



GOVERNING BODY REPORT

Spring 2010 **(reporting on Autumn 2009)**

Helen Chadwick
Headteacher

For governing body meeting scheduled on Monday 1 February 2010 at 4.30 pm

IN ORDER TO REDUCE PAPER USE, COPIES OF THE WHOLE SCHOOL
IMPROVEMENT PLAN, TLR ACTION PLANS AND ASSESSMENT DATA WILL BE
MADE AVAILABLE AT THE GOVERNING BODY MEETING

**PLEASE NOTE - THERE IS A REPLY SLIP ON PAGE 16 FOR ALL GOVERNORS TO
COMPLETE**

MILLWOOD SPECIAL SCHOOL – GOVERNING BODY REPORT

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 time between September 2007 and December 2009 has been a time of unprecedented intensity at Millwood due to staffing and governor changes, approval for a new build, huge developments in pay and grading, and, most recently, an OFSTED inspection (only two and a half years after the last one) which judged us to be outstanding.

It is now time to move on! The next two years will see Millwood change beyond all recognition. In two years from now, Millwood will be based in Radcliffe in state of the art accommodation, with a curriculum and assessment system to take us forward for the next 3-5 years. We will have a staff which will allow us to deliver the highest quality education, care and support to all our pupils.

We need to leave the old Millwood behind and embrace the future with confidence and assurance. We have always wanted to see a Millwood School which is a centre of excellence and equality. Our next step is to make that vision of Millwood a reality.

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LEADERSHIP AND MANAGEMENT

See School Improvement Plan 2009-11, updated January 2010.

The OFSTED report, November 2009, stated "Significant improvements have taken place and the school has addressed very well the issues identified at that time. The whole track record of improvement illustrates well the ambition and drive that senior leaders provide. Self-evaluation is insightful and very effective. The school is fully aware of its strengths and areas for development and plans very carefully and extremely successfully to address these issues. These factors illustrate the outstanding capacity that the school has to improve further."

The report went on "Governors are very supportive of the school and fully involved in setting priorities. They use their expertise very well in financial and educational matters."

"All leaders are very effective in communicating high expectations. The determination to constantly improve the work of the school is shared by all staff. Pupils' progress is monitored very thoroughly and any underachievement is quickly identified with additional support put in place where required. The school knows exactly what it needs to do to improve even further because self-evaluation is very accurate."

Managing teaching and learning

The OFSTED report, November 2009, stated "The headteacher has developed robust management and improvement systems across all areas of the school's work. Teaching is monitored frequently. The sharp focus on lesson planning and progress has moved teaching from good to outstanding since the last inspection."

The whole school target for 2009-10 is teamwork.

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 review of planning for the spring term 2010 indicates that strengths include:

- clear and concise planning
- excellent match of activities to lesson objectives
- very effective use of ICT including the Learning Platform
- creative and imaginative sensory approach to the curriculum
- in upper key stage 2, excellent opportunities for children to record
- in EYFS, very good inclusive links and activities
- in EYFS, excellent opportunities for pupils in continuous provision

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Action to improve further includes:

- 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 teaching is carried out by the headteacher annually. This is due to take place in the spring term 2010.

Monitoring of teaching is also carried out as part of Performance Management.

Parents and carers

The OFSTED report, November 2009, stated "The school takes excellent actions to engage parents effectively in their children's learning. Parental workshops are organised regularly, as are focus groups to help parents to support their children's learning disabilities at home."

Partnerships

Millwood is now part of the Whitefield cluster. Three new bids have been accepted by the cluster for a Samba club, for the parent texting service, and for the Community Cinema.

The OFSTED report, November 2009, stated "Engagement with parents and external agencies makes an excellent contribution to the pupils' outcomes."

Equal opportunity and discrimination

The OFSTED report, November 2009, stated "Links with other schools are very well developed, for example, a good number of pupils are able to participate in inclusion activities with other schools to enrich their learning. Many other schools benefit from the school's teaching expertise in relation to severe and complex learning difficulties, for example, some pupils from other schools regularly take part in lessons at Millwood."

Safeguarding and LAC

There is a group of children who are currently the subject of Child in Need meetings. There are 4 children who are in public care. One child has shared care with the local authority.

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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."

Health and Safety

Accident and Injuries

- There were fourteen injuries to staff members on HS1 form.
- There were twenty four injuries to pupils on HS1 form (P).

Policies

- The Fire Policy has been revised and updated.
- The Hydrotherapy policy has been revised and updated.
- The First Aid Policy has been revised and updated.

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 and an Assessment of Adequacy relating to Fire Safety have been carried out.

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.

The last fire drill took place on Tuesday 15 December 2009. Evacuation was effected within two minutes; minor adjustments were reported and incorporated into the new Fire policy.

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

Health and Hygiene

- New hand washing protocols have been introduced. The information has been laminated and displayed in all bathroom and toilet areas. Hand washing schedules are now in place for pupils.
- The EYFS has undergone a makeover resulting in a safer and more hygienic environment.

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Health and Safety Walk round

- The Premises Manager and the Health and Safety Co-ordinator have undertaken safety walk-rounds including the school building 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. Work is currently under way and another walk around is scheduled for the end of the Spring term 2010.

Health and Safety Yearly Activities Schedule

- A detailed timetable of daily, weekly, monthly, half yearly and yearly events has been drawn up. This ensures that all health and safety duties are carried out and are logged.

In House Training

- All staff have undertaken Risk Assessment training and have updated comprehensive risk assessments for all pupils in their class, for activities including playtime and environmental risk assessments.
- All staff have undertaken training in Manual Handling and hoist training, epilepsy awareness and the administration of emergency medication.
- On 18th November, Fire Awareness training took place in school by an external provider.
- Two additional members of staff have become paediatric first aid trained.

Community Cohesion

There are no incidents of racial harassment to report. An audit of this year's community cohesion needs will be undertaken this half-term.

The recent visit by the Headteacher and the Head of Education from Datong in China was a great success. We arranged a welcome assembly for them where all the children sang a "Hello" song in Chinese! The children also signed the song and by the end of the 2 day visit the guests were using the sign for "hello" and "good." Class 9 took part in a design workshop planning a Chinese courtyard for the new school alongside two architects from Atkins and the visitors. It was a very successful session with all children in the class behaving and working impeccably. Copies of the children's designs were made for Atkins and for the Chinese visitors to take back to Datong.

The first joint activity takes place in February when Millwood will have a China day and Datong will have an English Day in conjunction with each other.

Resource and financial management

See attached for current financial position – DSG, Devolved, Donations.

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Staffing - absence - figures show that absence due to sickness (covered by insurance scheme) is much lower than at this time last year. However, leave of absence has not reduced.

	Staff	Middays
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

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PROVISION

Teaching and assessment

The OFSTED report, November 2009, stated "Teachers know the pupils' learning difficulties and disabilities extremely well and match work very closely to pupils' needs. Adults know how to motivate pupils and get the best out of them. Basic skills in literacy, numeracy and ICT are taught extremely well. There is excellent support for different groups of pupils, including the most-able and pupils who speak English as an additional language. This helps all pupils to achieve as well as they can. The pace of learning is excellent and so pupils get through plenty of work in lessons."

See Assessment action plan - updated January 2010. The main focus is to develop assessment across the whole curriculum and to review a data tracking system which will meet our needs both now and when we move to the new school. OFSTED said "Records about attainment and progress are very clear. The school has a wealth of assessment information and this is used very effectively by teachers to plan their lessons and set very challenging targets."

Targets for 2009-10 - whole school

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

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Geography	70%	2010
History	65%	2010
Design and Technology	70%	2010
Art	65%	2010
PE	70%	2010
Music	70%	2010
RE	65%	2010

Curriculum

See Curriculum action plan - updated January 2010. OFSTED said "The curriculum provides rich and very stimulating experiences for all pupils. The sensory curriculum is very effective. Pupils benefit very positively from working in the sensory room and also the outdoor environmental area. Personal, social, health and citizenship education is excellent. There are many opportunities to develop self-confidence and where possible, take responsibility for others."

Creative Arts Week has just finished and feedback by pupils and staff are very positive so far. We managed to incorporate our international links with China, France and Africa through printing workshop where all the children created large wall hangings based in each country. The Zulus remain the all time favourite with their energetic dancing and brilliant singing. So much cross curricular work is already being talked about by staff and pupils. Unfortunately they are very expensive (£950) and this year I took the decision to ask parents for a £10 donation. So far we have collected £300 to help pay for the week.

Irwin Mitchell solicitors in Manchester have offered to pay for any number of theatre workshop sessions for our children to take part in through the Lowry Theatre. I have been in touch with the Lowry and am waiting for someone to contact me for availability. I am also hoping to get the Lowry to come to Millwood to run workshops on site so that more children can be involved.

We have just had some great news from Ian Anstee the director of Live Music Now; he has found a company who will fund 20 sessions by Katy Rimmer, Music Therapist, with immediate effect. Last year Live Music Now had to pull out of the funding due to the recession so school have had to foot the bill. These 20 sessions will save school £1,600. They have asked if they can come and observe Katy at work to see how beneficial these sessions are for children who have communication difficulties.

After China Day the next multicultural event will be the week long Dance festival at the beginning of May.

Every Child Writes Day and Book Week were great successes as usual, with excellent feedback from parents. New resources have been ordered to develop writing skills in the future, and a range of new reading books has been purchased and banded. The library continues to be well-used.

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Care, guidance and support including behaviour

All About Me booklets have now been introduced for all new pupils within school in addition to the remainder of the school. The impact of this is:

- Guidance is easily accessible in one place therefore children are safer and their needs are understood by the adults who they come into contact with during the school day.
- Files are in place and used/referred to as and when necessary on site and on educational visits and out of school activities.

Autistic spectrum disorders

- Understanding Emotions Work
All classes are running emotions programmes.
Class 9 to begin 1:1 work in March/April
- The Siblings Group
A Millwood-based siblings group has been discussed in team meetings, much enthusiasm expressed and several volunteers keen to be involved.
- TEACCH training
TEACCH courses in June 2010 at Inscape House
- Identified needs based on progress data
Children with particular Sensory Integration issues can struggle to access the curriculum.
Sensory Integration Workshop attended by 6 ASD team members.
Discussion begun with Occupational Therapists relating to SI therapy.
Adaptations made to new school plans to allow for the incorporation of fixings sites for Sensory Integration therapy equipment for sessions in the new setting.
- Some children with ASDs who have strengths in reading and spelling but struggle to demonstrate these skills using conventional writing mediums.
4 Word Pads purchased
- Other ASD news
8 members of the ASD team went to hear Ros Blackburn speak on December 1st and provided lots of pointers on what we can do as educators to guide the young people in our care.
- The ASD reference library and the Shoe box library are up and running, being well used, not only by Autism classes but also by our SLD Classes 2 and 7.

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PIVAT scores have been interpreted and show that our children make very 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 has shown that the level descriptors are hard for the children to reach, and although they are making progress they cannot 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. Work on understanding emotions is being developed in most classes and has a positive impact on the adults working with them and their peers. If the children can relay how they are feeling it helps others to be more sensitive towards their feelings.

Future work in PSHE will involve looking at resources for the new school and possible training or outside agencies that will support the needs of our children. Continuous work is done in supporting staff with their planning and checking that there are adequate resources for their lessons to ensure that all pupils reach their potential in personal development.

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PRIME JUDGEMENTS – EVERY CHILD MATTERS

Enjoy and Achieve - pupil achievement (learning and progress)-EYFS

The OFSTED report, November 2009, stated "The impact of very effective leadership and management in the Early Years Foundation Stage can be seen in the outstanding outcomes. Children's progress is outstanding. It is best in communication, language and literacy and in personal, social and emotional development. Health and safety are given top priority by leaders and all adults. Teaching is very carefully planned to ensure that children's academic and pastoral needs are fully met. The quality of teaching is outstanding and the classrooms very bright and stimulating. Children take part very enthusiastically in the wealth of learning activities. For example, they make supreme efforts to mix ingredients and manipulate the dough as they make biscuits. There are lots of exciting opportunities for children to satisfy their sense of curiosity as they learn about the world around them. The Early Years Foundation Stage leader evaluates its success very well and knows exactly how well the children are doing."

Enjoy and Achieve - pupil achievement (learning and progress)

The OFSTED report, November 2009, stated "All pupils achieve equally well, regardless of their special educational needs and/or disabilities, ethnicity or gender. This is because all pupils are included very effectively in the learning activities."

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

Action to improve progress and address these issues is being taken by TLR leaders and is monitored through the TLR action plans. Both the deputy head and the headteacher have had involvement in supporting TLR leaders and teachers to identify, record and report on progress.

Stay Safe

This was judged to be outstanding in the last inspection in November 2009. OFSTED said of the pupils, "They feel very safe and secure in school and have the utmost trust and confidence in the adults around them to resolve any worries."

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Be Healthy

The OFSTED report, November 2009, stated "Pupils have an excellent knowledge of how to lead healthy lifestyles, for example, they make very good choices of snacks at break-times."

Achieve Economic Well-being

The OFSTED report, November 2009, stated "Pupils are extremely well-prepared for their future economic well-being as a result of their exceptionally positive attitudes and outstanding academic progress."

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 Term 2009 is **91.11%**. This is an improvement on the attendance achieved last year - 89%. Attendance in the Autumn Term 2008 was 87.89%

See attached Attendance table.

Make a positive contribution

A new School Council meets each half-term and minutes and requests are submitted to the Senior Management Team for consideration. Details of the Council are on the website.

The OFSTED report, November 2009, stated "Pupils make an excellent contribution to the community. The school council makes a very strong contribution to school improvement and all pupils are keen to support fund-raising causes."

A very active school council has identified targets which, this year, were to get more information onto the school website. The meeting minutes are going to be published over the course of the year so parents and carers can see what the children are involved in. Information will also be uploaded onto the learning platform for teachers to access to inform planning.

The main target was to get the children involved in the planning of the new school. At every stage of the planning, assemblies have been held to tell the children what is happening. We have seen PowerPoint presentations and been asked to feedback ideas through the school council. Recently the children in class 9 have helped design a

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Chinese courtyard for the new school with visitors from China. Architects and garden designers were also present to support the children in their designs and ideas.

Future work in the school council includes fund raising for a Malawi school in a fete style day and designing Christmas cards to sell for school fund.

Behaviour

The OFSTED report, November 2009, stated "Attitudes towards learning and behaviour are exemplary." This is a very impressive outcome for pupils who sometimes need a great deal of support in order to access the curriculum.

Spiritual, moral, social and cultural development

Pupils have opportunities through religious education and assemblies to continue to **develop spiritually**. Parents have responded positively to the school's support for particular children to be included in the observances of their own faiths.

Pupils continue to make excellent progress in **moral development**. This is achieved through good role models, and continuing collaboration with families and other agencies.

Social development continues to be a key priority for many pupils in school, and one in which they excel. OFSTED said "The pupils are wonderful ambassadors for their school."

Cultural development - OFSTED said "Pupils have a very good understanding of diversity and are passionate about equality." Creative Arts week and the visit by the headteacher of our partner school in Datong, Shanxi Province, China, have established a strong foundation for exploring different cultures.

Helen Chadwick
27 January 2010

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GOVERNING BODY REPORT - SPRING 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