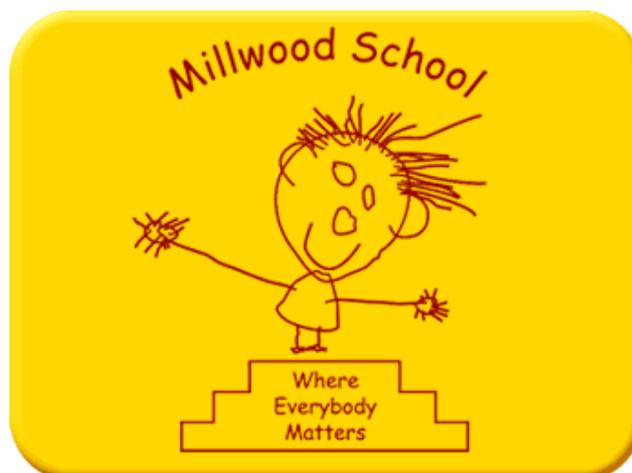




Autumn 2010

Governing body meeting on Thursday 14 October 2010
at 4.00 pm



Headteacher: Helen Chadwick, MA, Dip RSA, NPQH

Policies for ratification: Safeguarding 2010, Performance management 2010,
Achievement and target-setting 2010

SCHOOL VISION

Millwood School - Where everybody matters

SCHOOL AIMS

We aim to foster every pupil's academic, social, physical and emotional development.

We will do this by:

- providing a happy, positive and secure working and social environment in which all members of the school community feel valued;
- meeting every child's needs by understanding the individual and diverse ways in which children learn and develop;
- giving every child access to a broad, balanced and relevant curriculum, taking into account the child's learning styles and interests;
- encouraging active partnership with parents and carers in a sensitive, positive and non-judgmental way;
- extending our knowledge and understanding in order to support children's learning by a programme of on-going professional training and development.

INTRODUCTION

Areas for celebration include:

Strengths identified by staff - inclusion, support from parents and carers, community and multi-professional links, Continuing Professional Development.

Pupils' self-confidence - in 2008-9, 49% of parents strongly agreed that their child's self-confidence had improved; in 2009-10, 72.5% of parents strongly agreed that their child's self-confidence had improved.

Information about the new school - in 2008-9, 39% of parents strongly agreed that the school kept them informed about the new school developments. In 2009-10, this had increased to 82.5%.

School website - in 2008-9, 48% of parents strongly agreed that the school's website was informative and accessible. In 2009-10, 67.5% strongly agreed. The website has had over 4,000 hits.

Lowry dance festival in July 2010 - Jai Ho and Brazilian drums to celebrate the World Cup.

Governing body - Millwood has a full complement of governors (at the end of July 2010).

New school - the local authority and the school have worked closely to ensure that, in challenging times, the new build is on track for opening on 4 November 2011. Planning was approved on 16 February 2010; the construction company, ISG, was appointed and started on site on 20 September 2010. A turf-cutting ceremony involving representatives from stakeholder groups (pupils, parents, staff, governors, Steering Group, local authority) takes place on 4 October 2010. Invitations have been sent to the Leader of the Council, Cllr Bob Bibby; Director of Children's Services, Eleni Ioannides; and the current Mayor of Bury, Cllr John Byrne.

Visitors - the school has hosted visits from a number of local dignitaries including the elected lead member for Children's Services (Bob Caserta), Councillor Cummings (Radcliffe West), and Mark Sanders (outgoing Chief Executive).

The 2010-11 whole school target is *Achievement*.

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LEADERSHIP AND MANAGEMENT

Managing teaching and learning

MAIN SUCCESSES IN 2009-10

Attendance - the data for 2009-10 shows that we have exceeded our target of 91.5%. As this area was a key issue for OFSTED, the school has monitored individual attendance very closely. Attendance for 2009-10 was 92.15%.

Reading - as defined by the Progression guidance, 55% of pupils are in the first quartile, 38% in the median, and 7% in the fourth quartile. The high percentage of pupils in the first quartile is due to the emphasis on literacy throughout school, and the success of the Reading Club for 'gifted and talented' pupils. The library is very well run, extensively used and stocked with reading schemes, story sacks, book boxes.

Curriculum review and assessment development - the Rose review was the main focus of last year's staff meetings. Staff, in the SWOT analysis, consider this to have been a great success matching pupils' abilities and needs more closely. The GAS now underpin assessment in class. Curriculum theme days/weeks are judged by staff to be very effective. A two year topic cycle forms the basis for the curriculum including planned theme days.

Teaching and Learning Responsibility - TLR leaders have reviewed and analysed the data for their particular subject area or pupil need and have updated their action plans in line with the results and outcomes.

Teamwork - Teamwork was the whole school target in 2009-10. The SWOT analysis of July 2010 undertaken by all staff indicates that teamwork is considered to be a success. This was a key success last year as well.

Areas for improvement include:

1. Starting a dialogue with TLR leaders to focus on at least one aspect of improvement in achievement; and at least one aspect of maintaining a success.
2. Transition in Year 5 and 6.
3. Streamlining the data tracking systems used in school.
4. Focusing on pupils' achievement whilst maintaining the rigour in progress data.
5. Making explicit the evidence for rigorous assessment of pupils' progress on a lesson-by-lesson basis, and from term to term, culminating in the moderation exercise.
6. Improving home/school communication.
7. Improving information-sharing with inclusion schools for those pupils who have a dual placement.

Whilst we continue to monitor children's work and staff planning, the management and reporting of such activities and their importance in the process of self-evaluation, as in many other areas, has been devalued recently through a change in the arrangements for Self-evaluation forms and in OFSTED inspections. The OFSTED framework is now a guidance document, and SEFs have been, in the words of the DfE, "ditched". It is the school's intention to continue to use the SEF framework provided by Perspective as it ensures an excellent level of quality assurance.

Parents and carers

Millwood has excellent relationships with parents and carers. There is a continuing programme of parent workshops and support group meetings. A weekly newsletter is sent home to all parents and carers and is posted on the website. The newsletter is to be presented in a different more attractive format to encourage wider readership. All newsletters continue to be posted on the website. Last year, 77.5% of parents and carers were strongly supportive of being invited to participate in parental groups and training, for example, coffee mornings. These will continue and be extended this year with the appointment of a new HLTA.

Partnerships

After-school clubs are meeting a need for parents. Further development is needed to ensure that parents and carers pay for the clubs used. The appointment of two HLTA roles should make a big difference in this area. A LA transport review in the autumn 2010 will also bring certain changes to both school and after-school provision.

Equal opportunity and discrimination

There have been no incidents of racial harassment in the summer term 2010. See community cohesion action plan for 2010-11.

Safeguarding and LAC

The deputy head is the designated safeguarding teacher for 2010-11. The new HLTA appointment has a role which includes management of Child in Need meetings. The Safeguarding policy has been updated and all staff have been requested to sign a register saying that they have read and understood it. Measures are in place to ensure that we comply with the new Vetting and Barring Scheme, and that we keep up-to-date with new developments.

HEALTH AND SAFETY

Accident and Injuries

There were eight injuries to staff members on HS1 form 1 of which was an unintentional injury. 2 were injuries caused by equipment. 5 were incidents where a pupil has caused the injury. One of the 5 injuries occurred on 15/7/10- a bang to the mouth but at the time the staff member didn't realise that any injury had occurred. On her return to work an accident form was completed, 6/9/10. She will require further

treatment which is going to be costly and her intention is to make a claim against school for this. Whilst the claim is against school, this will be dealt with by the LA on our behalf and through the LA insurance policy

There were 26 injuries to pupils on HS1 form (P), 15 of which are incidents where another pupil has caused the injury. 2 are incidents where another pupil accidentally injured another pupil in the playground. 1 is an incident where a staff member accidentally caught a pupil with her nail. 6 are accidents that have occurred as a result of the pupil falling. 1 is an accident as a result of the pupil throwing his wooden brick in the air and it caught his cheek and 1 is an accident as a result of a pupil banging his head on the door handle.

Parents and carers are informed immediately after the accidents/incidents involving children by a telephone call and also in the pupil's home/school diary.

Fire Risk Assessment

As identified in the Fire Policy, school has been divided into five coloured zones each zone having a designated Fire Marshal. A thorough Fire Risk Assessment (FRA) and an Assessment of Adequacy relating to Fire Safety have been carried out in March 2010. Actions identified in FRA in 2009 have been acted upon.

Fire Prevention, Emergency Evacuation Procedures and information updates

Emergency Evacuation Procedures training has taken place for all members of staff. EEP training will be repeated each term. Autumn term: 3rd November 2010. Spring term: 27th January 2011. Summer term: 18th May 2011.

Fire Action Notices have been made, laminated and displayed in each area of school close to the call points. Alternative escape routes have been identified in case of a fire in the kitchen area.

Information linked to Personal Evacuation Escape Plans (PEEP's) has been displayed in the entrance foyer.

Fire Drill for the Summer term has taken place on 24th June 2010

- Two additional members of staff have completed their fire marshal training.

Health and Safety Walk around

Derek Spencer, Catherine Jackson and the Health and Safety officer have undertaken safety reviews to identify any potential health and safety hazards. 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. Work is currently under way for the findings identified on 8th July 2010

COMMUNITY COHESION

Community cohesion audit was undertaken successfully in the last academic year. Four key actions have been identified for 2010-11.

Resource and financial management

DEVOLVED SCHOOL BUDGET

DSG for 2010-11 is £1,831,464.00. At the end of month 5, the school DSG was 38% spent compared with 40% spent at the same time in 2009. Devolved stands at £24,987.30. School Fund and donations stands at £15,754,93. See attached summary.

A School Finance Officer has been appointed to support the new school development and to replace the current Bursar whose current role ceases in October 2010. The current Bursar intends to stay on at the school in a different reduced role.

STAFFING

Two new teachers were appointed with effect from September 2010. Three HLTA posts have been filled from within the school staff to take on key roles for development of after-school clubs and parental links. Teaching assistants have been appointed on a temporary basis to ensure that the school is able to manage successfully any major changes in admission numbers and/or financial cuts. A request for additional support for one pupil is pending. Staff absence reduced in the summer term 2010. One teacher is due to leave for another post in October 2010; there are now two part-time teachers. A new role has been created to support PPA time for teachers and to support the new school project. This is partly funded by the local authority at a rate of 20% of the headteacher's salary for the life of the new school project.

	Staff		Middays
Summer term 2010	7.1%		11.3%
Spring term 2010	11%		18%
Autumn term 2009	5%		5.27%
Summer term 2009	7.88%		
Spring term 2009	11%		21%
Autumn term 2008	8.52%		16.51%
Summer term 2008			High
Spring term 2008			High
Autumn term 2007	3.5%	7.83%	High

CONTINUING PROFESSIONAL DEVELOPMENT

The school's training budget for 2010-11 is £5000.

During the Summer Term 2010 staff attended a range of in school and external courses. 8 external courses were funded by the training budget. These include the two new teachers in the ASD department and a teaching assistant attending a 3 day TEACCH course. This is part of a rolling programme to ensure that our staff in the ASD department are highly trained and can implement the TEACCH programme

effectively. Despite negotiating a discount this training cost £885. While this is 17% of the training budget for the year it was identified as high priority and has a direct impact on the attainment and well being of those pupils with ASD. The two classes involved in the training have been set up using the knowledge and skills outlined on the course and both classes are running successfully this year.

A total of £595 has been spent on ICT workshops and courses. The expertise gathered from these sessions has been used to benefit the pupils across the school and provided information important for the planning of the new school ICT requirements.

We have also spent £620 training four staff in Rebound therapy as we will have to train the majority of staff in this in order to use the facilities in the new school. The plan is to train these four people initially and next year we will train these people to be Rebound therapy trainers in order for us to be able to provide in-house training.

Our in-house Team Teach trainers have run three lots of Team Teach training this year. All existing class based staff have had a 6 hour refresher course at a cost of £824. £296 of this was for the refresher materials which must be purchased from Team Teach and the remaining £528 cost was to hire the Radcliffe Civic Suite as we currently do not have enough space to train all staff in school. All new staff have completed a 12 hour introductory Team Teach course and midday assistants have completed a 6 hour de-escalation and awareness training. The cost of external trainers delivering this training would have been £7,200.

Training for fire marshals and paediatric first aid training have continued on a rolling programme. These are funded by the buy-back with the development and training centre. 121 courses and meetings at the DTC were attended during the last academic year.

This academic year schools have been given an additional PAD day which will focus on personalised learning.

Our 2010-11 PAD days are:

September 1st - Team Teach refresher course - cost £824

September 2nd - School based planning meetings - cost £0

September 3rd - Manual Handling and Working and Heights - cost £520, Resuscitation - cost £485, Moving and Handling (pupils) - cost £0

October 22nd - Personalised learning - cost £0

January 4th - Risk assessments - cost £500, Fire safety - cost £500, Safeguarding - tbc

July 21st - New school planning - cost £0

PROVISION

Teaching and assessment

A review of pupil targets in both the core subjects and the foundation subjects - as well as in the Foundation Stage - shows that pupils are on track to achieve the targets set for them. The expectation is that pupils will make two P-levels of progress in a key stage. We are continuing to develop how we show the quality of the pupil's achievement, and the value we add, in the forthcoming year. We are working closely with the local authority on a tracking system which would allow all staff to enter achievement data and so give a snapshot of progress at any time. However, this is something which is not as easy to achieve as we had hoped so we may need to review our decision. Overall, teaching is very good and this has contributed to achievement and progress which are at least good.

WHOLE SCHOOL TARGETS FOR 2010-11

	Progress within the 4 th quartile as defined by Progression Guidance	Progress within the median as defined by Progression Guidance	Progress within the 1 st quartile as defined by Progression Guidance
LISTENING	0%	70%	30%
SPEAKING	1%	65%	34%
READING	0%	63%	37%
WRITING	0%	75%	25%
USING AND APPLYING	0%	59%	40%
NUMBER	0%	71%	29%
SHAPE SPACE AND MEASURES	0%	65%	35%
SCIENTIFIC ENQUIRY	0%	74%	26%
LIFE PROCESSES	0%	66%	34%
MATERIALS	0%	66%	34%
PHYSICAL PROCESSES	0%	63%	37%

	Progress within a P level	Progress to the next P level	Progress by two P levels
PSHE – interacting	12%	86%	1%
PSHE – independence	8%	92%	0%
PSHE – attention	12%	87%	0%
ICT – finding things out	14%	83%	3%
ICT – developing ideas	8%	89%	3%
ICT – exchanging info	6%	90%	3%
Geography	23%	77%	0%
History	29%	71%	0%
Design and Technology	26%	74%	0%
Art	23%	77%	0%
PE	27%	72%	0%
Music	23%	75%	1%
RE	26%	74%	0%

Curriculum

A review of the curriculum took place in the last academic year and is being implemented this year.

COMMUNICATION

A Signalong lunchtime club is proving very successful with pupils.

LITERACY, MODERN FOREIGN LANGUAGE AND ENGLISH (INCLUDING LIBRARY)

See TLR action plan.

NUMERACY AND SCIENCE

See TLR action plan.

PERSONAL, SOCIAL AND HEALTH EDUCATION

See TLR action plan.

PHYSICAL ACTIVITY

See TLR action plan. Sports lunchtime clubs supported by midday assistants and by Bury FC Community Trust staff continues to support pupils in physical development.

CREATIVE ARTS

See TLR action plan.

In the summer term 2010 dance and drama continued to be taught as discrete lessons by Naomi Schrecker. She worked alongside the class teachers and some of the themes matched those in the literacy scheme of work. In the summer term Class 11 had an external dance teacher who taught the children of Classes 10 and 11 the "All Blacks Hakka" and an Indian Bollywood dance. These were performed at Elms Bank. Class 9 and 11 also danced to the song Jai Ho an Indian Bollywood dance at the Lowry Theatre in July. The Millwood dance festival was a great success again. All Classes chose a country and choreographed a traditional dance to the music of that country - these included; Turkey, American, Indian, English. Parents were invited to attend.

Drama opportunities included a trip to the Lowry theatre for a drama workshop for classes 9 and 10. This was paid for by the solicitors Irwin Mitchell based in Manchester. It was a fantastic success and some great art work based on the paintings of Lowry came out of that session and is now exhibited in the corridor outside Class 4.

The Autism classes continue to begin their day with a dance routine that is changed half termly. This is to promote healthy living, working as a team, learning and performing elements of PE and the Higashi theory that physical exercise stimulates learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

See TLR action plan.

EDUCATIONAL VISITS

Throughout the year approximately 370 educational visits took place.

In the summer term approximately 140 of those took place. Classes 6,9, 10, 11 and 12 attended Castle Leisure Centre for their weekly swimming lessons. Classes 2 and 3 attended weekly gymnastics and trampolining sessions at Bury gymnastics which is based at Bridge trading estate. They attended for 8 weeks of the summer term. Due to the budget cuts this service may be in jeopardy though Class 9 and some children from Class 12 may be able to attend for a short period (8 weeks is the target). This has proved to be an excellent link as all children attending are achieving the "be happy", "stay healthy", stay safe" "make a positive contribution" aspects of the Every Child Matters initiative.

Other trips include class 1 weekly trip to Stepping Stones Nursery for an inclusion link. Other school links are St John's Radcliffe for a Science link (class 10), Bury and Whitefield for a religious link (class 4), Elms Bank for transition links. (Y6) Mersey Drive for PE links. Other successful trips include PECS shopping at the local shop and Asda Pilsworth - these trips also address the "stay safe" element of the ECM. In the

summer term children visited a Mosque and the local church at St Peters' to strengthen links with the different faiths. Some classes visited parks, zoo's and farms.

The huge variety of places visited continued to enrich the curriculum, providing new social and learning opportunities.

Millwood now has 7 Midas trained mini bus drivers.

CARE, GUIDANCE AND SUPPORT INCLUDING BEHAVIOUR

77.5% of parents and carers strongly agreed that we catered for their child's specific learning needs at school. 22.5% agreed. This shows that the different teaching strategies and methods we use are seen by parents to be positive. 80% strongly agreed that school caters for their child's care needs. This was one of the highest responses and is a tribute to the professionalism of the support staff who manage to provide a high quality level of care in difficult accommodation.

AUTISTIC SPECTRUM

See TLR action plan.

PROFOUND AND MULTIPLE LEARNING DIFFICULTIES

See TLR action plan.

EVERY CHILD MATTERS

Enjoy and Achieve in EARLY YEARS FOUNDATION STAGE - pupil achievement (learning and progress)

See TLR action plan. The Foundation Stage continues to provide outstanding education and care.

Enjoy and Achieve - pupil achievement KEY STAGES 1 AND 2 (learning and progress)

See TLR action plan. Overall, the school continues to provide outstanding education and care.

Stay Safe

77% of parents and carers strongly agreed and 20% agreed, that they think their child feels safe at school. This is an improvement since last year. Child in Need meetings were held throughout the year to support pupils and their families. Approximately 20% of pupils benefited from this support. The newly-appointed HLTA will monitor Child in Need meetings to ensure that action is carried out and that parents who do not attend are encouraged to come in to discuss their needs.

Designated Governor for Looked After Children is: Stella Smith

Designated Teacher for Looked After Children is: Joanne Hurst

During the Summer term there were three LAC in school.

Be Healthy

Parents and carers thought that school helped their child to keep healthy through physical activity (87.5% strongly agreed, and 21.5% agreed); they thought that school helped their child to understand how to stay well through healthy eating (65% strongly agreed, and 20% agreed). The appointment of a new governor who is a professional footballer sends a strong message to the whole school community that we take health and fitness very seriously and encourage a healthy lifestyle.

Achieve Economic Well-being

The new curriculum includes a mini-enterprise project in the autumn term. The school tuck shop has been re-started this term. Parents felt that their child's self-confidence had improved significantly since last year, from 49% strongly agreeing to 72.5% strongly agreeing. However, there was less of a difference in what parents and carers thought about independence (53% strongly agreed last year that it had improved, with 62.5% this year). This may be linked to the increase in curriculum activities which allow for pupil expression, for example, in dance, drama and arts and sports activities, some of which were publicised. This was further reinforced by the very successful Fun 4 Me day which allowed pupils to try out lots of different activities.

75% of parents and carers strongly agreed and 17.5% of parents agreed, that their child's achievement in literacy and communication had improved. This is a positive message which leads us to believe that the strong focus on communication and the purchase of aids for all those who need them, has improved achievement for many pupils. In numeracy, 57.5% strongly agreed that their child's achievement had improved, with 30% agreeing. This is an improvement since last year but is still not as good as we would hope, given that there are many opportunities in the curriculum for pupils to extend and consolidate their numeracy skills. However, perhaps it reflects the relative importance of the key skills of literacy and numeracy in parents' minds.

The issue of transition is one which may be included in the question about how well we prepare pupils for the future; this may account for the slight dip since last year in the number of parents who thought we were doing well on this. An action plan has been put into place to address this issue with Elms Bank and other receiving high schools.

Attendance

82.5% of parents and carers strongly agreed, and 12.5% agreed that school encourages good attendance. 4% disagreed and 2.5% strongly disagreed, saying that the school encouraged good attendance "too much so". The message about not taking term-time holidays is one that has clearly made an impression in the last year, backed up by the local authority educational welfare service and the threat of fines.

Our attendance target agreed with the local authority for 2009 - 2010 was 91.5%.
Our attendance target, to be agreed with the local authority for 2010 -2011 is 91.6%
Overall attendance in for 2009 -2010 was **92.19%**.
Attendance in 2008-2009 was 90.33%. Attendance in 2007 - 2008 was 89.41%

This year we have received a letter from the EWO service saying that their staffing levels have been reduced and as we have been identified as a school that is "positively addressing attendance issues" they are only able to offer us a reduced level of service with support and advice being available through the Duty Desk. A meeting has been set up on 28.9.10 to discuss this matter to ensure that the school continues to have termly EWO meetings.

See attached detailed breakdown.

Make a positive contribution

The School Council continues to meet each half-term. One of its key decisions last year was to change the colour of the school uniform from purple and gold to blue and white with effect from 2011-12.

Behaviour

Joint planning meetings continue to take place once a term. Last term we focused on the issues regarding ASD diagnosis and how we can best utilise the limited EP time we have been allocated.

In September we received a letter from the Educational psychology service informing us that due to maternity /carer leave the service is temporarily reduced to 3.2 full time equivalent EPs for all of Bury's school. Our named EP is Kay Bristow and she will continue to attend the joint planning meetings, but will only be able to complete one piece of casework per term in school. We are able to apply for further support which will be prioritized against the applications from all other Bury schools. Year 5 pupils will only have their transition assessments completed if there is an agreed need for an updated EP assessment with the SEN team. We have identified 2 pupils who we will discuss at the joint planning meeting in October.

All staff have undertaken Team Teach training this term. This was either the 6 hour refresher course which is needed every two years, a full 12 hour introductory course or a 6 hour de-escalation and awareness course. All full time staff accessed the full team teach training and the mid day supervisors completed the de-escalation and awareness course. All the courses were run by our Team Teach trainers which meant that the courses were very specific to the needs of our pupils and we have already recouped the cost of training the trainers.

There is a new care and control policy which has revised the record keeping and risk assessment paperwork for the use of any form of physical interventions we use with the pupils. These sit alongside the general risk assessments and the LA incident and accident reports.

Reported incidents / injuries where behaviour a contributory factor					
	Pupils	Staff		Pupils	Staff
Autumn 08	14	9	Autumn 09	13	11
Spring 09	9	6	Spring 10	6	2
Summer 09	4	6	Summer 10	10	3

The increased level of incidents involving pupils in the Summer Term has been addressed by ensuring that the make up of the classes this year is different as 6 out of the 10 incidents occurred in one class where there were 3 pupils exhibiting challenging behaviours. Additional staffing had been put in place.

So far this academic year 2010-11, there have been 5 incidents involving pupils and 6 incidents involving staff. 3 out of the 6 incidents involving staff concern one pupil. We are currently setting up an area in school next to the safe space to be used as personal teaching place for this pupil and have asked the SEN team to provide us with funding for additional staff.

Spiritual, moral, social and cultural development

Assemblies continue each week with lower school attending on Monday mornings and upper school on Tuesday mornings. Teachers lead the assemblies on a rota basis and a timetable of religious festivals is provided. Staff provide a written review of learning objectives and outcomes.

Good work Assemblies are on Friday morning where the children's achievements are celebrated. Whole school worship is observed; listening and appraising of different styles of music is included and changes half termly. Children are given the opportunity to sing, perform and sign as well as observe religious festivals, helping to support their spiritual development.

Special occasion assemblies are usually held on Fridays at the end of term. In the summer term 2010 the big assembly was the Y6 leavers' assembly and the parents and carers of those children were invited. A presentation of their life and times at Millwood was shown and they were presented with their October books and certificates of achievement.

Pupils continue to make excellent progress in **moral development**. This is often demonstrated at Good Work assemblies with the awarding of certificates for kindness shown by one pupil to another. **Social development** continues to be a key priority for activities in school and on educational visits. It is hoped that the residential visit in the summer term will take place in the academic year 2010-11. **Cultural development** - we have built on the China links by including the designs of the pupils for a Chinese garden into the new school plans, and by setting up Mandarin lessons for older pupils.

GOVERNING BODY REPORT - SUMMER 2010

I have read the report.

NAME Signed and dated

What I think is positive, good

What I think needs improvement

Questions

Please bring this to the governing body meeting to share, or pass to Helen Chadwick