

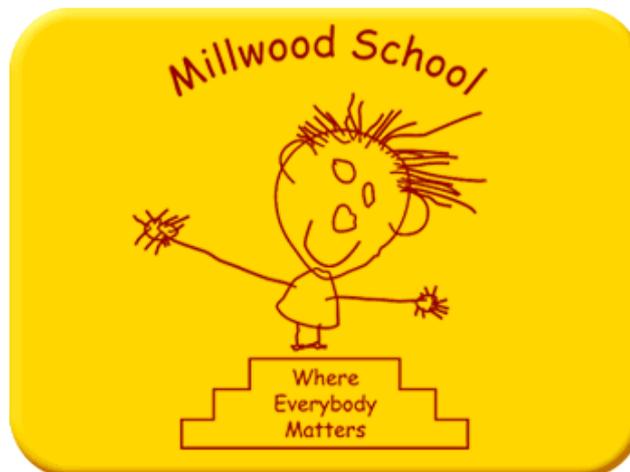


## Summer 2010

**Governing body meeting on Monday 17 May 2010 at 4.00 pm**

ATTACHMENTS:

Financial Summary  
Attendance Summary  
Staff Absence Summary  
Child in Need report  
Quality of Teaching Summary 2009-10



**Headteacher: Helen Chadwick, MA, Dip RSA, NPQH**

### 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

The spring term 2010 started with the closure of the school for 4 days (5, 6, 7 and 8 January 2010) due to snow and ice. Whilst the school has been closed previously for single days due to severe weather conditions, the length of the closure in January 2010 was unprecedented. The combination of snow on top of ice proved treacherous. The snow and ice represented a high risk to pupils of injury; a moderate risk of injury to staff; a high risk to pupils of not being able to access emergency services when necessary; and a high risk of pupils being stranded in 'traffic chaos' on ungritted roads, particularly minor roads, with the support of only a bus or taxi escort and driver. In addition, transport contractors judged that roads were too dangerous for their vehicles because of the lack of grit and the nature of some of the routes ie too hilly, in certain areas of the borough. By the end of the week, the borough had run out of grit in worsening weather conditions, so compounding the difficulties.

The decision to close the school for the safety of the pupils and staff was the right one. The school's Closure Policy was put into effect at the beginning of the week and proved to be very successful; it had been updated regularly and was made available to all staff. The governing body was very supportive of the school's decision and special thanks should be recorded to John Cleaver and Andrew Harrison, Chair and vice-Chair respectively.

The vast majority of parents and carers were unreservedly supportive of the school's policy and strategies aimed at keeping their child/children safe.

Staff at Millwood, particularly the premises manager, took early action to ensure that the effects of the snow and ice were minimised; this included hiring a digger to clear the car park of deep snow (the Bury Times ran a short story on this); placing an order for two types of grit when it became apparent that stocks were running out; gritting the outside areas of the school and the car park regularly. The new texting service was trialled by the School Business Manager and this proved successful in communicating with parents and carers (those not using local authority transport). The headteacher kept in contact daily with the local authority and school staff. The headteacher updated the school website daily and informed local radio stations of the school closure.

Staff are to be congratulated on their efforts in getting to school in the early part of the week in extreme conditions. They are also to be commended on keeping in contact with families and children who were finding the situation more than usually difficult. The Learning Platform proved a useful tool in providing on-line support as children could access, safely, games and activities at home which would help their progress in school; the school's ICT co-ordinator is to be thanked for making sure that this range of activities was up and running at an early stage.

The first day back after the Christmas closure was a training day held at Radcliffe Civic Centre. All Millwood staff attended this Level 1 Safeguarding training. Millwood was pleased to welcome staff from other schools including Elms Bank and All Saints. Again staff are to be warmly thanked for their efforts in getting to Radcliffe for the training; there were one or two minor injuries due to the ice on the roads and pathways, and the Civic Centre central heating boiler broke down so the hall was cold for most of the day.

The school re-opened on Monday 11 January 2010. The remainder of the spring term passed without incident. An intensive time in January and February saw the completion by staff of more than 200 new school room data sheets. The local authority and the new school architects agreed to allow the school a period of 'respite' so that staff could re-focus on current school priorities. It is satisfying to note that the website now receives a consistently high number of hits.

Millwood pupils have again featured in the local media: receiving awards for trampolining at Bury Gym; taking part in the Boccia Competition with Olympic gold medallist Zoe Robinson presenting the prizes; winning first prize in the Ramsbottom Chocolate Festival Easter Egg competition. One pupil from Class 4 was the Bury FC mascot at their game against Aldershot. Assemblies have been inspiring and moving. Pupils' views have been canvassed, through the School Council, on new teacher posts and on the new school development.

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## LEADERSHIP AND MANAGEMENT

**See School Improvement Plan 2009-11, updated April 2010.**

The Senior Leadership group is growing into a very effective team. Senior managers have responded with vigour, enthusiasm and a high level of professional commitment to new responsibilities allocated in September 2009. Senior leaders include the School Business Manager, the two assistant headteachers, the deputy head, and the headteacher. The whole school focus on the importance of teamwork in 2009-10 is well-evidenced by their excellent relationships and focus.

### Managing teaching and learning

Targets for each child's Individual Education Plan are reviewed by assistant heads each term around half-term to ensure that they are appropriate to the child's needs and have the right amount of challenge. Monitoring of planning by the senior management team takes place each term. A Monitoring Learning and Teaching policy has been updated in the spring term for ratification by the governing body.

Action identified in spring 2010, to improve further, included:

- all classes to share learning objectives with pupils at the beginning of each lesson
- all planning to identify pupils by name
- all teachers to meet planning deadlines
- all planning to include the range of levels within which pupils are working, or individual levels where appropriate
- all planning to be posted in the Planning folder on the hard drive.

Monitoring of these actions will take place over the summer term. Monitoring of Teaching and Learning Responsibility (TLR) files is carried out by the senior management team annually. This is due to take place in the summer term 2010.

The headteacher has monitored the teaching of all permanent teachers. Two teachers were absent due to illness and their teaching will be monitored in the summer term 2010, along with that of temporary teaching staff. Evidence from lesson observations shows that there is a lower percentage of outstanding lessons than in 2008-9. However, there has been an improvement in the number of lessons judged to be only satisfactory, since last year. See attached summary.

### Parents and carers

Millwood has excellent relationships with parents and carers. There is a continuing programme of parent workshops and support group meetings. With the appointment of a higher level teaching assistant from September 2010, the school should be able to

respond to parents' and carers' preferences for workshops even better than we do at present. A weekly newsletter is sent home to all parents and carers and is posted on the website.

### Partnerships

The extra funding from the Whitefield cluster (Extended Services) has allowed the school to buy in the Community Cinema during the spring term. This was very well attended. The Samba Band club takes place each Friday lunchtime and is now a part of the music curriculum on Friday afternoons. The parent texting service has already proved successful in the winter school closure, and its use is to be extended over the summer term. The successful links with Bury FC continue with different personnel who are, at present, awaiting CRB checks. Millwood continues to engage with parents and external agencies in order to make an excellent contribution to pupils' outcomes.

### Equal opportunity and discrimination

There have been no incidents of racial harassment in the spring term 2010. Millwood continues to take a great deal of satisfaction from its excellent record on equal opportunities and inclusion. Staff are drawn from the local community and from the global community, reflecting the backgrounds, cultures and languages of the pupils at school. Whilst the greater number of staff is female, there is an increasing number of male staff which, again, helps to reflect the pupil population.

### Safeguarding and LAC

The OFSTED report, November 2009, stated "At the time of the inspection, safeguarding procedures were found to be excellent. The procedures are very well understood by staff and implemented with great care. Managers have established excellent monitoring systems to check that all government requirements are met. Meticulous attention is paid to the recruitment of suitable staff. Arrangements for training staff in safeguarding and child protection are very good." There are 3 children who are in public care. One child has shared care with the local authority. One child has special guardianship. Two children have residency orders.

There is an increasing need to support families and children who are in crisis or who have difficulties. There is a need to be able to track even more effectively these complex situations, to record them, and to liaise with the local authority safeguarding staff. In order to meet this need, a higher level teaching assistant is to be appointed in September 2010 with specific responsibility for Children in Need and family support. The post will complement the family support post held by a current HLTA. We expect that these two posts will help improve outcomes for children at Millwood. The local authority has created a Child in Need team, and a CAF (Common Assessment Framework) team which should allow for even greater co-operation between agencies.

# MILLWOOD SPECIAL SCHOOL GOVERNING BODY REPORT

There is a continuing high level of co-operation between the school's senior managers and PCT (Primary Care Trust) staff who meet weekly regarding safeguarding and children in need. All new staff are trained in Level 1 Safeguarding; senior managers and governors have undertaken Safer Recruitment training in the spring term 2010.

Currently there are three looked-after children in school. Each child has a six monthly planning meeting where targets are agreed, set and formalised as an effective, high quality Personal Education Plan (PEP). These are linked to each pupil's IEP and are reviewed at 3 month and 6 month intervals in line with the pupil's statutory review. Each pupil is making progress indicated through P level and IAT data. Each pupil has additional funding of £1000

Name of LAC/CO LA	Year Group	SEN Status	Nature of Spend *	Total Cost	Details
Sam	6	Statemented	One off purchase	£706	Massage mattress
Jasmine	3	Statemented	One off purchase	£997.95	Partner Plus, Bubble tube, switches, hand puppets
Brogan	N2	Statemented	One off purchase	£706	Massage mattress

## Attendance Data for LAC pupils – September 2009-March 2010

Name	%	Class	Year Group	Primary Need	Sessions Absent	Reasons for Absence
Sam	99%	8	6	PMLD	3	2 x ½ day medical appointments, ½ day dental appointment
Jasmine	98%	4	3	PMLD	6	1 day with high temperature, ½ day because of a family emergency, 1 day with illness and ½ day wheelchair assessment
Brogan	99%	1	NS	PMLD	7	2 x ½ day medical appointments

Training : How Can We Achieve Best Outcomes for Looked After Children; LA training- Designated Teacher for Looked After Children Roles and Responsibilities

## HEALTH AND SAFETY

Fire/emergency evacuation drill - 26 March 2010 at 1.30

In line with recommendations made by Fire Service Guide to Managing Fire Safety And Fire Risk Assessment, staff and visitors were informed that an Emergency Evacuation of the building was due to take place and at what time. The Emergency Evacuation was extremely successful and all pupils, staff and visitors left the building and assembled on main playground for roll call in approximately 1.5 minutes. The whole fire drill

process took 9 minutes from the alarm being raised and everyone returning back to class. Some of the mid day assistants had put some information in Staff signing in book in the wrong column which made the roll call take slightly longer than usual. The recommendations acted upon following the last fire drill had a positive impact on the Health and Safety of all and in the smooth, safe and efficient evacuation of the building.

- The school office staff had bags to take out the registers to free up their arms.
- The school nurse, Glennis Nolan, used a box to carry out rescue medications.

Following an evaluation of the Emergency Evacuation certain recommendations were made:

- Clarity in filling in the staff signing in book for Mid days to be carried out by Alison Wilkinson and Mary Lowe
- Staff signing in register to be used for signing in and out for outings as opposed to having a separate sheet. Just children to use the separate sheet. Alison will re organise this system week commencing 12-4-10

#### **Accident and Injuries**

- There were five injuries to staff members reported on HS1 form
- There were 16 injuries to pupils reported on HS1 form (P).

#### **Policies**

- The Fire Policy has been revised and updated for ratification by governors.
- The Hydrotherapy policy has been revised and updated for ratification.
- The First Aid Policy has been revised and updated for ratification.

#### **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.
- New 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) have been displayed in the entrance foyer.
- Fire Drill for the Spring term has taken place.
- Two additional members of staff have completed their fire marshal training.

### Health and Safety Walk around

The Premises Manager and myself have undertaken safety walk-rounds in school and the outdoor environment 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. There is still a significant need to ensure that the current building is safe for staff and pupils from certain materials, although it is hoped that costs in this area can be kept to a minimum given the imminent move to a new building. The health and safety diary and action plans inform all the school's decisions and these are kept up-to-date and accurate.

### Risk Assessments

Individual risk assessments for pupils/staff/students when the need has arisen have been completed

### COMMUNITY COHESION

There was one racial harassment incident to report in the spring term 2010 which was successfully resolved with advice from CLAS and liaison with parents.

#### **Community cohesion audit**

- To plan in conjunction with the Extended Services Team the "Fun 4 Us" day event to give parents, carers and children chance to air their views about services they would like to access beyond the school day. Completed successfully Sept 09
- To work in partnership with extended services who are stakeholders in this process. After school clubs were popular with parents but staff provided by extended services did not always turn up with the correct documentation, or on the right date. It caused some children to become distressed and was not the enjoyable experience that it should have been. As a result they were suspended and hopefully will restart in the Autumn term after the appointment of three new HLTA's
- To collect data on religious, ethnic, socio- economic groups in school. PLASC completed.
- To monitor racial harassment in school. AHT reports to Yasmin Bukhari - CLAS - termly. In the Spring term we had to report one incident that was racially motivated by a Y5 child. Advice was requested by Millwood from CLAS and both sets of parents were informed. Thankfully it seemed to be an isolated incident.
- To develop local links in the community to enhance the curriculum and achieve all 5 outcomes of the "Every Child Matters" initiative. The following list shows the links that been made or maintained this year. Bury FC, Bury Gymnastics club, Goshen Safari, (involvement with the local residents), St. Peter's Church, Asda Pilsworth, Vets For Pets, Rough Sleepers Initiative, Lowry Theatre, SPACE,

Mischief Makers Rochdale, Irwin Mitchell Solicitors, Miller's Vanguard, Stepping Stones, Gorsefield Primary, Holcombe Brook Primary, Bury and Whitefield School, Greenmount Primary, St. Thomas's Primary, St. John's Radcliffe, St Mary's Radcliffe, Hollins Grundy. Elms Bank, Holy Cross College

- To redesign Educational Visit trip form to incorporate place, aims and outcomes related to the Every Child Matters initiative. Completed and in use
- To promote learning and understanding through National Initiatives by bringing in outside agencies and participating in national events. National Theatre Groups.- M+M Theatre at Christmas-rebooked for Christmas 2010. Lowry Music festival- Drama workshop and music festival which upper school children will participate, National Book Week, Every Child Writes Day. All enhance the curriculum and address 3 out of 5 ECM initiatives.
- To set up links with Angouleme in France - Jean Moulin School, Angouleme. Another French day is planned for July and Jill Tierney is visiting Angouleme on the 25<sup>th</sup> May for five days with eleven other teaching staff to strengthen links and learn a little French.
- To set up links with Malawi in Africa. Still waiting for up to date photos of the progress being made on the new school in Malawi but staff collected £55 instead of sending Christmas cards that was sent off and received by the official charity Kasupe.
- To continue to develop links with Datong Special School in China. China Day was celebrated on the same day in February both at Millwood and in Datong. Our two visitors from Datong worked with children in class 9 designing a Chinese courtyard alongside the architects from Atkins. The Bury Times reported the story. Class 9 and 11 children had a Chinese calligraphy writing workshop and from this they are now receiving weekly Mandarin lessons.

The drama workshop at the Lowry was a great success very well adapted for pupils in Classes 9 and 11. Both classes produced some fantastic artwork based on the paintings of Lowry which is now being exhibited at the Elms Bank art gallery. The Mandarin lessons are difficult but the children are now counting in Mandarin. They are actually more successful than the staff! National Book Week gave classes a chance to work in collaboration, pupils exhibited their work at a special Book assembly at the end of the week. All activities were planned by the TLR leader for literacy. Every Child Writes Day had the same outcome and children were given a free reign to experiment with different materials with their friends and peers.

The following are examples of how we have worked with other agencies:

- Cath Atherden (Primary National Strategies) advises on matters regarding Literacy and is always welcome at Millwood. She is a great resource to have.
- CLAS have provided the children to experience another language and are doing surprisingly well.
- They also get to see the world is very unequal looking at differences between our new school and the new school in Malawi.

Resource and financial management

DEVOLVED SCHOOL BUDGET

The financial summary from 2009-10 will be presented by Alison Wilkinson, School Business Manager. Please see attached financial summary. Millwood School has a total budget allocation for 2010-11 of £1,826,820.

Given the level of change for the school over the next two financial years, there is an identified need for a full-time Finance Officer to support the School Office Manager and the secretary when the current part-time bursar comes up to retirement later this year. This post will be advertised in May with a September 2010 start date. The current part-time bursar has had approval for her request to extend her retirement date and a significant role is already apparent for her which matches her request. The school's need to address the issue of fund-raising has been included in these staffing changes.

STAFFING

Please see attached absence summary for the spring term 2010. The data regarding staff absence shows that short-term and long-term sickness is covered by the school's insurance policy (although the much lower premium for 2010-11 has just increased again by £2,000 due to a higher level of long-term sickness absence during the spring term 2010); the cost to the school is a lack of continuity for pupils and a hidden cost in training supply staff. Absence due to training is covered by the planned allocation of financial resources to the CPD (Continuing Professional Development) budget internally; the benefits of CPD represent excellent value for money. However, the level of paid special leave of absence is still very high and the cost to the school is very high in financial and continuity terms; we have started to monitor this better. The cost of supply cover in 2009-10 (financial year) was over £100,000. The budget for supply cover in 2010-11 (financial year) has been set at £60,000. Staff are entitled to a number of paid days for medical appointments (urgent/hospital) and to care for close relatives/children.

	<b>Staff</b>		<b>Middays</b>
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

During the Financial Year 2009 - 2010 £7754 was spent on training. Of this £1769 was spent on school based training, £1255 was spent on health and safety and safeguarding related training and £2025 was spent on Team Teach training. Staff attended 29 courses funded by the training budget with a further 104 training sessions and meetings attended which were funded by the buy back to the DTC. We have supported three teaching assistants with their HLTA training and five teachers are currently working on post-graduate qualifications. We are also supporting one mid day assistant on the SWIS (Support Workers In School) programme.

This year our 5 PAD days were used to work on Curriculum, assessment and data analysis, Emergency medication, Moving and Handling, Risk assessments, Resuscitation, Level 1 Safeguarding, the new curriculum and the new school. After school meetings have been run on Fire Marshall training, signalong and hearing impairment training. All other meetings this year have been used for the review and development of the new school curriculum and assessment. We have also organised MIDAS training for 3 new staff to drive the school minibus and the 5 existing drivers were reassessed. A further MIDAS training session for 2 people has been arranged for May 2010. The Community Nursing Team is to run asthma awareness training for all staff in line with our updated asthma policy.

The SEN team and have been sent a questionnaire about training opportunities for mid day assistants and escorts and Millwood will be looking to run some sessions in school later on this term. The SEN team has agreed to pay escorts to attend these sessions and school will pay mid days to attend. The aim of these sessions is to improve the consistency of communication and behaviour management strategies for our pupils.

## PROVISION

### Teaching and assessment

## NATIONAL STRATEGY UPDATE

The local authority has been holding meetings with headteachers about how best to continue the National Strategies after April 2011 when government funding ceases. It is the intention of the school to explore the possibility of training two teachers in both the literacy and numeracy strategies to support pupils in school and to provide a local authority resource in the future when the new school opens. However, this would depend on whether the school budget could support the cost. A consultation will take place across the borough's primary schools during the summer term.

ASSESSMENT ACTION PLAN UPDATE

A meeting with the local authority has been rescheduled for late April to finalise plans for use of a tracking system which would meet the needs of Millwood pupils and would be consistent with assessment tracking across the local authority.

- APP will be transferred onto the learning platform. Meeting with Cheryl Whiteside set for May 4<sup>th</sup> 2010. The problems with saving the APP materials has meant that the pages for maths and PSHE have not been introduced as planned. These are ready to be launched once the system is on the Learning Platform and will be fully implemented from September 2010.
- Staff meeting with health staff scheduled for 28<sup>th</sup> April 2010 due to postponement of previous date.
- New progress data is due out late in the Summer Term and will be used to evaluate the progress of our pupils against national standards.
- New format for the IEPs is being trialled this term and will be implemented fully in June 2010.
- School consultation on the content of our provision map has been completed and the document will be finalised after the meeting with health staff in April 2010.

**WHOLE SCHOOL TARGETS FOR 2009-10**

These targets are based on pupils' prior attainment and the judgements are made by class teachers. They incorporate a level of challenge for each child. These targets will be monitored and evaluated at the end of 2009-10. *The national expectation is that all pupils (100%) will make two P-levels of progress over one key stage.*

AREA OF CURRICULUM/STRAND	% OF PUPILS	ACHIEVED WHEN?
English - listening	70%	2010
English - speaking	70%	2010
English - reading	80%	2010
English - writing	65%	2010
Mathematics - using and applying	75%	2010
Mathematics - number	70%	2010
Mathematics - shape, space and measure	75%	2010
Mathematics - data handling	70%	2010
Science - scientific enquiry	60%	2010
Science - life processes/living things	60%	2010
Science - materials and properties	60%	2010
Science - physical processes	65%	2010
PSHE - interacting	70%	2010
PSHE - independent/organisation skills	75%	2010
PSHE - attention	80%	2010
ICT - finding things out	60%	2010

ICT - develop ideas/make things happen	60%	2010
ICT - exchange/share information	65%	2010
Geography	70%	2010
History	65%	2010
Design and Technology	70%	2010
Art	65%	2010
PE	70%	2010
Music	70%	2010
RE	65%	2010

## Curriculum

### UPDATE OF CURRICULUM ACTION PLAN

- The new national curriculum has now been published following a staff meeting to go through the website so all staff are now aware of the structure and organisation of the national curriculum and have been asked to familiarise themselves with the new curriculum and use the content to inform the long term plans we are currently working on.
- New national progress data is due out later on this term and will be used to measure our pupil progress against national standards once our 2009-10 data is gathered in May 2010. A meeting has been set up with Sheila Gaskell to set up using Integris G2 and/or Caspa for our data this year.
- APP data remains an issue with the capacity on our 'h' drive. A meeting has been set up with Cheryle Whiteside this month to set up the Learning Platform for this. As staff cannot save more APP data on the computer and there are issues with data protection for saving information on USB sticks, maths and PSHE APP pages have not been added until the Learning Platform is ready to use. These will now be added for teachers to use from September 2010.
- The staff meetings on teaching and learning styles took place and staff were asked to review their teaching activities to ensure that all learning styles are catered for. It was encouraging to see that the audit indicated that the huge majority of teaching activities were appropriate for the major learning styles.
- The staff meeting with the health team is scheduled for 28<sup>th</sup> April, the previous meeting having to be rescheduled. The Deputy head attended a training course about provision mapping ran a staff meeting to ensure all provisions can be included in our map. This will be discussed again at the multi agency staff meeting and we will agree how pupils' provision can be recorded and effectiveness evaluated.
- Topics and themes for the new curriculum have been discussed and a two year plan of curriculum enrichment days and weeks has been agreed. Work is currently taking place to identify the objectives to be taught across the two years to ensure full coverage. Formats for the medium term plans for theme based and continuous provision are devised.

- Meetings were held to discuss the GAS format and revised IEPs are being trialled this term. Their effectiveness and manageability will be evaluated before half term and these will be fully implemented in June 2010.
- Annual Reviews and reporting to parents review is scheduled for May 2010.
- Medium Term and short term plans will be reviewed in the Summer Term 2010

### COMMUNICATION

The school continues to support pupils in the use of total communication. Whilst the budget is significantly lower in 2010-11, this reflects the level of resourcing required for maintenance of the current communication aids. Each child has a communication aid to suit their level of need. Close liaison continues between school staff and speech and language therapists.

### LITERACY, MODERN FOREIGN LANGUAGE AND ENGLISH (INCLUDING LIBRARY)

A review of the action plan shows that good progress is being made towards achieving targets. The following are examples of the enjoyment pupils show in Literacy/MFL/Library during the last term:

- Class 9 and 11 are enjoying their weekly Mandarin lessons
- Daliti, Abby and Ben have enjoyed working on elements of creative writing with the Dance teacher. This term's focus was: "The Snow Queen".
- The SLD gifted and talented reading group is enjoyed by all who attend
- The library continues to be well used by all
- Classes 10 and 9 benefited from a drama workshop at The Lowry in Salford.
- New laptops arrived in school to develop and extend some children's writing skills (Classes 9 and 10)

The following are examples of parental links and involvement in school and pupil activities including homework:

- Continued parental support with reading packs and library books sent home
- Supporting inclusion links, for example, Sam's Literacy link in Class 10

The following are examples of how we have worked with other agencies:

- The LA - Mandarin lessons, Foreign Language Assistants, Chinese New Year
- Microlab - helping make the library electronic
- The Lowry - drama workshop
- CLAS involvement - Ada in Class 11 who speaks Polish
- Seedfield - training and resources

The following are examples of how pupils and staff have worked locally, nationally and across the world to promote community cohesion and inclusion.

- Mandarin lessons in Class 9/11

- Ongoing Chinese and French links
- The Lowry drama session
- Sam Walker's inclusion in Class 10 - extend his Literacy skills
- Class 11's link with Gorsefield

NUMERACY AND SCIENCE

A review of the action plan shows that satisfactory progress is being made towards achieving targets. The following are examples of the enjoyment pupils showed in this subject during the last year:

- Gifted Talented Numeracy Group from which meets weekly: The small group comprises 5 pupils from Early years and Key Stage 1 who access practical hands-on Numicon activities. Pupils have practised the activities accessed in this session on a daily basis with the adult who supports them. The pupils have enjoyed working at their own levels and being challenged that bit further e.g. ordering Numicon shapes and matching numbers to them, adding, subtracting numbers through a variety of games. Some are beginning to experience doubling numbers.
- Cohort 3 Intervention Group: This group of pupils has been working on positional language through a topic "On the buses" with practical and hands-on activities. The work has been followed up during the week at the beginning of the numeracy sessions carried out in their own classes. The pupils have made a wall hanging as a record of the aspects of their work.

Target	Comments
<p>Offer explanations and solutions eg, saying;</p> <ul style="list-style-type: none"> <li>• What must be done if too many pupils are on the bus</li> <li>• How we can find out the length of the cloth</li> <li>• What we can do if it is too long</li> </ul>	<ul style="list-style-type: none"> <li>• Asim improvised the following maths phrases for his speech balloons- "I'm putting mine on first", "two more" and "no more room".</li> <li>• Asim said that the tape measure was "too little" for the task</li> <li>• When asked what was the matter with the background, he said "it's bumpy and ripped".</li> <li>• When asked to describe where the bus should go Asim said "go straight" and "turn the corner" (with prompt).</li> </ul> <p><b>Asim has made progress in achieving this target which should continue</b></p>

Cohort 3 science group have been working together on Living Processes through practical hands-on investigations and observations. Butterfly eggs, triop eggs and living eggs were organised so the pupils were able to have real experiences of life cycles. Each class teacher took responsibility for planning the life cycle of the butterfly, triops or the chicks and shared their planning so that the pupils had a wide range of experiences of life cycles. This was an effective way of sharing planning and enabling the pupils to have a wider experience of

this topic, for example, Ellie and Daliti loved watching the chick eggs hatch. Daliti said "They're hatching, they'll grow into hens". Hamza enjoyed all the work on caterpillars - singing, printing butterflies, making cakes. He could name each part of lifecycle including cocoon.

The following are examples of how we have worked with other agencies:

- Two staff from Early Years and Key Stage 1 attended a course on teaching basic numeracy to children with Down's Syndrome and other learning difficulties using the Numicon approach. Staff fed back finding the course useful and will help to develop progression in numeracy using Numicon. They purchased some good resources which have been shared with the whole school and enable us to extend teaching activities.
- A short course on using Numicon on the Interactive Whiteboard: This was delivered within school as part of ICT/Numeracy training. Staff were given lots of ideas and confidence with the resources available on the software.
- Support for new members of staff with using Numicon: All staff have now been given support with using the Numicon resources with their pupils supported by the Learning Support Outreach teacher. Staff have found it valuable having the continuous support on a weekly basis. This has given them opportunities to deliver the activities during the rest of the week and then discuss any issues which have arisen.

The following are examples of how pupils and staff have worked locally to promote community cohesion and inclusion:

- A long term science link has been set with St. Mary's Primary School, Radcliffe with Class 10: 2 pupils will be integrating in science activities at this school as an extension to their learning. They will be joining 3 sessions in the summer term and developing a more continuous link in September 2010.
- Class 10 visited Elms Bank during their Science Week. Elms Bank's topic was on keeping healthy. They had a lot of food-related experiments like taste-testing chocolate (which was a big hit with class 10), tasting fruit, making smoothies, splitting a smartie to reveal all its colours. The pupils had a lot of hands-on activities which they were able to engage in positively.
- Governor's visit (Numeracy): Mrs Eadie from the governing body visited school to see how numeracy was taught. She had an opportunity to visit Class 3 and 8 and observed the different strategies used to deliver numeracy to pupils with ASD and PMLD.

Resources: All resources ordered for numeracy and science have arrived and are being used in different classes to support teaching and learning in a more fun manner.

### PERSONAL, SOCIAL AND HEALTH EDUCATION

The PIVATS scores have been interpreted and show that our children make good general progress across PSHE. Children with autism seem to excel once they know what is expected of them. An example of this is a child moving from PSD 2 to 10 within a year as he has begun to make sense of the world we live in. Children with PMLD have slower progress and seem to stick at PSD 4. Work with class teachers have shown that the level

descriptors are hard for the children to reach, and although they are making progress they find it extremely difficult to make the big jump from PSD 4 to 5 and 6. Children with SLD and MLD are making progress at a steady rate in line with the expected national average.

The results of a pupil questionnaire show the following:

How do you your children share their emotions with you and how often? All classes that responded said that daily feelings songs/ feelings boards were shared in the welcome session each morning. This gives each child the opportunity to express how they are feeling and give staff the opportunity to reflect on the child's mood and consequence behaviour.

Action- TLR leader to visit a sample of classes to see this work being done and to support the set up of feelings work in classes that may not be using it.

Which PSHE resources do you use and find useful?

Class 6 - use flash cards of faces showing different emotions.

Class 10- use own resources and the emotions box.

Class 8- Use PMLD resources/ songs/ concrete objects/ real objects

Class 1- don't have specific resources but use circle times/ sharing box/ songs etc.

Class 4- use feelings faces

Class 9/ 11- resource boxes-feelings/ healthy food/ road safety/ living together flip books/ bullying/ emotions box/ boy girl dolls/ videos linked to all above/ SRE at three levels/ interactive healthy lunch box.

Action- TLR leader to make resource boxes for circle time in early years/ PMLD/ KS1/ KS2, with books for ideas and props to support.

Do you need any training in PSHE, any areas that you don't feel confident in delivering?

PMLD and PSHE training, EY training, Sec and Relationships Education (SRE) training

Social stories at a more basic level e.g. using situational photographs/ flashcards.

Action- TLR leader will get class 10 involved with the SRE programme that takes place in the summer term; opportunities for training in circle time.

### PHYSICAL ACTIVITY

A review of the action plan shows that satisfactory progress is being made towards achieving the targets. It has been difficult to get involved in the MOVE programme due to staffing difficulties. It is intended that there will be 'catch up' time in the summer term.

Teaching in this area is good. The evidence for this is from the headteacher's summary of lesson observations in the spring term and from my own observations of lessons and activities throughout the last year. The use of resources in this area is good. Physical education is well-resourced and classes have been using the equipment. Some of the new staff will be made aware of the resources which are available for this term's topics including the trail and orienteering resources. Pupils' views have been sought through discussions and through the

School Council. Classes have requested particular equipment, for example, sit-in cars and trucks.

The recent school boccia competition proved to be very popular with pupils and staff. Every pupil played for their class team. Each team played at least 3 games against other classes. The final was very exciting and Zoe Robinson, gold medallist for boccia in the Paralympic Games in Beijing, presented the winners with the trophy. Two pupils have joined a class at Mersey Drive for P.E. and have achieved well. Class 9 have completed their gymnastics and trampoline sessions at Bury Gymnastics Club, all receiving certificates of achievement.

Emerging priorities for next year include: training for rebound therapy, training for hydrotherapy, Halliwick or aqua therapy; organising resources for playground activities, training new staff on the use of inclusive equipment.

### CREATIVE ARTS

- To rebook the successful artists from last year and improve on content and outcome of all art activities. To research a variety of artists and performers with the intention of booking appropriate sessions for Creative week.
- To use Creative week as a taster session to look at maybe inviting some back with a view to commissioning some community art for the new school.

Artists were booked and all were successful. School saved money by having class 5 teacher resource and run one day. She introduced the school to the sculptures of Antony Gormley. It was a very successful workshop as children don't get as many opportunities to work with clay due to the restricted storage space in school.

The Zulus whilst magnificent and inspiring on so many levels are massively expensive (£950 per day). With the new reduced budget it is unlikely that we will be able to afford them again next year so the hunt is on for a cheaper but equally inspiring workshop that all the children can access.

Oliver Wotherspoon the community artist has developed a real love of Millwood and after looking at some of his work and describing our vision for the new school he has been commissioned to create four storyboards that include photos of the children at work. His original price was £1000 which also included mounting them here and then remounting them at the new school. We have managed to get the price down to £850. This is still in progress. We are all really looking forward to the finished product.

Class 9+10 went to the Lowry Theatre for a full morning drama workshop based on the paintings of Lowry. This session was arranged and paid for the law firm Irwin Mitchell in Manchester. The link was made through the family of a pupil in class 2 who put Millwood forward for the free session. The staff and children thought it was fantastic, very well pitched to the children's ability and the staff of Irwin Mitchell also got involved on the day. I have asked if any more free sessions were available that Irwin Mitchell would consider us again.

Irwin Mitchell has said they would like to fundraise for the new school to buy us a specific piece of equipment.

- For all staff and children to research the works of Mondrian and produce work for display around school.

The Mondrian Art work that is displayed around school will be replaced before the science topic of Growing begins. It was a successful way of learning about an artist and seeing the different ways each class interprets them.

- To liaise with Margaret Gambon and Lynn Allatt from Live Music Now! and bid for free concerts for school

After a few begging emails we managed to secure two concerts from Live Music Now by Metropolitan Brass and Sousa Wind. Although these concerts are free they do ask for a donation. We provided them with a £46 donation for the first concert and £100 for the second concert which was paid from donations from parents. Even more pleasing was a sponsor (Ian Anstee) was found to pay for Katy Rimmer the music therapist for twenty sessions starting from January 2010. This will save school £1600. A letter of thanks has been sent to Live Music Now and an invite to the sponsors to come to Millwood to observe some music sessions.

The following are examples of the enjoyment pupils show in this subject/area during the last year:

- Song and Dance from the Zulus - very happy active children that all stayed in the hall.
- Oliver Wotherspoon ran a printing workshop that was also a very sensory experience and all children could access the activity at their own personal level.
- The clay workshop was a success and all children created a sculpture - again a sensory activity.
- Circus activities addressed both sensory issues and healthy living as well as teamwork and aspects of PE. (balance, co-ordination, listening skills, self esteem).

The following are examples of parental links and involvement in school and pupil activities including homework:

- Oliver Wotherspoon is a local artist who also has involvement with Millwood children outside of school through art workshops.
- Katy Rimmer is employed through Live Music Now in Lymm, Cheshire
- The Mighty Zulu Theatre Nation are based in Huddersfield.
- Irwin Mitchell are based in Manchester.
- The Circus workshop is run by staff from Bury FC but who provide their services independently of them.

The assistant head with responsibility for community cohesion keeps in touch mainly by email with all the above agencies to maintain good links and enhance the curriculum and further children's learning. All the above are examples of staff making links locally and nationally to bring new experiences to the children.

### EDUCATIONAL VISITS

It is essential that children can experience new places, meet new people and extend their knowledge of different setting sand cultures. The new educational visits form is fully in use now and teachers are highlighting the curriculum area and the five Every Child Matters outcomes that their trip covers.

In January 2010 several staff took their minibus driving test. Qualified drivers are Jill Tierney, Joanne Hurst, Jamil Safdar, Margaret Miller, Emily Walker, Catherine Jackson. Tessa McGeehan is also qualified. Pauline Lees is qualified but needs to retake the test before the end of the school year. Some of the places visited include Bury baths and gymnastics, Stepping Stones (Radcliffe Hall), Mossbank Park, Heaton Park, Asda, local schools including Elms Bank, The Lowry, Goshen and local streets, Bury Library and Art Gallery, The Trafford Centre.

### CARE, GUIDANCE AND SUPPORT INCLUDING BEHAVIOUR

**All About Me booklets** continue to be used across school to ensure that all significant information about a pupil is recorded and used by all staff who are working with the pupil.

### **AUTISTIC SPECTRUM**

A review of the action plan shows that good progress is being made towards achieving most of the targets, and I am therefore hopeful of successful outcomes, leading to positive impacts, across all the targeted areas by the end of this academic year. The following are examples of parental links and involvement in school and pupil activities including homework:

- The Parents' and Carers' Support Group has been well attended by the Mums, Dads and Grandparents of our pupils with ASDs.
- Parents and Grandparents of our pupils, particularly in the lower school have come to special school assemblies.
- Many of our children's immediate and extended family members have come along to this year's Film Nights funded by Extended Services.
- ASD parents have been particularly supportive in fund-raising initiatives for the new school - sending in raffle prizes and taking part in sponsored events for our benefit.

The following are examples of how we have worked with other agencies:

- The development of the 'Sibling Group' with school nurse Glenys Nolan.
- Bringing in outside experts related to Sleep Issues, Paediatric Osteopathy and the Childrens' and Young Peoples Information Service to speak to parents.
- Development work and training related to Sensory Issues with Speech Therapy, Occupational Therapy and the Communication Difficulties Team.
- Attendance of team members at the Greater Manchester ASD Forum meetings for positive networking experiences with ASD professionals from across our region,

particularly related to improving work with our children related to Sensory Processing issues, Understanding Emotions, Policy Development and Transition.

The following are examples of how pupils and staff have worked locally, nationally and across the world to promote community cohesion and inclusion:

- Our pupils with a diagnosis of ASD regularly integrate with other classes within Millwood, both within our unit and with children with different learning styles and needs eg weekly we hold an integrated Music and PE session for the EYFS(ASD, PMLD and SLD) and Class 12 (Sensory), Classes 3(ASD), 4(PMLD) and 8(PMLD) go donkey riding together fortnightly, all our ASD classes took part in the recent whole school Boccia competition, we are all currently in rehearsal for the Millwood Dance Festival, where each class is paired up and performing with a class with a different learning style.
- In the wider community our children regularly go shopping at the local shops to practise and further develop their social and communication skills .
- Also, some of our children have attended the story time and creative sessions held at Bury Central Library.
- Our staff, in collaboration with ASD staff from Elms Bank gave a presentation at the recent Professional Forum meeting, contributing to the sharing and development of ideas to improve 'Transition'.

## **PROFOUND AND MULTIPLE LEARNING DIFFICULTIES**

A review of the action plan shows that good - satisfactory progress is being made towards achieving the targets. The following are examples of the enjoyment pupils showed in this subject/area during the last year:

### Communication

All pupils have shown a response to their On Body name signs during introductions by staff -Emily & Liora smile and engage. Jasmine uses MORE consistently during meal times. Joshua is encouraged to use his YES consistently. Hannah's range of vocalisations has increased. Sannah tolerates touch/talk during interactions and reaches to touch or hold the person. In particular Independence through MOVE programme: Abby is walking, holding a spoon as a holding prompt, Finley is walking independently 25 metres, Aaron mobilises his walker, Lochlan takes a step in his walker with verbal prompt. Rhys really enjoys musical activities and activating cause and effect toys with a switch. Brogan and Cody enjoy active sitting Jasmine has been standing and took a stride independently, in the pool and also stepping up and down. Holly is mobilising her Gait Trainer to allow her independence in P.E., sports activities and dance. Jordan enjoyed using her rollator, especially during lunch time as it gave her independence visiting areas in school she wished to visit with adult supervision. She made particularly good mobility progress and developed independence skills.

### Social Interactions

Pupils within both PMLD and SLD classes are showing more awareness, confidence and enjoyment of interactions. Lewis is a new Buddy and has been particularly helpful and enthusiastic in working and playing with the pupils in Class 4. The children have responded to and enjoyed his funny and lively interactions especially Joshua. Jasmine thoroughly enjoys Dance and stands and moves/dances happily alongside her peers. Class 2 particularly enjoy dance and drama sessions with Naomi. Also whole school events, for example, Every Child Writes Day, Creative Arts Week

### Music

Each child in class 4 has had half a term each Music Therapy and really enjoyed the interactions. In particular Sannah reaches for the saxophone and smiles as it is played. Hannah vocalises and turns to the music.

### Integration

All children have joined Class 3 and 8 Donkey Riding. All the children are responsive to the smells, sounds & movement. Sannah, Joshua, Emily and Jasmine particularly enjoy it. Joshua and Jasmine enjoy their weekly links with Class 8 for Maths and Play, and regular Space Centre visits.

The following are examples of parental links and involvement in school and pupil activities: Jemma Irvin, a paediatric osteopath visited to talk to parents about the physiology of osteopathy and benefits of cranial osteopathy for children with specific requirements. Techniques include improving sleep patterns, relaxing and calming, and aiding the reduction of pain and spasm. At the beginning of each term parents/carers receive information about the following term's planning and children's individual timetables. Parents/carers are informed of their child's learning and have made /bought /followed through the themes at home. Classes send weekly 'homework' activities for parent/carers and siblings to share with pupils. Parents/carers are encouraged to send photos/info, for example, Joshua's family weekly email photographs of his activities and make PowerPoint slide shows for Josh to share at school.

The following are examples of how we have worked with other agencies.

- Sensory Support Team -Weekly meetings with Sensory Support Team
- Teachers of the Visual and Hearing Impairments, to discuss individual pupil's targets, achievements and areas to work on.
- Weekly meeting with SLT and Physio Assistant and work alongside class staff with pupils, to ensure continuity, sharing skills and knowledge.
- Regular input from OT.
- SLTs' and Physios' work establish Individual Learning Plans with classes.
- Nurse has given advice on toilet training pupils for Class 2.

The following are examples of how pupils and staff have worked locally, nationally and across the world to promote community cohesion and inclusion:

- Links have been organised between Elms Bank Year 7 staff and PMLD pupils and staff to make regular visits to aid transition. 2 Year 6 PMLD pupils and 2 Year 5 pupils attend for the morning each month.
- One teacher is in the first year of the Multi-Sensory Integration (MSI) course and is networking with colleagues throughout the country and disseminating information and current practice and ideas on the teaching and learning for pupils with MSI.
- Work experience students come into Classes 1 and 2.
- Class 2 have learnt basic Mandarin as a result of visits by staff from the link school in China and subsequent lessons.
- Class 1 weekly -Stepping Stones Children's Centre visit for communication and social interaction with able children through music.
- Class 1 Space Centre Visit with Class 5 and Kids Rock with Class 3.

**Year 6 Transition**

Year 6 pupil	Primary Need	High School
Shona	ASD	Elms Bank
Habeel	SLD	Castlebrook
Poppy	SLD/ASD	Elms Bank
Charmaine	SLD	Elms Bank
Humaira	SLD	Elms Bank
Sam	PMLD	Elms Bank
Erin	PMLD	Elms Bank
Donna	SLD	Elms Bank

The above children will be leaving Millwood this summer. They will all have a "Passport To High School" that will be filled in alongside staff and parents to ensure a happy and thorough passage to their new school. All children have visits planned over the next few weeks and members of staff from the above schools have attended annual reviews.

On 16<sup>th</sup> June a "Transition workshop" will take place at Millwood. It is to be planned and led by extended services and paid for by The Whitefield Cluster group. This will look at the children's past achievements and their feeling as they move on. An evaluation will be provided by all Y6 teachers as well as the two assistant headteachers as this is a first.

Transition to Elms Bank could be improved further as it was proving difficult to identify one person as the lead contact and get firm dates for each pupil. Attempts will be made to address this problem in September 2010 and hopefully have a timetable of visits agreed by both schools before the Christmas break.

## EVERY CHILD MATTERS

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

**Pupil achievement and progress data is to be included in each governing body report.**

A review of the action plan shows that satisfactory progress is being made for action 1 and remaining actions have been achieved. The following are examples of the enjoyment pupils show in this area during the last year.

- All 3 EYFS classes have participated in a wide variety of educational visits linked to the 6 areas within the EYFS e.g. Class 1 have joined another class in school and visited the SPACE Centre in Preston, they have visits within the local community e.g. Goshen. Class 2 have also visited the SPACE centre and visited Heaton Park. Class 3 have regular visits to the SPACE Centre, donkey riding and a recent visit to Stockley Farm.
- Creative Arts week was enjoyed by all pupils- Zulus were a big hit.
- Class 1 particularly make full use of the sensory studio both in class 4 and in class 1- a lot of targeted work on intensive interaction and visual stimulation takes place.
- Classes 2 and 3 make full use of the outdoor environment- woodland area, EYFS playground taking activities outdoors e.g. writing, science based experiments- class 3 made an igloo and loved spending time inside it watching as it slowly melted.
- Class 2 are working particularly hard at Jolly Phonics work making fantastic progress. They also enjoy pool sessions on a weekly basis.
- Class 2 and 3 have some children who attend the Gifted and Talented reading club.

The following are examples of parental links and involvement in school and pupil activities including homework:

- Library books are sent home on a weekly basis. Parents and carers share books with their child and return books to school to be exchanged.
- Parents/carers invited and accompany their child on educational visits giving them an opportunity to meet socially with other parents and carers. Recently class 1 parents accompanied their children to SPACE and then went to McDonalds for lunch with class 5 children and staff.
- Parents of children in 1 spend time in class with their child during the transition period.
- Parents invited into school for coffee mornings and for targeted support and information sharing. Parent Support from Margaret Miller has been attended by EYFS parents.

The following are examples of how we have worked with other agencies:

- Portage worker has spent time in class 1 looking at different sensory activities that she can share with parents
- Therapists in school: SALT, OT, Physiotherapists- therapists spend time working in class with pupils, share in target setting and evaluate targets on a regular basis. Class 1 have supported hydrotherapy sessions.
- Class 1 staff team had a meeting with BUPA staff to share ideas and develop a routine for Finley- one that was consistent and followed by all staff- this has had a huge and positive impact on Finley's understanding and communication thus reducing periods of challenging behaviour.
- Music Therapy is enjoyed by EYFS pupils- class 1 have a weekly session where they focus on CLL, PSED and CD
- Educational Psychologist involved in working with a child in class 2
- Staff from Ambers Attic and Stepping Stones spent time in EYFS looking at Multi sensory studio and gathering ideas to be used in their settings

The following are examples of how pupils and staff have worked locally, nationally and across the world to promote community cohesion and inclusion:

- Inclusive activities with other classes in school. Class 1 and 4 join up for dance and sensory stories
- Inclusive sessions across EYFS- parachute games, KUW- ICT activities across the base.
- Class 3 and 12 join together for music sessions
- Class 3 -PECS shopping in the local community
- Kids Rock at Stepping Stones at Radcliffe Hall- attended on a weekly basis by class 1 and class 3 have just started to join class 1 for this activity.
- All EYFS classes participate in fund raising activities at school and each class has a representative on the school council.

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

**Pupil achievement and progress data is to be included in each governing body report. Achievement** - based on the results from 2008-9, the following are areas which require further development and/or analysis:

**Cohort 3 science (except materials and their properties)**

**Cohort 3 attention (although this may be linked to the child's condition)**

**Cohort 3 writing**

Whole school actions to address these issues include science fortnight in the summer term 2010, and Every Child Writes Day. Teachers who have pupils in cohort 3 ensure that, in their IEP and target planning, special attention is paid to the three areas for improvement.

### Stay Safe

The school's and governing body's actions continue to ensure that pupils remain safe. The School Closure policy has been updated. An Asthma Management policy has been updated with PCT staff for ratification by the governing body. A copy will be sent to the local authority.

### Be Healthy

Pupils have achieved success in physical activities including trampolining and boccia, swimming and hydrotherapy. The continuing close working relationship with the school nurses, speech and language therapists, and physiotherapists/occupational therapists on-site ensures that pupil outcomes for health remain outstanding. The school nurse is moving to a new post and her post will be advertised. The school nurse post is one which requires a high level of commitment to safeguarding, high levels of professionalism and excellent interpersonal skills, all of which the current post-holder has in abundance, and which contribute significantly to positive pupil outcomes.

The second current vacancy has been filled by Jenna Harrison. The previous post-holder now manages the BUPA nursing team and continues to be a highly valued member of the school community, as does the third school nurse who also runs the Sibling Group.

### Achieve Economic Well-being

There is a need to address how the school continues its commitment to after-school clubs as part of the Extended Services agenda. Whilst taster sessions took place in the autumn term, they could not be sustained beyond this time. The reasons for this include limited support from Extended Services staff, parents and carers not paying fees on time, consequent external confusion over administration of finances, providers not having CRB checks, and a lack of understanding by Extended Services of the need for special transport to take pupils home after the extended day. The last issue is now being addressed urgently and the Assistant head with responsibility for Extended Services is included in these discussions. However, there are some excellent providers amongst whom there is a good level of understanding and professionalism; in addition, staffing is not a problem as the school would draw its after-school staff from within its own ranks. The problem of after-school clubs and lunchtime clubs is to be remedied in part by the appointment of two higher level teaching assistants from September 2010 who will be directly responsible to the assistant head and who will manage the day-to-day organisation. This should improve pupil outcomes and ensure that the school continues to offer the full core entitlement at the current school.

Attendance

OFSTED have identified attendance as the key issue for school. Attendance should move from 'good' to 'outstanding'. Our attendance target agreed with the local authority for 2009 - 2010 is 91.5%. Overall attendance in the Autumn 2009 and Spring 2010 terms is **92.26%**. See attached detailed Attendance Summary.

Make a positive contribution

The School Council continues to meet each half-term and minutes and requests are submitted to the Senior Management Team for consideration. Details of the Council are on the website. Outdoor blackboards have now been put up in both playgrounds for the children to write/draw on. An outdoor sound system has been incorporated into the new school designs as requested by the school council. The school council has also brainstormed ideas of what they would like to go in the adverts for new teachers/ HLTAs. Fund-raising has been very successful this year so far with a Wear a Hat for Haiti day and a biscuit sale. A Star Day for the Starlight Foundation and a Donkey Fair are also planned for the summer term 2010.

Behaviour

Multi agency meetings with Niall Wilson (CAMHS), Emma Bown and Kay Bristow (Educational Psychologists), Deputy Head, Liz Woodcock (School Nurse) and Kirsty McLaughlan (SALT) continue to take place once a term. This term the meeting is scheduled for 29<sup>th</sup> April. Since September we have focused on 10 pupils at these meetings. Advice was given to Catherine Holyland by the group for work to be completed with two of her pupils. ASD assessments are being completed on three pupils and we are awaiting the results of these. The case on one of the pupils was being formally closed after a meeting with the family but can be re-referred at any time within the next year without needing a reassessment. Team Teach training of new staff has been completed this year and the Team Teach Trainers are attending a refresher course in May 2010. Our trainers will then complete refresher training for all staff in September 2010. The cost of training trainers is substantial (£1909) but this is better value for money than booking external trainers and our in house trainers are readily available for ongoing support and advice within school.

Reported incidents / injuries where behaviour is 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		

The table highlights that there are more incidents in the Autumn Term when there are both new pupils and new staff. This year additional staffing has been placed in one class where there were three pupils exhibiting challenging behaviours. This has led to a significant reduction in the reported incidents or injuries in this class. (9 in the Autumn Term and 2 in the Spring Term). The level of support for pupils' behaviour ensures very good outcomes for them. Some parents have benefitted from working with staff from school on specific aspects of behaviour; this is something which staff think has very positive benefits for whole families and is something which should attract additional resources.

#### Spiritual, moral, social and cultural development

Assemblies, for example, the Easter assembly demonstrate the **spiritual** element of the curriculum and show pupils' high level of empathy and awareness. 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 record of learning objectives and outcomes. Good work Assemblies are on Friday led by the assistant head or headteacher where the children's achievements are celebrated. Whole school worship is observed and also listening and appraising of different styles of music. Pupils are given the opportunity to sing, perform and sign as well as observe religious festivals. Special occasion assemblies are usually held on Fridays and led by the headteacher. In the Spring term some parents attended the Chinese Day assembly when we had two visitors from Datong. An Easter assembly where Class 9 re enacted the crucifixion was especially memorable! Visitors from Miller's Vanguard attended and donated soft toys and Easter eggs to all children. Despite an open invitation to parents and carers in a news letter no one attended.

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 many pupils in school, and one in which they excel. Pupils who have attended Radcliffe St Mary's recently show a very high level of maturity in new situations and surroundings. All pupils continue to be outstanding ambassadors for the school in terms of their behaviour and self-confidence.

**Cultural development** - we have built on the strong foundation which was established by the visit by our Chinese partners from Datong through a range of activities on China Day and the introduction of Mandarin lessons for older pupils. Pupils consistently show enthusiasm for joining in all sorts of activities from other cultures and from local and national cultures. The continuing high priority given to music, dance and drama ensures that pupil outcomes in this area remain excellent.

Helen Chadwick  
21 April 2010

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