

Millwood School, Bury

Governing body report **Spring 2012**

**Governing body meeting on Tuesday 7 February 2012
at 4.00 pm – current site**



Steering Group outside new school – 20 January 2012

**John Ashworth (LA), Ruth Taylor (LA), Helen Chadwick, Bob Crosland (parent governor),
John Cleaver (Chair of Steering Group and governing body), Stella Smith (governor), Jill
Tierney (Assistant head)**

The 2011-12 whole school target is *Space*. (Linked to the new school project)

INTRODUCTION

Changes and improvements since Autumn 2012 report

- Number on roll – January 2012 = 77 (24 girls and 53 boys); number of free school meals = 19; number of pupils with English as an Additional Language = 14, and number of minority ethnic pupils = 26.
- New school handover has taken place with pupils due to move in on 25 April 2012
- Increase in admission numbers in April 2012 to 90 (approx.)
- New OFSTED framework with increased focus on teaching
- Training for governors to improve their role in leadership and management
- Staffing increase to take account of higher numbers of pupils
- Embedding of Bury Primary Learning Collaborative in carrying forward high quality training across the borough
- High level of training for staff in management of new school
- High level of training for staff in new developments and provision in new school eg sensory integration
- Abolition of Self-evaluation Form by government in September 2011
- Abolition of School Improvement Partner role



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Impact on outcomes, including teaching and learning

- School Improvement Plan (see Spring Term 2012 Curriculum Report) - **ATTACHMENT**

EYFS

Communication

Literacy and English with English as an additional language

Numeracy and Maths

Science

Personal, social, health and emotional including sex education

Physical education, dance and sports

Information and Communication Technology

Design Technology including Food Technology

Creative Arts (Music, Drama)

Art

Geography and History

Modern Foreign Language

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LEADERSHIP AND MANAGEMENT

Governing body

Training for governors on 4 October 2011 with Andrew Farren (previous school improvement partner) was very enjoyable and useful. It resulted in the following outcomes:

- Governors would make visits to observe classroom practice once each term and a record of the visit would be on a template to be designed by Debi Walker. The aim of the visits to class is to celebrate achievement;
- Governors would interrogate the CASPA data termly
- Governors would ensure that they were up-to-date with the relevant legislation with two governors meeting the headteacher

School Improvement Targets 2011-12

1. Reduce the percentage of pupils who do not achieve their targets.
See the section on Achievement - Progress and Targets.

2. Improve home/school communication.

The weekly newsletter has been revamped to include a short story from each class with photographs showing pupils achievement during the past week. The text messaging service has been used successfully on a number of occasions for quick feedback. The website has been updated in line with parental requests and now has more recent photographs of pupils in the Class area.

3. Develop the role of governors in school improvement.
See section on Governing Body above.

Policy and documentation review

e-safety policy requires ratifying; working beyond retirement request; part-time work request.

Resource and financial management - [See attached Financial Resources report](#)

New school

The new school handover took place on Friday 27 January 2012. This partial handover allows the contractor to complete the outstanding works on the drainage for the soft landscaping at the rear of the site. Partial handover allows us to move on with the 4-week fit-out period and training schedule as well as the packing programme due to complete on Friday 30 March. Staff 'go live' day is Monday 16 April and pupils 'go live' day is Wednesday 25 April. It is not envisaged that there will be any further delays.

School Council

The School Council is to be asked to submit a termly report to the governing body with a summary of actions and aims.

Parents and carers

The two HLTAs with responsibility for parent support are supporting 9 families at the moment. A report will be requested for subsequent reports.

Partnerships including inclusion, transition and extended services

Transition with Elms Bank has begun for Year 6 pupils. The programme of extended services is much reduced and the school is building up its own range of after-school clubs and lunchtime clubs to fill the gap. Inclusion is an important part of the children's development and we have weekly links with Gorsefield and St. Phillip's School. Both are very successful and will continue indefinitely. The children visiting Gorsefield take part in Numeracy and Literacy lessons and of course they have a different social opportunity. One child from class 2 visits St. Phillip's for inclusion visits. The visits give her the opportunity to make new friends and develop her communication skills even further. As we move to the new school visits will hopefully include more pairing with local schools and in the future an additional bus will be purchased.

Millwood continue to link with a number of schools as listed below:

Gorsefield - for numeracy and literacy links.

Greenmount - for a dual placement link.

Stepping Stones Nursery - for inclusion and creative development.

The Arches - for friendship groups and inclusion.

The Ark - to share good practice and facilitate smooth transitions for pupils.

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

There are 18 pupils requiring additional support from the team at Millwood. The changes in the structure of the social care team centrally appears to be having a positive impact on sharing of information between schools and social workers. The message that schools should be able to have access at any level rather than previously through a 'gatekeeper' is responsible for this positive impact.

After-school clubs including Bury FC

The two higher level teaching assistants who manage this area of support will be asked to submit a termly report to the governing body. The link with Bury FC is a stable one which is developing from lunchtime support and after-school club to a Saturday club. Further opportunities are expected to develop after the move to the new site and have already been discussed. The need for an out-of-hours manager is one which has been identified and a plan is in place for the summer term.

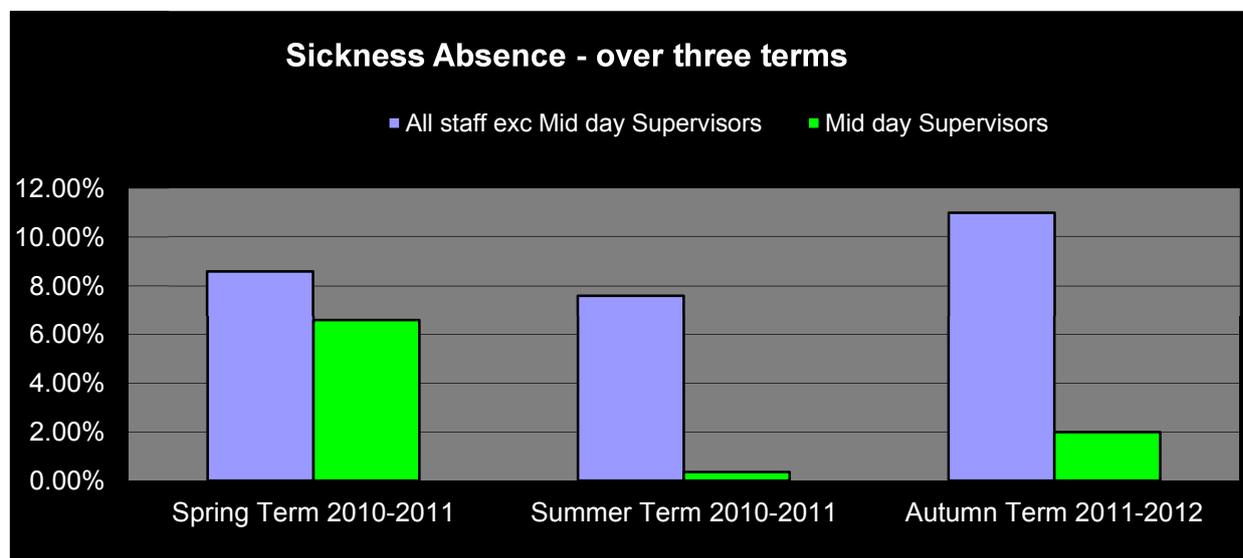
Staffing

There are currently 20 teachers (including part-time), 5 HLTAs, 37 teaching assistants, and 9 midday assistants. Two new teachers - one permanent and one temporary have started at Millwood in January 2012. They replace Veena Ramrakhiani and Louisa Carter (maternity leave). Katy Neild (teacher) is due back from maternity leave in April 2012. Kirsty Oxley (TA) is due back from maternity leave in the summer term and Elise Brimelow (TA) has returned to work after maternity leave. Joyce Toone

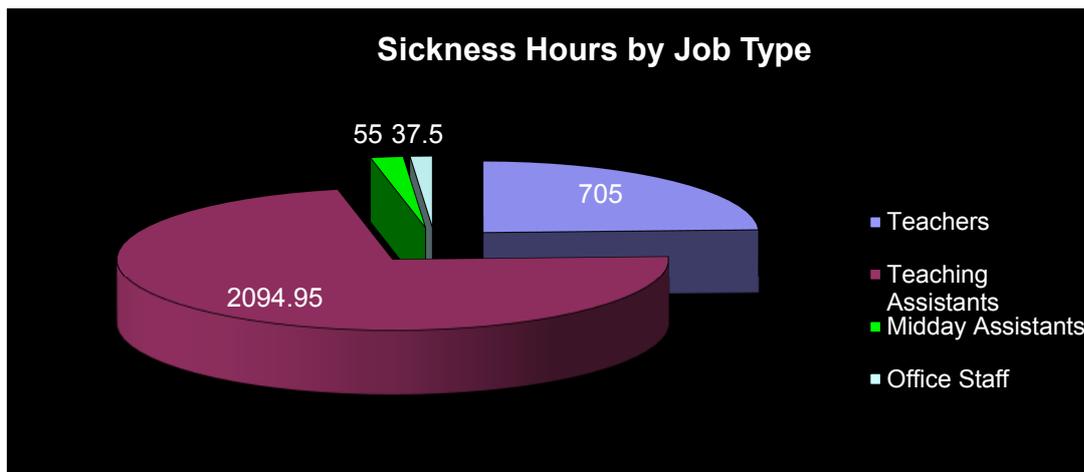
who has been on long-term sickness leave has also returned and we are happy to welcome her back. A number of teaching assistant posts will be advertised in the spring term - we are awaiting information about the impact of the new regulations on temporary working before finalising advertisements. One teacher has left Millwood with a compromise agreement. This post and others, to accommodate the increased pupil numbers, will be advertised in the late spring term. A revised structure for Premises Management and cleaning has been completed and posts will be advertised in February 2012.

Sickness absence

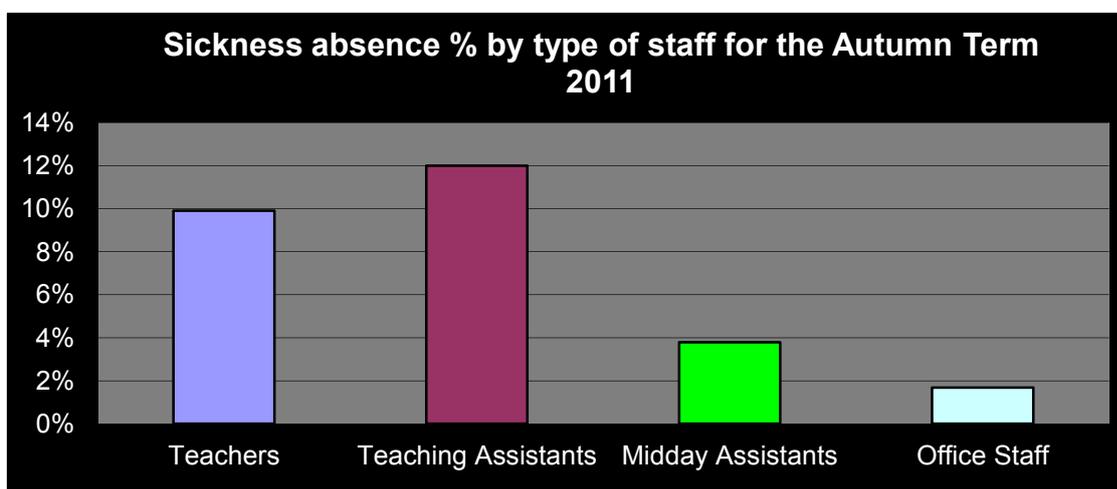
PERCENTAGE ABSENCE	Staff	Middays
Autumn term 2011	11%	4%
Summer term 2011	7.6%	0.3%
Spring term 2011	8.5%	6.5%
Autumn term 2010	6%	3.5%
Summer term 2010	7.1%	11.3%
Spring term 2010	11%	18%
Autumn term 2009	5%	5.27%
Summer term 2009	7.88%	
Spring term 2009	11%	21%
Autumn term 2008	8.52%	16.51%
Summer term 2008		High
Spring term 2008		High
Autumn term 2007	3.5%	7.83%
		High



The school has had 8 staff on long term sick (over ten days) during the autumn term. This has been the major contributory factor to the increase in the sickness absence rate. One member of staff has now left the school on a compromise agreement. The figure of 11% is in line with previous years although the highest rate of absence was in the spring term in 2010 and 2009 rather than in the autumn term.



The figures above show that the Teaching Assistant job type had the highest number of sickness hours due to a small number staff having extended periods of sickness.



Continuing Professional Development

During the Autumn Term 2011 staff attended a range of in school and external courses. Millwood staff attended 28 courses run by the Bury Primary Learning Collaborative during the Autumn Term. The course booklet is circulating for the Spring Term and further courses have either been booked or will be requested for this term. £7227.87 of the training budget has been spent on additional training on PECS, Counselling, Sensory Integration, Signalong, Team Teach, Attendance strategies for Ofsted and cover to release staff. This accounts for the increase in numbers of staff requiring training prior to moving to the new school. During the Summer Term the Bury Primary Learning Collaborative replaced the Local Authority led training group. Schools across Bury are now working together in clusters to commission training and learn from each other. Feedback from these courses has been generally positive, although the quality of the trainer delivering the preparation for Ofsted training was disappointing. This has been followed up with the BPLC.

Lisa McSpirit delivered Sensory Integration training to all class based staff on 9th November. She has also been in school completing assessments on identified pupils and working alongside Class 12 staff. She is also providing information and support for the new SI room in the new school. Further PECS training will run in March 2012. All staff attended a risk assessment training day as part of the PAD on 1st November. This was provided by Tracey Shonick and was the best risk assessment training we have had to date. Induction for new staff took place on Friday 13 January 2012.

Our regular ongoing programme of training is continuing. Safeguarding training is booked for the Autumn Term 2012. Team Teach has run for two days with a further two days being provided in March 2012 and whole school training booked for the Autumn Term 2012. Emergency medication and asthma training for all staff took place in the Autumn term 2011 and tracheotomy and gastrostomy training is booked for identified staff in the Spring Term 2012. First aid training is booked for those staff whose certification is due for renewal. These staff will be responsible for the first aid support points in the new school. Risk assessment, Fire Marshall and Moving and handling training for all staff took place in Autumn term 2011. The MOVE consultant spent a day in school during the Autumn Term 2011 and has identified areas for development. We are awaiting his proposal for how we could become an accredited centre of excellence for MOVE especially as there is a MOVE trail (designed by the deputy head) in the hard landscaping at the new site.

There is a training schedule for the training required for the move to the new school. This has been compiled by Helen Chadwick and shared with all staff. Some training for Premises Management and Administration teams has been taking place in January 2012 at the new site and covers fire alarm, CCTV, intruder alarm and Building Management System training.

Performance Management

This will be included in a subsequent report to bring it into line with the LA schedule. The last report was in spring 2011.

THE QUALITY OF TEACHING

Teaching and assessment

A programme of lesson observations is being carried out as usual this term and the outcomes will be reported in the summer term.

Curriculum - see attached Curriculum Report for Spring 2012.

Educational visits off-site

In the Autumn term 172 educational visits took place. Key stage 2 children attended daily swimming lessons at Castle leisure centre for four weeks each which account for one third of the visits. Classes 9 and 12 visited Bury Gym on 10 occasions for trampolining. Trips to Boomerang sensory play area also contributed to extending and enriching the PE curriculum.

All classes made at least one visit to the new Millwood School and explored the local vicinity as part of the topic "Millwood on the Move." This has been an important exercise for children getting them used to the new route and becoming familiar with their new building. In the absence of being able to get access to the inside of the building this was the best option to aid transition. PSHE and Knowledge and Understanding of the World are two areas of the curriculum that are also enriched by these visits.

Spiritual, moral, social and cultural development

Opportunities for SMSC continue through assemblies and collective worship as well as through the curriculum. These areas remain an important part of school life.

ACHIEVEMENT

Progress and targets

These targets are set against the whole school performance using the default CASPA data base which the school has now adopted to monitor progress

ASPECT OR SUBJECT	RESULT 2010-11	TARGET 2011-12
	% of pupils who made expected progress or above	% of pupils to make expected progress or above
READING	79%	82%
WRITING	78%	81%
SPEAKING	91%	91%
LISTENING	82%	85%
NUMBER	80%	85%
USING AND APPLYING	73%	78%
SHAPE, SPACE AND MEASURES	79%	82%
SCIENTIFIC ENQUIRY	73%	78%
LIFE PROCESSES	66%	75%

MATERIALS	71%	75%
PHYSICAL PROCESSES	71%	75%
ART	71%	75%
DESIGN AND TECHNOLOGY	66%	70%
GEOGRAPHY	73%	75%
HISTORY	62%	68%
ICT	67%	75%
MUSIC	78%	80%
PE	70%	75%
RE	55%	65%
INTERACTING WITH OTHERS	89%	91%
INDEPENDENCE	85%	88%
ATTENTION	90%	91%

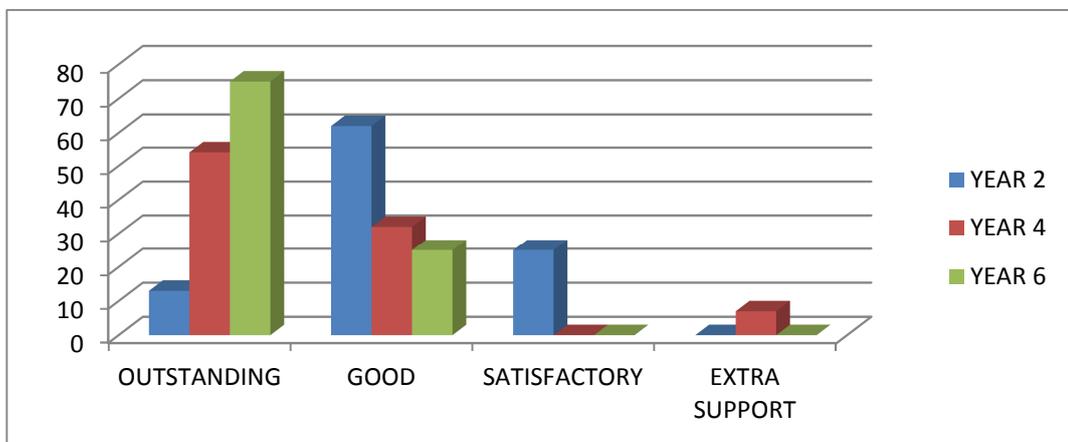
Staff are also working towards reducing the number of 'reds' (or targets not achieved by pupils) in their termly IEP reviews.

Gifted and talented

A writing group has now been started to complement the reading group aiming to extend pupils' literacy skills. *See literacy report in Curriculum Report Spring 2012.*

Achievement

2010-11



Improvement - *see attached End of Key Stage 2 improvement report*

The attached data for past 3 years shows a year on year improvement and a steady reduction in the numbers of pupils not achieving their targets. *This data will form the basis of any interrogation which the governing body may wish to explore in the spring term meeting.*

BEHAVIOUR AND SAFETY

Safeguarding

Designated teacher for safeguarding is Caroline Henley, DHT.

Designated governor for safeguarding is Stella Smith.

There are now 33 pupils attending Millwood who have named social workers from the Children's Disability Team and a further 18 who are open to this team through the duty social worker. This is in line with the previous year. We have been informed that the Children's Disability Team is being disbanded in April 2012. I have been assured that children and families should not be affected by this change. There will be a meeting to discuss the impact of this reorganisation for school once the details of the reorganisation have been agreed. We have five families who are being supported by social workers from the Safeguarding team at the moment and one pupil subject to a Child Protection Plan. This is in line with last year. A further two pupils have been placed into voluntary or shared care agreements with the Local Authority. There is an increase from 3 to 5 pupils who are in public care.

During the Autumn Term we have received information from the police about 4 families from the domestic violence unit and are monitoring the pupils closely in school to minimise the impact of these events. This will be the subject of regular monitoring in partnership with the school nursing team to ensure that pupils receive the support they need. Weekly meetings with both the school nurse and the SMT continue to be held and information sharing is good. During the Autumn Term I received 15 cause for concern forms concerning 9 pupils. In all cases the concerns were discussed with parents and where relevant other professionals.

The Safeguarding policy has been shared in the induction meeting for new staff and key indicators and procedures were discussed. Safeguarding training for all staff has been booked for one of the PAD days for September 2012. I met with Debi Walker and Stella Smith (designated governor) to review Safeguarding in Millwood in September 2011. Their report was positive. I have completed a Safeguarding audit for the Local Authority.

Children in public care

Designated Governor for Looked After Children is: Stella Smith

Designated Teacher for Looked After Children is: Joanne Hurst

No. of CYPIC Learners	Year Group
Pupil A	1
Pupil B	1
Pupil C	4
Pupil D	4
Pupil E	2

Of our current cohort, 1 CYPIC learner in Yr 1 (pupil A) is in the care of Hull Local Authority. 1 CYPIC learner in Yr 1 (pupil B) is in the care of Bury Local Authority, 1 CYPIC learner in Yr 4 (pupil C) is in the care of Manchester Local Authority. 1 CYPIC learner (pupil D) is in the care of Wolverhampton Local Authority and 1 CYPIC learner in Yr 2 (pupil E) is in the care of Bury Local Authority. Our CYPIC cohort is stable with three of the learners in long term foster care, one learner is accommodated under Section 20 Children's Act in a residential medical facility and one learner remains in the home environment.

Recent changes in the cohort

Two additional children (Pupils D and E) have become CYPIC during Autumn Term 2011

Transition arrangements

A personalised transition programme will be put into place for any of our CYPIC learners who require this arrangement.

Statutory Requirements

All of our CYPIC learners have a six monthly PEP planning meeting where targets are agreed, set and formalised as an effective, high quality personal education plan. 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 data and evaluated IEP targets.

The dates of the PEP Planning Meetings are as follows:

Pupil	Last PEP	Next PEP
A	7 th Nov 2011	26 th April 2012
B	26 th Sept 2011	27 th March 2012
C	15 th Dec 2011	16 th May 2012
D		30 th Jan 2012
E	24 th Nov 2011	15 th May 2012

Each pupil has either a six monthly or three monthly Statutory CYPIC review meeting. The dates for the CYPIC Review Meetings are as follows:

Pupil	Last CYPIC	Next CYPIC
A	7 th Nov 2011	26 th April 2012
B	15 th Nov 2011	27 th March 2012
C	15 th Dec 2011	16 th May 2012
D		30 th Jan 2012
E	26 th Oct 2011 and 15 th Dec 2011	28 th March 2012

Funding

Pupil's A, B and C in this financial year have additional funding of £710. In the next financial year all 5 CYPIC will have additional funding, the sum of which has yet to be finalised.

Name of LAC/COLA	Year Group	SEN Status	Nature of Spend *	Details	Total Cost
Pupil A	1	Statemented	Music Therapy	Small group session with music therapy teacher for $\frac{1}{2}$ hour each week	£240
Pupil B	1	Statemented	None spent but money will be accounted for by the end of Jan 2012		
Pupil C	4	Statemented	Music Therapy	Small group session with music therapy teacher for $\frac{1}{2}$ hour each week	£240

Each pupil's attendance is monitored. [See Attendance Report.](#)

Exclusions

There have been no exclusions.

Academic Profile

Each pupil's progress is monitored with P Level data at the end of the school year. All CYPIC learners are carefully tracked throughout the year by the Designated Teacher and additional personalised interventions are put into place to support progress and attendance if necessary. All 5 CYPIC are making the expected progress and achieving targets set in their Individual Education Plans.

SEN information

All 5 CYPIC have statements of special educational need.

Achievements of CYPIC learners

Pupil A: Can use her voice in a burst pause manner for up to 5 turns and consistently smiles upon hearing a familiar adults voice, she is more visually aware of her surroundings and will scan images, objects and pictures in books often going back to her favourite one. She can float on her back with minimal support in the hydro pool and will kick her legs whilst in this position.

Pupil B: Can read any text only needing help with longer words. He writes letters, stories and news about the activities he has taken part in. He can add numbers up to 50 and place value tens and units. He is learning to read maps and is very interested in the world around him. He likes to explore different cultures and role play from around the world. He likes to learn about how things work and where things come from, currently where the rain comes from (water cycle)

Pupil C: Is now trailing using her hand and arm when walking with support, she is beginning to reach for the hand rails in the school corridor. She will independently reach for a preferred object when offered a choice of two brightly coloured resources

Pupil D: Will scan between two objects and eye point to the one he wants, he is beginning to reach for preferred objects and use a switch to communicate. He can vocalise and look at the adult who is supporting him to show he is happy with the activity and he is using more vocalisations when wearing his speaking valve to gain the attention of people around him.

Pupil E: Has improved in: acquisition of language skills, social interaction and writing. He is willing to try new foods including fruits and displays consistent excellent behaviour.

Additional Interventions

Pupil A: MOVE, Hydrotherapy, Music Therapy, SALT, Physiotherapy

Pupil B: SALT, Creative writing group, Guided reading group.

Pupil C: MOVE, Hydrotherapy, Music Therapy, SALT, Physiotherapy

Pupil D: MOVE, Hydrotherapy, Music Therapy, SALT, Physiotherapy

Pupil E: SALT, Numicon

Update on training attended or training needs by the Designated Teacher

- Attended Designated Teacher Meeting at DTC on 16/11/11

Files have been set up for each CYPIC - contents include: Statement, Contact info, Contacts info- who is involved with the child, PEP's, CYPIC reviews, Placement Plan Tracker, Additional Reports, Finance r.e CYPIC money, Attendance, Pupil Progress. The files are regularly reviewed and updated as necessary. In line with the change of terminology from LAC to CYPIC, the school policy has been amended to reflect this.

Health and Safety

Accident, Injuries and Dangerous Occurrences

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

- One was an accident when the member of staff was taking a stored table from the top of another one down. As she put it down to the floor it fell and dropped onto her feet. Remedial action: Two people to move tables if the need arises. First port of call is to the Premises Management team. No further occurrences have taken place.
- Seven were incidents where a pupil caused the injury.
- One of the seven incidents was recorded as a Level 4. Remedial action: The pupil's IBP and risk assessment was reviewed and amended. As a result there have been no further incidents
- The other six incidents also resulted in the pupil's IBP and risk assessment being amended.

There were thirty three injuries to pupils on HS1 form (P):

- **Nine** of which are incidents where another pupil has intentionally caused the injury.

The remedial action following eight of the incidents above resulted in the pupil's IBP and risk assessment being amended including high levels of supervision. The remedial action following the other incident resulted in a discussion with escort and driver of

transport to and from school regarding possible triggers, and also involved a change in the pupil's seating position on the bus. No further incidents have arisen.

Eight are incidents where a pupil has accidentally injured another pupil.

Remedial action:

1. Pupil A was injured as another pupil flicked his legs around accidentally catching Pupil A. Remedial action: Risk assessment reviewed for pupil A as he is unsteady on his feet.
2. A pupil became upset and swung a sound tube around, he let go and it flew in the direction of another child. Remedial action: Pupil's IBP was reviewed
3. A group of pupils were playing tig on the playground, pupil A was accidentally knocked over as she is unsteady on her feet. Remedial action: 1:1 support for pupil on main playground, high level of supervision reiterated to staff in the team.
4. A pupil climbed onto the outside table catching another pupil in the face with his foot as he did so. Remedial action: High level of supervision reiterated to all staff, pupil restricted from climbing onto the table
5. Pupil tripped over another pupils feet in the playground. Remedial action: High level of supervision reiterated to staff in the team.
6. A pupil carried out a "push and glide" off the wall at Castle Leisure Centre, as he did so he banged into another pupil. Remedial action: Ensure adequate space is allowed before this action is carried out.
7. Pupil was accidentally scratched by another pupil during outside play. Remedial action: High level of supervision reiterated staff in the team.
8. Pupil was being escorted to the safe space, he was kicking out en route, another pupil was accidentally kicked. : High level of staffing to be maintained, extra vigilance during transition or when pupil is in crisis.

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

1. Pupil lost his balance and banged his ear on the corner of the desk. Remedial action: Extra support provided for pupil when standing and walking
2. Pupil was dancing, he tripped over his own feet and bumped his nose on the back of a chair. Remedial action: High level of supervision reiterated staff in the team.
3. Pupil tripped over the leg of the A frame in the hall. Remedial action: High level of supervision reiterated staff in the team.
4. Pupil had been relaxing in light room, when it was time to return to class he jumped up and banged his head on the wooden beam. Remedial action: Relax away from the beam, pad the beam if necessary.
5. Pupil fell forwards off the swing: Remedial action: If pupil is unsteady use the bucket swing instead.

6. Pupil was pulling a member of staff, he fell backwards banging his head.
Remedial action: Pupil not allowed to do this, risk assessment reviewed, pupil has alternative means to gain an adults attention.
7. Pupil swung the chain and padlock on the gate of the playground, it caught him in the eye. Remedial action: Premises manager inspected chain and lock and gave instructions to secure chain and lock so that there isn't any excess chain. This information was shared with all staff during a staff briefing meeting. High levels of supervision.
8. Pupil bumped his head on the bridge of the climbing frame. Remedial action: Individual risk assessment for pupil was updated as he needs additional support when unsteady on his feet.
9. Pupil bumped his head on the door frame in corridor. Remedial action: Supervision
10. Pupil fell whilst running on a raised wall onto shrubbery. Remedial action: Reviewed IBP and risk assessment
11. Pupil stood on a file during a P.E. lesson, she was not wearing any shoes. Remedial action: Pupils to wear footwear, floor kept free from clutter/objects
12. Staff member accidentally caught pupils fingers in a door as he was running out of the classroom in distress. Remedial action: Finger safe installed, pupils risk assessment and IBP reviewed
13. Pupil tucked her own arms and legs inside her clothing, she lost her balance and banged her head onto the floor. Remedial action: Close supervision

Two are injuries that have occurred as a result of self injury: Remedial action in all cases was a review of IBP and risk assessment and amend where necessary.

One is an incident that did not result in any injury. This happened on transport when the pupil's wheelchair harness on the right side was in the wrong position- over the head rest as opposed to under it. Remedial action: When a change of position occurs, another member of the team to double check all straps. Immediate checking of each chair/piece of equipment to refresh teams memory. Escort to check straps if in any doubt.

Emergency Evacuation Procedures and Policy training has taken place for all members of staff on 1st Sept 2011. All staff have signed the Emergency Evacuation Policy register as a means of communicating that they have read it and understand it. EEP training will be repeated each term.

Course	Date	Attended by
Moving and Handling	1 st Sept 2011	Whole School
Alarm awareness (site specific)	1 st Sept 2011	Whole School
Rescue Medication	12 th Oct 2011	Whole School
Asthma training	19 th Oct 2011	Whole School
Manual Handling	1 st Nov 2011	Whole School
Risk Assessment	1 st Nov 2011	Whole School

Emergency Evacuation

Date: 9.11.11

Time: 2.00p.m.

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.

Call point L1-100 was used.

The Emergency Evacuation was extremely successful and all pupils, staff and visitors left the building and assembled on the main playground for roll call in approximately 2 minutes. The whole fire drill process took 7 minutes from the alarm being raised and everyone returning back to class.

One fire marshal covered two zones in the sweep as they were covering for a fire marshal who was on an educational visit (swimming) with her class and therefore unable to sweep. This was organised prior to the emergency evacuation.

One fire marshal was on a course and therefore not present to sweep her zone, again this was covered by a stand in Fire marshal who also checked the visitors book during roll call.

There was again a marked improvement in the number of doors that had already been closed prior to marshals sweeping their designated zone- no doors were left open.

All Fire marshals reported that there weren't any difficulties and all areas were swept. Following an evaluation of the Emergency Evacuation certain recommendations were made:

- When staff leave and enter the school building they will **only** sign in and out using the staff attendance sheets as opposed to signing this in conjunction with the Pupil and Staff Signing in and Out sheets. Information shared with staff at staff briefing on 9.11.11
- One pupil made his way to the gate at the side of class 10, The need for vigilance at all times was shared with staff at staff briefing on 9.11.11
- The nursing team need a wheeled case to take emergency rescue medications in and out of the building.

Unplanned Emergency Evacuation

- Date: 20.12.11
- Time: 11.35 a.m.
- Call point L1/29 located in class 5 was activated by a pupil.
- The Emergency Evacuation was extremely successful and all pupils, staff and visitors left the building and assembled on the main playground for roll call in approximately 2 minutes.
- Two fire marshals notified the chief fire marshal that they were unable to sweep their zones. However all pupils, staff and visitors were accounted for during roll call.
- Yellow zone fire marshal checked the activated call point and confirmed that it was a false alarm. He then contacted the emergency services and notified them of this. The operator advised that she would turn the fire engine back. The chief fire marshal and the yellow zone marshal made a decision to wait for 5

minutes and if by this time the emergency services had not arrived then the panel would be deactivated. The emergency services did not attend, therefore the panel was deactivated and pupils, staff and visitors were then able to come back inside.

- The whole fire drill process took approximately 15 minutes from the alarm being raised to everyone returning back to class

Emergency Evacuation for After School Club

Date: 8.11.11

Time: 3.45.p.m.

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.

Call point L1/79 activated

The Emergency Evacuation was extremely successful and all pupils, after school staff and remaining school staff still in the premises left the building in approx. 2 minutes. The ASC left the building via the dining room double doors, unlocked the two side gates on pathway and assembled on the main playground for roll call. Remaining staff still in the premises left via the nearest fire exit. There were a number of Fire Marshals still on site and this enabled all areas in school to be swept.

Issues raised

- A classroom door was bolted
- A member of staff had not signed out

Action

- Remove the bolt immediately - done
- Joanne Hurst to speak to the member of staff involved on 9.11.11

Emergency Evacuation for After School Club

Date: 10.11.11

Time: 3.45.p.m.

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.

Call point L1/15 activated

The Emergency Evacuation was extremely successful and all pupils, after school staff and remaining school staff still in the premises left the building in approx. 2 minutes. The ASC left the building via the dining room double doors, unlocked the two side gates on pathway and assembled on the main playground for roll call. Remaining staff still in the premises left via the nearest fire exit. There were a number of Fire Marshals still on site and this enabled all but one area in school to be swept. The whole process took 4 minutes from start to finish.

Issues raised

- None

Behaviour

Joint planning meetings with Niall Wilson (CAMHS), Kay Bristow (Educational Psychologists), Caroline Henley (Deputy Head), Margaret Stevens (School Nurse) and Kirsty McLaughlan (SALT) continue to take place once a term. I met with Kay Bristow and Margaret Stevens on 20th October when the needs of 12 pupils were discussed. Following the meeting Kay completed a reassessment of the needs of one pupil and has reported back to parents and school. The next meeting has been set for 7th February 2012.

Team Teach continues to be used successfully in school. Team Teach training took place for all new staff in September and a further new to Team Teach course will run for two days in March for staff starting in January. In the Autumn Term there were two incidents when Team Teach techniques were used that were judged to be level 4 incidents. Both incidents concerned pupils with ASD and challenging behaviours injuring members of staff, no medical treatments were needed. Parents were informed and IBPs were reviewed.

Analysis of the incident reports show that the majority of incidents occur during lunch time, break time or during transition between activities and / or rooms. In all cases risk assessments and / or IBPs were reviewed.

During the Autumn term Niall Wilson, Clinical Psychologist with CAHMS completed a six week piece of therapeutic work with one pupil. This was successful; he worked with the pupil alongside his class teacher so work started in the sessions could be continued throughout the week. A further three sessions have been scheduled for the Spring Term. Niall has also been actively supporting a family of another pupil and may undertake some therapeutic work with this pupil in the future.

Reported incidents / injuries where behaviour a contributory factor					
	Pupils	Staff		Pupils	Staff
Autumn 09	13	11	Spring 11	17	10
Spring 10	6	2	Summer 11	12	6
Summer 10	10	3	Autumn 11	15	7
Autumn 10	10	26			

Bullying

There were no incidents of bullying in the autumn term 2011.

Attendance and punctuality

	Millwood target	Millwood attendance	National attendance in special schools
2009-10	91.5%	92.19%	89.8%
2010-11	91.6%	91.68%	Not yet published
2011-12	91.7%	Autumn term -92.88%	Not yet known

Our target for 2011-12 is 91.7%.

See attached Attendance Report.

Education off-site/home education

See attached Attendance Report.

Equal opportunity and discrimination (including racial monitoring)

There were no racially motivated incidents in school between September and December 2011.

Community cohesion

Millwood is striving to gain the full international award. Linda Marsden from the PMFL came to school in September and helped write an action plan that outlined the seven activities that have to be completed. I have made a link with a Turkish lead project that is going to share stories from children from eight other countries. The other activities are based around the multi-cultural gardens at the new school and the International Arts week. In October a retired deputy head came to deliver an assembly based on his life as a VSO in Africa. We had hoped we could make a link with the school where he worked but we have been unable to make any contact. Linda Marsden is due back in school to help put together evidence of work completed so far.

Several schools have shown a real interest in making links through the Radcliffe Cluster meetings and we look forward to sending out invites for staff and children of Radcliffe to come and visit the new school and also to look at curriculum links.

The autumn term is rich with multicultural religious festivals and all the main ones were celebrated across the school in class and through assemblies. The following festivals were celebrated; Yom Kippur, Rosh Hashanah, Sukkoth, Eid, Harvest, Advent, Christmas. As mentioned above the children also had an insight into what it was like to be a child at school in Africa by our guest speaker Mr. Joe Walk.

Parents were invited to the Harvest festival and members from the Radcliffe Porch Project attended and publicly said how much they enjoyed the way the children get involved in fundraising and how much fun they have doing it.

Due to the impending move to the new school and the packing away of resources in school opportunities for parents have been limited but that will change when the move happens.

*Helen Chadwick
Headteacher
25 January 2012*