taken place for specific pupils during the month of October.

CPD

Course	Date	Attended by
SMART/Pupil/Student Accident Briefing	13 th Sept 2012 Oct 2012	J. Hurst C. Henley M. Lowe M. Malone
Hydrotherapy Pool hoist Refresher training	1 st Oct 2012	J. Greenhalgh, J. Norris, L. Green, D. Thornley, J. Watkin, G. Hayton
Rescue Medication Anaphylaxis	14 th Nov 2012	Whole school
Resuscitation Training	21 st Nov 2012	All teaching staff and HLTA's
Manual Handling training	21 st Nov 2012	All teaching assistants

Behaviour management

In the autumn term Individual behaviour management plans were written and implemented by staff for 29 pupils. Within the term many were changed and updated to reflect changes in behaviour patterns and needs. They continue to be vital in ensuring that pupils are dealt with as consistently and successfully as possible. Team Teach continues to be used successfully in school. Parents continue to be informed if their child has been physically supported. New staff were trained in November alongside staff from other Bury schools. This training was held at Millwood and lead by Millwood and Elms Bank trainers. All staff previously trained at Millwood received 6 hour refresher training in September.

Team teaching training is almost up to date. However two members of staff missed the refresher in September and so will therefore have to do the full 12 hour course. This will

take place in March 2013 when our Team Teach instructors will run another open course and offer it out to other Bury schools. Uptake for the spring term course is good.

Three new Team Teach trainers will be trained during the next school year to take into account the growing number of staff in school and the need to replace trainers who are retiring. As the numbers of pupils continue to grow over the next 2-3 years further safe spaces will be required; a fifth safe space has been purchased this year at a cost of £5,000.

In the Autumn Term there was one incident reported when Team Teach techniques were used that were judged to be at level 4. As usual an accident/incident form was completed and a level 4 Team Teach behaviour form was filled in with a member of the SMT. Parents were informed and the pupil's Individual plan was reviewed. The chart below shows a reduction in pupils being injured as a result behavioural incidents compared to this time last year and with a significant increase in number on roll.

New pupils are continually assessed by class teams and take advice from family members and other agencies to ensure behaviour management is consistent and successful.

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

Bullying

There were no incidents of bullying in the autumn term 2012.

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%		

Attendance in the autumn term 2012 was 93.28%. This exceeds our target of 91.8% for 2012-13 and also exceeds the 92.93% we had achieved during the Autumn Term 2011. This would indicate that we are on track to meet our attendance target this year. Overall attendance for the year 2011-12 was 93.6%. This shows we exceeded our target of 91.7% as agreed with the local authority. Since 2007/8 our attendance rate has risen from 89.4% to 93.4%. We have consistently met our attendance targets which were set in consultation with the Local Authority. Our Persistent Absentee rate has fallen from 17.5% in 2008/9 to 7.8% in 2011/12.

Our target for 2012-13 is 91.8%. This has been shared with the Local Authority at a meeting on 7 September 2012 and has been agreed.

Comparative data analysis based on DFE Statistical First Release – Pupil Absence in Schools in England, Including pupil characteristics 2010/11. SFR04/2012 released on 28th March 2012 shows that our pupils achieve an ***outstanding level of attendance*** when compared to pupils nationally who attend special schools.

Education off-site/home education

During the Autumn Term 2012 children were educated at home or off site for 148 sessions. 142 of these sessions related to one pupil who was educated at home for the whole of the Autumn Term for medical reasons. The needs of this child and his family meant that a referral to the home education team at the LA was not possible. In order for this child to continue with his education his teacher made a home visit twice a week. She left work and activities for the child to complete with his mother and discussed the outcomes of the work from the previous week. The child is now back in school full time.

The remaining 6 sessions related to two pupils and their respite overnight visits to Derian House. While school does not send activities for these pupils to complete at Derian, staff there have given assurances that the activities completed by the pupils during their stay are appropriate to their education. Following a discussion with the SAO it was agreed that pupils staying at Derian would be coded as educated off-site.

During the Autumn Term multi-agency meetings were held with one family to decide how best to meet the needs of one child who has now reached the age when he should attend school on a full time basis. His very complex health needs mean that he is currently unable to cope with the physical demands of this. For the immediate future he will continue to attend school in the afternoon and activities will be given to his carers to complete with him at home when he is well enough. If he is not well enough to access these activities or come into school in the afternoon he will be given an 'ill' code and will be marked as absent for the full day. If he is able to access the activities and come into school he will be given an educated at home mark in the morning and a present mark in the afternoon. This situation will be monitored and adjusted so we meet the needs of the child.

Equal opportunity and discrimination (including racial monitoring)

There were no racially motivated incidents in school in the autumn term 2012.

*Helen Chadwick
Headteacher
28 January 2013*