

Millwood School, Bury

Governing body report

Summer 2012

**Governing body meeting on Tuesday 15 May 2012
at 4.00 pm – NEW MILLWOOD**



AERIAL PHOTOGRAPH OF THE NEW MILLWOOD SCHOOL, RADCLIFFE, JANUARY 2012

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

INTRODUCTION

Changes and improvements since last report. Previous term's figures for spring are in **brackets**.

- Number on roll – April 2012 = 89 (77) 25 (24) girls and 64 (53) boys; number of free school meals = 23 (19); number of pupils with English as an Additional Language = 17 (14), and number of minority ethnic pupils = 33 (26).
- Increased budget based on significant increase in school premises area and increase in pupil numbers
- Pupils moved into their new school on 25 April 2012 and settled very well
- New OFSTED framework with increased focus on teaching triggered a renewed focus on outstanding lessons, observations across the curriculum, and assessment. A revised version of the OFSTED framework is under consultation and includes no-notice inspections and a re-branding of 'satisfactory' judgement with effect from September 2012. Millwood is due to be re-inspected in the academic year 2012-13.
- Staffing increase to take account of higher numbers of pupils including temporary posts being made permanent, and the appointment of a hydrotherapy pool specialist
- Embedding of Bury Primary Learning Collaborative in carrying forward high quality training across the borough with a growing emphasis on SEN
- High level of training for staff in management of new school has been generally successful
- High level of training for staff in new developments and provision in new school, for example projection and interactive projection, has begun to enable specialist areas and equipment to have a significant impact on pupil learning



Opening of new school on 25 April 2012



CONTENTS

PAGE

Leadership and Management

Role and Impact of key leaders

- Governing body 4
- School Improvement targets 4
- Policy update 4
- Resource and financial management - **ATTACHMENT**

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

Religious Education including assemblies and collective worship

- New school 4
- School Council 5
- Parents and carers including parent support 5
- Partnerships including inclusion, transition and extended services 6
- Care, guidance and support including Child in Need, nursing and therapy 7
- After-school clubs and Bury FC 7
- Staffing including absence 8
- Continuing Professional Development and BPLC 10
- Performance Management 11

The quality of teaching

Quality of teaching, learning and assessment 12

Educational visits off-site 14

Spiritual, moral, social and cultural education 16

Achievement

Progress and targets (see Autumn 2011) including Gifted and Talented 18

Achievement (see Autumn 2011) 19

Improvement - **ATTACHMENT** 19

Behaviour and safety

Safeguarding 20

Children in public care 20

Health and Safety including crisis management 23

Behaviour 25

Bullying 26

Attendance and punctuality - **ATTACHMENT** 27

Education off-site/home education 27

Equal opportunity and discrimination (including racial monitoring) 27

Community Cohesion 27

LEADERSHIP AND MANAGEMENT

Governing body

Urgent action for the summer term 2 includes:

- Governors to 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 to interrogate the CASPA data termly - date to be confirmed
- Governors to ensure that they were up-to-date with the relevant legislation with two governors meeting the headteacher in the summer term

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.

This is now an urgent action.

4. Review, ratify and publish all policies to coincide with the new school opening.

Policy and documentation review

All policies are being reviewed to coincide with the opening of the new school and new legislation. Currently there are 11 files of policies in the headteacher's office - the vast majority are up-to-date and relevant. However, it remains a priority to ensure that all policies are ratified during the second half of the summer term. A number of policies have been required to be published by law with very little notice. This has been done and the policies in question - - are on the website.

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

New school

Staff go-live day - 16 April 2012 - and pupil go-live day - 25 April 2012 - went ahead successfully. Training which had been booked well in advance by the school with sub-contractors was scheduled during the first few days. Training by Ameen was very poorly organised and did not go ahead on two separate occasions. Training in use of the sound system was late and although the trainer clearly had a superb understanding of the system, the training was completely 'over our heads' and there was no documentation to help us afterwards. Training organised by Tribune was well-organised

and went ahead successfully - this included Solar and Arcstream. The headteacher is the only member of staff who has not had Solar training for which the school is being quoted almost £400 for picking this up. Sam Wilson (Arcstream) is being hired to support school in the official Opening Ceremony by Danny Boyle to ensure that the audio-visual aspects are well-co-ordinated. This training has been very good with excellent follow-up. Carebase training for use of the tracking and hoist system was very good and staff were really impressed by the ease of use of the system. Training in the new Building Management System was not rolled out as expected and has not been as successful as hoped for.

School Council

The School Council is represented by two children from each class. We have a meeting each term. We give the children a voice in discussing and choosing the projects they would like to follow e.g. equipment they would like for school, charities to support and also plan social events. We raised £220 for Derian House by having a Christmas Fun Day which everyone enjoyed very much. During the last term, due to the move the School Council has not been very active. Now Katie is back from maternity leave she will be taking over the School Council meetings.

Parents and carers

Open Days were held on Wednesday 2 and Thursday 3 May for current parents and carers; Tuesday 15 May for new parents and carers. The aim was to give families a guided tour of the new school and its facilities. The response was overwhelming with comments (as reported in the Newsletter) such as "brilliant", "from one extreme to another", "fabulous". In the annual parental questionnaire, we will ask families for their views so we can report in more detail on the impact of the new building. A total of 90 current parents and carers attended the Open Days at the time of writing. Three of these were parents and carers of new children, leaving a potential further 9 possible families still to visit on 15 May. The website has had 18,604 hits since being set up. The weekly Newsletter is still very popular and keeps families informed through words and pictures about what each class has done in the previous week, as well as passing on messages. All parents and carers are encouraged to use the home/school diary on a daily basis so that information is shared effectively between home, the class team and other professionals working with the child. Although we only use the text messaging service infrequently, we have taken the decision to continue with the subscription as in an emergency, there is no other means of communication which we have found to be as effective. Parents and carers are to be invited to the Opening Ceremony on 31 May 2012, two tickets per child. Community cinema is to continue and will now be held in the new theatre with the industrial-size projector. Our links with parents, carers and families continue to be excellent and this has a very positive impact on pupil development, on dealing quickly with any difficulties, and on the general 'health' of our school community. All parents and carers received a free fridge magnet "Millwood on the Move" to mark their first visit to the new school. Parents' Open Evening is on Wednesday 11 July. The pupils' newsletter, Millwood News, continues to be published termly and sent to all parents, carers and members of the school community.

Partnerships including inclusion, transition and extended services

Year 6 child	Primary Need	High School
Sannah Amin-Din	PMLD	Elms Bank
Emily Moore	PMLD	Elms Bank
Ellie Birkett	SLD	Elms Bank
Naomi Sozou	SLD	Elms Bank
Holly Gentry	PMLD	Elms Bank
Daliti Amen	SLD	Elms Bank
Abby Hayhurst	SLD	Elms Bank
John Thickett	SLD	Elms Bank
Hamza Shah	SLD/EAL	Elms Bank
Joseph Nolan	ASC	Inscape

The above 10 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.

Communication has been consistent with Elms Bank with their staff attending the Y6 reviews where possible. A timetable was put together by Farzana Shah (EB Assistant Head), Veena Ramrakhiani (before she moved post to SENSE) and Jill Tierney (AHT) for transition visits up to the move. Then before Easter the three Y6 teachers attended a transition meeting at Elms Bank and planned visits including a whole day up to July. The children with SLD and ASC were offered specific sessions and a full day at Elms Bank. The children with PMLD were timetabled separately and attended with class 4 teacher and staff from class 8. Transition dates for Inscape have yet to be confirmed as the decision to fund the placement by the LA has only just been made. Our aim is to make sure all the dates are fully attended and as much information is shared between the new schools as possible.

Millwood continue to link with Gorsefield for numeracy and literacy, Greenmount and St Phillip's for dual placement links, Stepping Stones nursery for inclusion and creative development, The Arches for friendship groups and inclusion. Millwood is now an active member of the Radcliffe cluster of primary schools and we are looking forward to

joining other primaries at Radcliffe Civic Centre on Thursday 21 June for Midsummer Madness organised by Radcliffe Primary School.

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

We are supporting 9 families at the moment. Our aim is to give advice and support to families by listening to them, giving advice and working in partnership with them and other agencies to provide better outcomes for our children and families. We will also lend an ear when parents/carers need to talk. A New Family Room at our new school enables parents to have a place in school for some time-out.

Since January 2012 we have:

- reviewed two CAF's, which has resulted in respite care being provided,
- attended CIN meetings,
- carried out numerous home visits which have enabled us to implement daily behaviour strategies and routines. We have had positive feedback from these families.
- supported a family with the need for a social housing transfer, this has been approved.
- assisted families in finding out of school activities and holiday schemes.
- discussed arranging a coffee morning now we are becoming settled in our new school.

We are in the early planning stages of trying to arrange some Self Care courses for parents/carers (we are hoping these courses can be held here). We are working alongside Rachel from Bury FC to organise after school sports club for parents to attend with their children. School staff continue to provide practical support for example, when parents need help with completion of documentation for benefits for their child.

After-school clubs including Bury FC

After School Club started in January 2011, running 2 sessions per week until 4.30pm. The club is run by Loretta Heywood (HLTA), Catherine Lomax HLTA) and a team of experienced staff from within school. The children have experienced a range of activities from outside providers including Mouse on the Move (Alan Martin wheelchair dancer), various sporting activities with Rachel from Bury Football in the Community and Aromatherapy and massage sessions. Within school we have been able to offer Samba drumming, art activities, cookery, light room, outside games and activities, mini cinema night, seasonal activities e.g. Easter Egg hunt, decorating and making Christmas cakes. Local walks, trips to the park and McDonalds using the school minibus. Since Easter 2011 we have used the facilities at the multi-sensory play area Boomerang once a term with each group. Our objective is for the children to be safe and enjoy the activities. The children are all encouraged to join in but we will always endeavour to find another activity that they will enjoy if they choose not to participate. We use a variety of communication aids and are familiar with all the children's individual needs. We have had positive feedback from questionnaires sent out to parents/carers. From feedback

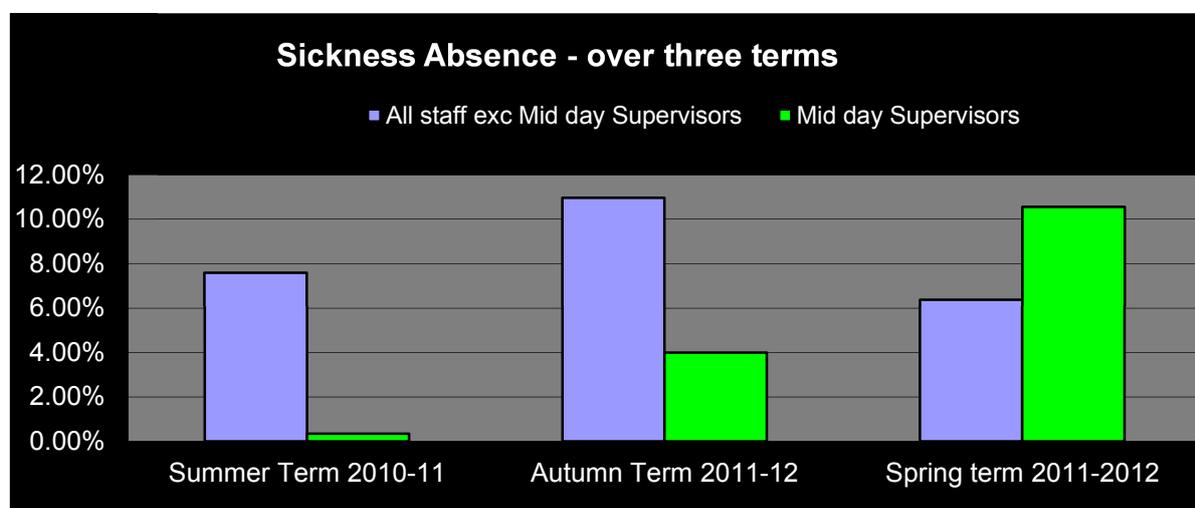
we are aiming to extend the sessions to 5pm in order to meet some of the children and parent's needs. We also hope this will encourage other parents to use the After School Club facility for their child.

The new school building offers a variety of new opportunities e.g., the dark room, the white room, soft play room, rebound therapy, hydrotherapy pool, improved kitchen facilities and fantastic outdoor areas to explore.

Staffing

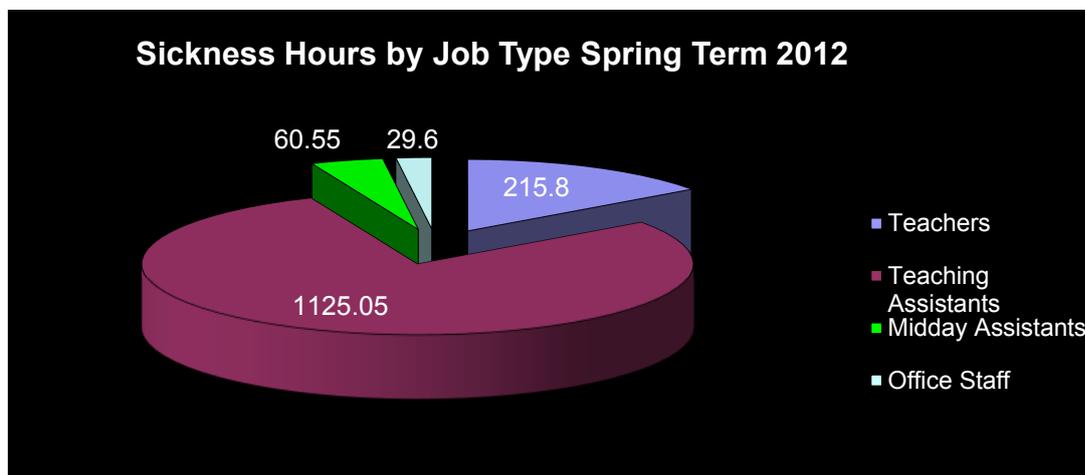
There are currently 19 (20) teachers (including part-time), 5 HLTAs, 49 (37) teaching assistants, and 12 (9) midday assistants. The reduction in teachers is due to one teacher leaving on a compromise agreement. Currently two classes have been joined to make one and this is led by one senior teacher. The increase in teaching assistants includes all BUPA staff and Highbank nurses who support medically-depebn Katy Neild (teacher) is 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. Emma Bradbury (TA) starts maternity leave in April 2012. Three permanent teaching posts are currently advertised. Given the very uncertain nature of the costs to the school of utilities in 2012-13, the decision to increase pupil numbers and classes slowly would appear to have been the correct one. Premises Management and cleaning recruitment has been successfully completed and all posts are filled. The Premises Management structure now includes a Premises Manager, an assistant Premises Manager, a Caretaker, a Housekeeper/head cleaner, 2 cleaners and a laundry assistant. This number of staff ensures cover of the significant increase in floor area of the new Millwood. A new ICT technician from PC Edutech, Etienne Goutz, has replaced Colin Mazurkiewicz who moved to a new post. Colin's expert understanding of the school's needs and his strategies in achieving the best for the pupils means that the school is extremely well-placed to provide superb opportunities for some time to come in communication and information technology. Etienne is providing excellent support throughout school in all areas of technology.

Sickness absence



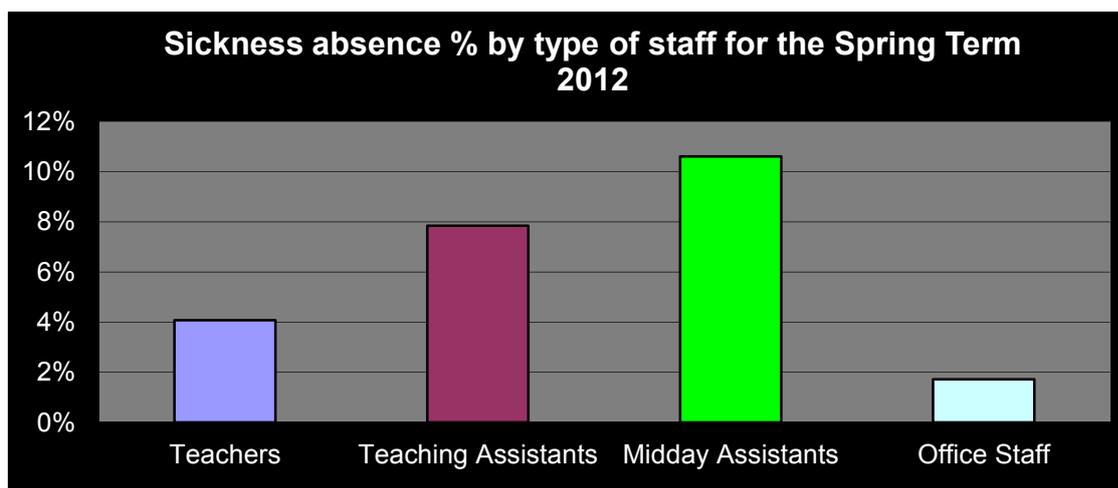
The school has had a decrease in the number of staff off long term sick (over 10 days). The Mid Day supervisor figure has increased due to one member of staff being absence for a prolonged period.

Number of sickness hours for the Spring Term 2012 shown by job type



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.

The graph below shows sickness levels as a percentage of the potential hours available to work for each job type.



PERCENTAGE ABSENCE	Staff	Middays
Spring term 2012	6.4%	10.6%
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

Continuing Professional Development

External training for the new school has been disappointing. Despite repeated requests training for the premises management team was delayed and shortened. We owe a debt of gratitude to Derek Spencer who managed to glean the necessary information needed from this disappointing training to enable him to manage the complex building management systems in place in the new school. Despite confirming all training arrangements were in place for all staff for the week beginning the 16th April some of the training providers failed to turn up to deliver their sessions at the agreed times or in some cases at all. This disrupted the smooth running of the training schedule that Helen had provided. Despite these obstacles staff were all successfully trained in the new systems such as the media wall and new ICT equipment, the audio visual projectors, the telephone system, the tracking and hoist system, the nurse call and emergency call point system, the sound system and the new climbing frame in the hall. Training is outstanding for the access control system, although all staff are now well used to the key fobs, and the new wheelchair swing is not yet able to be used as the company who fitted the swing do not provide training in how to use it. Training will take place when I have located a trainer. Two members of staff are now trained as pool attendants. Training provided by the school staff, such as the fire evacuation and fire marshalling requirements were delivered to our usual high standards.

All staff attended a 6 hour safeguarding course on 23 April and we invited our colleagues from the HI and VI team who will be taking up residence in Irwell 3 in the summer. This training was provided free of charge by Lynda Heitzman, Lead Officer for Safeguarding. This training is completed by all staff every three years. Feedback from the course was very positive, despite the disturbing nature of the information.

Despite all the additional work undertaken by staff in preparation for the move to the new school 18 BPLC courses and 9 external courses were still attended. These courses included several paediatric first aid courses, EVC training, finance training, Signalong and NQT meetings. Highlights for the coming term are the Senior Leaders Conference, Sensory Approaches to ASD, iPad and iPod training and a national conference for teaching PE to pupils with SEN.

We are hosting all the Radcliffe Cluster Group meetings at the new Millwood School on Monday 30th April. This will be a great opportunity for us to further develop our relationships with our new mainstream colleagues in Radcliffe as well as developing our own practice and show off our wonderful new facilities.

We have agreed to buy back into the BPLC for a further year. The cost of this is £3780 and we believe this represents good value for money, especially as Helen has received assurances from the coordinator of the training that more courses relevant to our staff are planned for next year once we are in our new school.

We held a meeting with Bury College about Level Three training for teaching assistants and have managed to secure two places at a reduced fee of £50. This training will start next month. Two TAs have already started their level three training through the BPLC.

Team Teach training has taken place for all new staff and the whole staff is due for their refresher training in September. We are currently working with Elms Bank to get further trainers trained.

During the financial year 2011-12 we spent £8635.68 on training. The Sensory Integration training has been very well received and is already having an impact on individual pupils in school. There are plans to use these skills and knowledge across the school when we introduce a daily sensory and physical literacy session in September.

The headteachers' conference in March 2012 was very informative and entertaining although a greater emphasis on SEN would be welcomed.

Performance Management - autumn term 2012

Will be reported in autumn 2012.

THE QUALITY OF TEACHING

Teaching and assessment

HEADTEACHER LESSON OBSERVATIONS 2011-12 including Early Years

SUBJECT	GRADE	OVERALL	OVERALL %	PMLD	ASC	SLD	EARLY YEARS-CLL
Literacy	Outstanding	6	75%	2-67%	3-100%	1-50%	2-67%
	Good	1	12.5%	1-33%	0	0	1-33%
	Satisfactory	1	12.5%	0	0	1-50%	0
	Unsatisfactory	0	0	0	0	0	0
Numeracy	Outstanding	1	50%	No obs	1-100%	0	No obs
	Good	1	50%		0	1-100%	
	Satisfactory	0	0		0	0	
	Unsatisfactory	0	0		0	0	
Music	Outstanding	0	0	0	No obs	No obs	No obs
	Good	0	0	0			
	Satisfactory	1	100%	1-100%			
	Unsatisfactory	0	0	0			
Design and Technology FOOD TECH	Outstanding	1	100%	No obs	1-100%	No obs	1-100%
	Good	0	0		0		0
	Satisfactory	0	0		0		0
	Unsatisfactory	0	0		0		0

12 observations were made in the spring term 2012. Overall, there were 8 outstanding lessons, 2 good lessons and 1 satisfactory lessons. Overall the quality of teaching was outstanding.

SUMMARY OF HEADTEACHER LESSON OBSERVATIONS 2011-12 - Spring term 2012

LESSON	GRADE	OFSTED grade	GRADES BY SUBJECT AREA		GRADES BY PUPIL NEED	
Literacy	Outstanding	1	LITERACY	1,1,1,1,1,2,3	ASC	Grades 1,1,1,1,1
Literacy	Outstanding	1		OVERALL 1		OVERALL 1
Literacy	Outstanding	1	NUMERACY	1,2		
Literacy	Outstanding	1		OVERALL 1/2	PMLD	Grades 1,1,2,3
Literacy	Outstanding	1	MUSIC	3		OVERALL 1/2
Literacy	Outstanding	1		OVERALL 3		
Literacy	Good	2	DESIGN AND TECH	1	SLD	Grades 1,2,3
Literacy	Satisfactory	3	FOOD TECH	OVERALL 1		OVERALL 2
Music	Satisfactory	3				
Design and Tech - Food Tech	Outstanding	1				
Numeracy	Outstanding	1				
Numeracy	Good	2				
12 lessons observed						
CLASSES OBSERVED - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12						
	OUTSTANDING - 66%	1				
	GOOD - 17%					
	SATISFACTORY - 17%					

SUMMARY - 2011 -12

83% of lessons are at least good across 12 lesson observations (95% in 2010-11). 8 out of 12 lessons are outstanding, 2 are good, 2 are satisfactory. There were no unsatisfactory lessons.

66% of lessons are outstanding (47% in 2010-11, 62% in 2009-10). 17% of lessons are good (47% in 2010-11, 31% in 2009-10). 17% of lessons are satisfactory (6% in 2010-11, 7% in 2009-10)

CONCLUSIONS

- There is a significant improvement in the percentage of outstanding teaching since 2010-11 when 17 lessons were observed. However, there is an increase in teaching which is only satisfactory, the main reason being that 5 staff observed were new to the school covering for maternity leaves and for one teacher who left the school in December 2011. The improvement from good to outstanding reflects the standard of teaching for permanent and longer-serving teachers.
- Teaching in ASD is 100% outstanding - this is a significant improvement since last year.
- Teaching in PMLD is good to outstanding - this is the same as last year.
- Teaching in SLD is good - this represents a slight reduction in standards since last year when it was good to outstanding.
- Teaching across literacy and numeracy is good to outstanding overall with one satisfactory lesson - this represents a slight reduction in standards since last year.

ACTIONS

- Teaching in all areas to move from good to outstanding - issues: setting SMART targets which are then reflected in focussed teaching with all pupils being appropriately challenged and showing a high percentage time actively learning and accurate assessments, embedding the use of total communication strategies in some classes including giving pupils the means and time to communicate,
- Satisfactory teaching to move to at least good - issues: SMART targets, total communication strategies, use of resources and time management. Line management by AHT. This was a priority in 2010-11 and remains a priority particularly for new and agency teachers.
- Teachers and HL TAs new to post - ensuring induction process includes enough support relating to planning and delivery of lessons.
- AHT and DHT to model lessons for all new teachers and agency teachers and monitor alongside termly planning.

Curriculum - see attached Curriculum Report for Summer 2012.

Educational visits off-site

Throughout last term approximately 145 educational visits took place. A large number of those were to visit the new school site in working progress and the surrounding areas such as Asda, McDonalds, the Duck Pond! Teachers continue to complete risk assessment forms for each outing highlighting the purpose of the trip and how the 5 outcomes for ECM are addressed. They also outline the National Curriculum subject covered for each trip.

Trips taken and the National Curriculum Subject/s covered.

PLACES	CURRICULUM AREAS
New Millwood site	Transition, PSHE, History, Geography
Asda	Numeracy (number, money and shape) PSHE, Communication
All Saints primary school	Community cohesion, music and performance, PSHE.
Boomerang sensory play	PE, PSHE, Communication.
Local Parks	PE, PSHE, Communication, Geography, Science
Local Walks	PE, PSHE, Communication, Geography and Science.
Donkey Riding in Ashton	PSHE, Communication, Science
Wing Yips	RE, Communication, PSHE, Food tech
Southport	PSHE, Geography, Communication
Ten Pin Bowling	PE, PSHE, Communication, Numeracy
Gigg Lane	Emergency Evacuation Walk, Geography, PSHE
Elms Bank	Transition-
McDonalds (Radcliffe)/fast food restaurants/cafes	PSHE, Science, Communication, Numeracy
Zoo/animal corners	Science, PSHE, Communication
Mischief Makers soft play/jungle gym	Social and Communication, PE, PSHE
Church/Mosque	RE, PSHE, Communication
Lowry Theatre	Music, dance

The planned visits by pupils to the new school were in the end deemed not high enough of a priority when compared with the cost of having to request contractors not to work on site. It was unacceptable and the headteacher intends to provide feedback on this. Two groups of children visited and they were those who would have most difficulty with transition. In the absence of a visit inside the school it has been vitally important for our children to become familiar with their new surroundings both on foot and in the bus

and the topic Millwood on the Move hopefully achieves this helping them to feel secure and comfortable with the move. As the teachers have recorded on their outings forms Communication underpins nearly everything that the children are expected to learn. This confirms just how important educating our children off site is to their overall development. PSHE is another massive area that is enriched by off site visits; parents and carers ask for help getting children into supermarkets calmly and safely as it presents a real problem at home. Teachers will continue to record the curriculum areas covered by all off site visits and assessment data and reports to parents will hopefully show that educational visits contribute massively to children's progress. With the increased number of drivers it is hoped that in the future we can purchase another mini bus through the Variety Club to accommodate our growing number of children and improve local links even further.

Spiritual, moral, social and cultural development

Opportunities for SMSC continue through assemblies and collective worship as well as through the curriculum. These areas remain an important part of school life. Opportunities for social development have increased dramatically in the short time the pupils have been at the new school. At lunchtimes, pupils are seated in friendship, communication and peer groups in order to encourage development of communication, social and friendship skills. It is intended to allow this informal development to grow into a more structured arrangement of something along the lines of a 'house' system to allow for greater interaction between children of differing ages and abilities.

Although far more difficult to capture in words, the atmosphere of the school has changed. The overwhelming light and space have created a sense of calm and freedom of movement amongst pupils - there is freedom to move, to think, to discover, to make friends, to run away, to have privacy. Pupils' behaviour is no longer constricted by small rooms and cramped conditions and run-down toilets. The effect is to give pupils a far more positive sense of themselves, as they are getting more consistently positive feedback from daily activities - they don't have to cry when they are out in the rain waiting for the bus, they don't have to get angry because the person next to them is too close, they don't have to hit out because they don't want to be in a particular place, they don't have to get frustrated by a lack of equipment as they have their own workstations, their own ICT equipment, their own headphones. It can only create in them a sense of their worth and value in the school community and in society. It is a time of enormous spiritual development for them. Staff and parents/carers feel the difference.

Pupils' cultural and moral development is now underpinned by revised policies in Equality and Racial Harassment although Millwood has always placed a high value on Community Cohesion and has always had a senior member of the team as the lead. Pupils are encouraged in all aspects of the curriculum and in playtimes to have regard for friendship and respect for others. It is one of our unwritten rules that we 'take anyone' meaning that all children are welcome. This means that we have a very mixed group of

pupils ranging from those with very challenging behaviour who may have been transferred to us from The Ark, and those with extreme dependency who may have transferred to Millwood direct from hospital. Millwood has a strong reputation in the local community and the Bury family of schools as a place where everyone is valued; it is a place "where everyone matters" and comments from visitors consistently demonstrate this.

Assemblies

Assemblies continue each week with lower school attending on Monday mornings and upper school on Tuesday mornings. All the main festivals are celebrated and in the spring term the main festival celebrated was Easter and the Hindu festival of Holi. Teachers lead the assemblies on a rota basis and a timetable of religious festivals is provided. Staff continue to provide a write up of learning objectives and outcomes. Good work Assemblies are on Friday lead by Jill Tierney where the children's achievements are celebrated. Whole school worship is observed and also listening and appraising of different styles of music is listened to. Children are given the opportunity to sing, perform and sign as well as observe religious festivals. The majority of assemblies last term were based on the New Millwood theme and Millwood memories. This became really important as it became clear that the majority of our children were not going to get to visit the new school before the move. So the assemblies became an important part of the transition for the pupils and they did get to see updated photographs on a regular basis. Priorities for next term are to reduce the number of assemblies to two a week as the space in the new hall means we won't have to separate into groups and we will look at inviting parents into some good work assemblies at some point in the future.

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%

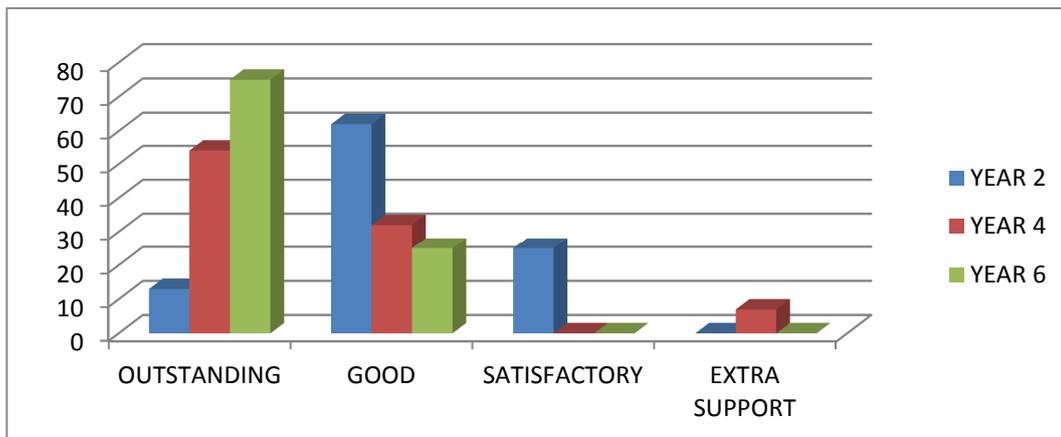
Staff are also working towards reducing the number of 'reds' (or targets not achieved by pupils) in their termly IEP reviews.

Gifted and talented

A writing group has now been started to complement the reading group aiming to extend pupils' literacy skills. This is primarily aimed at 6 pupils who are aiming to improve their attainment between P8 and Level 2.

Achievement

2010-11



Improvement

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. The impact of the resources and equipment in the new provision should be evidence in achievement data and trends for 2013-14. [See attached documentation on Achievement.](#)

BEHAVIOUR AND SAFETY

Safeguarding

Designated teacher for safeguarding is Caroline Henley, DHT.

Designated governor for safeguarding is Stella Smith.

The Children's Disability team was disbanded on the 31 March 2012. Any families where there are child protection issues will be supported by social workers on the Advice and Assessment Team. Other families who need support at Child in Need level will be supported by social workers on the new Short Breaks Team. School is now able to refer directly to this team who will complete assessments for direct payments, home from home support and access to the Re:d Centre. We are still waiting for confirmation of which families are being supported by which teams and getting named social and support workers for our pupils. We will be monitoring the impact of these changes this term both for the way it may impact on the families and for the impact it may have on the work load for our staff who may be required to call and chair more child in need meetings. We are awaiting confirmation of which pupils are being supported by social workers on the Safeguarding Team, although we have six pupils at a high level child in need at risk of falling into child protection. We will be making referrals if those pupils have not remained with a named social worker. We have three pupils subject to child protection plans. We have been in discussions with Clare Paynter about providing some communication training to assist Independent Reviewing Officers and possibly social workers to improve their communication strategies with children and young people with learning and communication difficulties.

Weekly meetings with both the school nurse and the SMT continue to be held and information sharing is good. The two HLTAs with responsibility for parent support are supporting 10 families at the moment. New CAF guidelines have just arrived in school. These will be implemented for any new CAF assessments which take place. During the Spring Term we received 7 cause for concern forms concerning 5 pupils. In all cases the concerns were discussed with parents and where relevant other professionals.

Safeguarding training took place on 23 April and all staff have now had their group 3 training certificate which is valid for 3 years. The Local Authority is currently undergoing an Ofsted inspection of their safeguarding practice.

Children and young people in care (CYPIC)

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.

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 pupils IEP and are reviewed at 3 month and 6 month intervals in line with the pupils 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	27 th March 2012	20 th Sept 2012
C	15 th Dec 2011	16 th May 2012
D	30 th Jan 2012	19 th April 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	27 th March 2012	20 th Sep 2012
C	15 th Dec 2011	16 th May 2012
D	30 th Jan 2012	19 th April 2012
E	28 th March 2012	July 2012

Funding

Pupil's A, B and C in this financial year have additional funding of £1,000 per pupil - £570 in the DSG and a further £430 from Pupil Premium funding. Pupils have a major role in deciding how to spend their funding.

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 needs.

Achievements of CYPIC learners

Pupil A: is beginning to turn take using her voice in a burst pause manner for up to 4 turns however this is not always consistent and is dependent on the activity, she tends to be more consistent in a group session. She can reach out with her right index finger to activate Big Mac switches. She can also explore a variety of sensory medias associated with sensory stories with increased intentional hand and finger movements. She can maintain an erect head position for approximately 20 seconds whilst sitting with prompts at the trunk, hips and feet as needed

Pupil B: has achieved reading lists past 25, he has achieved spelling list Phase 2 and 3 and is working towards Phase 4. He has achieved Level 1 in many areas of the National Curriculum which is outstanding. He is no longer using a communication book as his verbal communication is fantastic. He is a wonderful friend to his class mates as well as the other pupils in school. He has learned to play the piano and is making fabulous progress. He takes part in a Creative Writing group once a week and also a guided reading sessions where he excels.

Pupil C: Is now trailing using her hand and arm when walking with support, she is also beginning to pick up finger foods such as crisps, and pom bears.

Pupil D: Is beginning to anticipate when it is his turn to bang the drum. He smiles at familiar members of staff in his class. He is using more vocalisations and vocalisations of a different type which sound like singing with different pitches.

Pupil E: Has further improved in: acquisition of language skills, social interaction and writing.

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 ten injuries to staff members reported on the HS1 form.

One was an accident when a pupil accidentally brought her chair leg down onto an adult's foot. Remedial action: Appropriate footwear to be worn at all times, extra vigilance from staff.

Nine were incidents where a pupil caused the injury. Remedial action: The pupil's IBP and risk assessment were reviewed and amended.

There were **twenty six** injuries to pupils on HS1 form (P):

One is a result of a staff member accidentally injuring a pupil who was upset, the pupil lunged at adults face and as she reached forward she accidentally scratched the pupil's eyebrow. Remedial action: Staff member cut her nails.

Eight of which are incidents where another pupil has intentionally caused the injury. Included in this number is a Level 4.

The remedial action following all of the incidents above resulted in the pupil's IBP and/or risk assessment being amended including high levels of supervision.

One is a result of a pupil being accidentally injured by another pupil. A pupil reached for a Big Mac and during the process it fell from the unit and landed on a pupil's nose. Remedial action: Location of switches to be changed.

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

1. Pupil was being assisted from changing bed and in the process her leg banged against the lever. Remedial action- Premises Manager padded lever. Staff reminded of need for extra caution.
2. Pupil was walking back to class and walked into the door. Remedial action: High level of supervision reiterated staff in the team.
3. Pupil was in light room, she pulled at the projector causing it to fall off the shelf and onto her head. Remedial action: High level of supervision reiterated staff in the team, projector discarded and not replaced.
4. Pupil rocking chair backwards and forwards, chair tipped over which resulted in pupil banging head on table: Remedial action: Anti slip to be put on chair legs, pupil made aware of dangers.
5. Pupil walked into a door edge. Remedial action: High level of supervision reiterated staff in the team.
6. Pupil lost his balance and fell backwards onto a cupboard: Remedial Action: Layout of room checked by SMT and Premises manager. High level of supervision reiterated staff in the team.

7. The remaining **8** accidents involve the same pupil who can be unsteady on his feet at times. Remedial action: High level of supervision reiterated staff in the team, 1:1 during transition times. Risk assessment reviewed.

One is an injury that have occurred as a result of self injury: Remedial action was a review of IBP and risk assessment and amend where necessary.

One was an injury that school was alerted to by a distressed pupil however medical professionals were unable to ascertain when this injury occurred as pupil has a suspected bone density deficiency. As school and medics were unable to say how, when or where the injury occurred, advice was taken from corporate Health and Safety who recommended that as a precautionary measure an accident form was completed.

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

Fire Prevention, Emergency Evacuation Procedures and information updates

Emergency Evacuation Procedures and Policy training has taken place for all members of staff on 1 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.

Fire Drills for the Spring term for the whole school have taken place. A successful fire evacuation took place on Thursday 8 March at 2 pm.

Fire Risk Assessment

As identified in the Fire Policy, school has been divided into 4 zones: Whitelow (including the pool), Redvales, Irwell and the Hub. Each zone has at least three designated Fire Marshals. New Fire Risk Assessments (FRA) and an Assessment of Adequacy relating to Fire Safety have been carried out in March 2012.

Fire Action Notices have been written, laminated and displayed in all areas in the new school building.

Hydrotherapy Pool

A meeting was held at the new site on 21 Feb with Zilpha Lang to discuss life saving resources and signage. Life saving resources, signage have been purchased and two pool attendants have been trained. A post for a pool attendant has been filled. Three risk assessments linked to the hydrotherapy pool have been completed: 1) Generic pool use during school day. 2) Generic pool use for community use. 3) Pool Plant and maintenance

Health and Safety Walk around

Health and safety walk arounds have taken place throughout 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. This was shared with all staff and work is now completed.

Premises Management Request System

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

Risk Assessments

Individual risk assessments for pupils when the need has arisen have been completed
Individual risk assessments for staff including expectant mums have been completed when the need has arisen

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

Locational risk assessments have taken place for specific areas in school e.g.

Hydrotherapy pool

Activity risk assessments take place as required e.g. swimming, hydrotherapy and educational visits.

H1N1 risk assessment has been updated

CPD

Course	Date	Attended by
Premises Hazards	25 th Jan 2012	J. Hurst and D. Spencer
Paediatric First Aid	26 th - 27 th Jan 2012 21 st - 22 nd March	J. Hurst and J. Tierney Z. Toone, E. Clegg, P. Leas
NaRS	9 th - 10 th Feb 2012	J. Greenhalgh and J. Norris
Rescue Medication	23 rd Feb 2012	New staff
Team Teach	12 th - 13 th March 2012	4 members of staff

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. The DHT met with Kay Bristow, Kirsty McLaughlan, and Margaret Stevens on 9 February when the needs of 3 pupils were discussed in detail and we reviewed all the pupils with a diagnosis of ASC. Kay felt that she was unable to complete the intensive work required for the three pupils discussed in detail due to the long term nature of the work. We discussed the role of EPs in Millwood and Kay is taking our opinions back to her manager. Currently they are only able to offer short term reassessments and diagnosis work. These pupils have been referred to CAHMS and CTLD and are currently on waiting lists. Kay agreed to complete a reassessment of one pupil which will take place during the Summer Term. Team Teach continues to be used successfully in school. Team teaching training is up to date. New staff were trained in March 2012. All staff will complete refresher training in September 2012 and will be joined by staff from the Arches.

Team teach trainers will complete their refresher training in May 2012. Three new team teach trainers will be trained with Elms Bank staff. We are currently working together to get enough local staff to be able to host a local trainer course. If this is not possible staff will have to attend a Duckenfield training week in October 2012.

In the Spring Term there were two incidents when Team Teach techniques were used that were judged to be level 4 incidents. Both incidents involved one pupil with ASC and challenging behaviour injuring a member of staff and another pupil. No medical treatments were needed. Parents were informed and IBPs were reviewed.

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

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. 4 of the incidents involving injury to staff involve one child. A meeting was called with parents and this pupil has been subsequently assessed by a sensory integration therapist and new techniques to help him are being implemented throughout the day. The impact of this is currently being monitored but initial observations show a reduction in his impulsive behaviours.

During the Spring term Niall Wilson, Clinical Psychologist with CAHMS completed the final three sessions of therapeutic work with a pupil with ASC. At the end of this work a meeting was held and Niall is now referring this pupil to a psychiatrist to assess if any medical intervention is needed. Niall has also accepted referrals for a further three pupils and these pupils are currently on a waiting list. Niall is working with the family of another pupil to support with behaviour management. Risk assessments for the behaviour management in the new school are all complete and some of the IBPs are updated. At the time of writing this pupils have not yet started at the new school and IBPs will be revised to reflect any changes in behaviour as necessary.

Bullying

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

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
		Autumn and spring terms - 92.83%	

See attached Attendance Report.

Education off-site/home education

There are currently no children being supported at home. See attached Attendance Report.

Equal opportunity and discrimination (including racial monitoring)

There were no racially motivated incidents in school between January and April 2012.

Community cohesion

TARGET 1 - Achieved up to April 2012.

To report that Millwood has no racially motivated incidents.

We reported to Yasmin Bukhari that we did not have any racially motivated incidences in school between January and April 2012.

TARGET 2- making good progress

To complete 7 international based activities throughout the school year and to gain the Full International Schools Award. Linda Marsden has spent two days at Millwood and helped us to make an international connection with Jean Moulin primary school in Angouleme. The project we will take part in is based around the "Carnival of the Animals" by Saint Saens. We have planned to make sensory scenes and masks that can be exhibited at an ISA conference in Nottingham in June. Linda Marsden will collect the work and exhibit for us. She is exceptionally keen as there are very few special schools in the country working towards the International Award. Helen Chow continues to teach Mandarin to 4 pupils on a weekly basis.

TARGET 3- Ongoing

To make successful links with Radcliffe Schools in time for us moving to the new school eg joining the Midsummer Madness project on 21 June.

NEW SCHOOL - information on the new school and how pupils have settled in will be in the Autumn term governing body report.

Helen Chadwick

Headteacher

1 May 2012