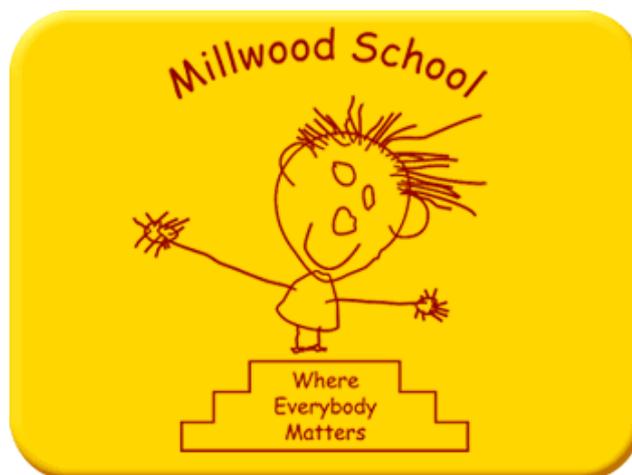




Summer term 2011

Governing body meeting on Thursday 9 June 2011
at 4.00 pm



Headteacher: Helen Chadwick, MA, Dip RSA, NPQH

Documents for ratification: 2011-12 Millwood Budget, Professional Relations Policy, Staffing Structure 2011-12, Admissions 2011-12, new Annual Pupil Report (Appendix 2), Health and Safety Statement of Intent (if ready)
Reviews - working beyond retirement 2010-11, 2011-12

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

Spring 2011 has been particularly sad with the news of the death of Rhys Dobson. It has also been a difficult term for long-term absence of teachers but we have been very lucky in the staff who we have assigned to cover. The length of the term took its toll on pupils and the question of having 6 week regular terms raises its head once more. The efforts of the premises management team ensured that we were able to remain open in very severely cold weather after Christmas. The sub-zero temperatures meant that the new school was 3 weeks behind schedule and this has not yet been made up.

Areas for celebration include:

New school - Parents and carers are updated weekly in the school Newsletter with photographs, and on the website which now has a link to the webcam on site. Date for opening is still set at January 2012. The support for the new school from the local community in fund-raising has been very generous; excellent support is drawn from the Steering Group and from the Provision Group.

Quality of teaching - good to outstanding across the school and in all curriculum areas observed.

Higher level teaching assistants - the quality of teaching and support for pupils, staff and families is outstanding.

Teaching assistants - the consistency of support for the pupils continues to be excellent.

Millwood's Got Talent - fantastic for those pupils who performed - boosting confidence and self-esteem, not to mention a variety of communication and musical skills - and very entertaining for those in the audience.

Behaviour management - demonstrated by the reduction in the number of incidents causing injury, and by the successful re-integration of one pupil back into a class rather than being taught separately.

Senior management and office team - team spirit, determination and commitment to the school's aims throughout a very difficult spring term.

Health and Safety - the response to the new Health and Safety Framework (December 2010) has been quick and effective thanks to the AHT with responsibility for health and safety.

The 2010-11 whole school target is *Achievement*

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LEADERSHIP AND MANAGEMENT

Managing teaching and learning

The 2011 round of lesson observations was carried out by the deputy head in the spring term 2011. 17 lessons were observed. 95% of lessons were at least good across 17 lesson observations - 8 were outstanding, 8 were good, and 1 was satisfactory. There were no unsatisfactory lessons. 47% of lessons are outstanding compared to 62% last year; 47% of lessons were good compared with 31% last year; 5% of lessons were satisfactory (7% last year). There were no unsatisfactory lessons this year or last year. The standard of teaching has fallen slightly since 2009-10 when 13 lessons were observed. However, 5 staff observed were either new to the school or new to the role. Of staff who have previously been observed, 66% received an outstanding judgement with 33% receiving a good judgement. This represents an improvement. In order for teaching to improve from good to outstanding, a number of issues have been identified for improvement including setting SMART targets, reflecting these in focussed teaching with all pupils being appropriately challenged and showing a high percentage of time actively learning; accurate assessments; embedding the use of total communication strategies in some classes including giving pupils the means and time to communicate.

Parents and carers

Millwood has excellent relationships with parents and carers. The two new parent governors have been involved in governing body meetings and one has taken up the role of deputy chair. The new HLTA parent support posts have enabled a much more effective response to families with particular needs, for example, through the Child in Need process. Both HLTAs continue to include parents and carers in support groups, training and coffee mornings.

Partnerships

After-school clubs are running successfully and there is no link with Bury FC Community Trust. The partnership with Extended Services ceased in its current format in April 2011.

Transition was begun earlier and with a named member of staff at Elms Bank. Whilst this represented a much more successful start to the transition process than last year, there is still room for more effective communication between the two schools to ensure that pupils have the reassurance they need to make a good start in their new school. See Care, Guidance and Support section - Transition.

New partnerships for 2010-11 include:

- Radcliffe Early Support for very young children with complex needs - the assistant head and one HLTA have attended training in this which will help us to provide a more co-ordinated approach and response to the needs of very young children.
- Bury Primary Learning Collaborative - Millwood is in the Radcliffe cluster with representation on the current board. The Partnership has had a successful start

with the appointment of an experienced co-ordinator to support CPD, training and inter-school links. The development of a support programme for mainstream remains a priority for the headteacher and Judith Blaylock (LS teacher), and meets a need identified through the admissions process; such development also matches the proposals set out by the current government in *Support and Aspiration (2011)*.

Equal opportunity and discrimination

There have been no incidents of racial harassment in the spring term 2011.

Safeguarding and LAC - see **Stay Safe**

The deputy head is the designated safeguarding teacher for 2010-11. Weekly meetings are held between the school nurse and the SMT to ensure information is shared effectively and support is directed to families in need. These pupils are also discussed at the weekly SMT meeting and any further actions are discussed. Information regarding how pupils are supported is confidential and is not reported in the governing body report.

All staff are trained in Level 1 Safeguarding and Level 2 and 3 safeguarding courses have been booked for the DHT and the AHT. The DHT attended a course on being the designated person for Safeguarding in the Autumn Term.

Designated Governor for Looked After Children is: Stella Smith

Designated Teacher for Looked After Children is: Joanne Hurst

Current Cohort:

| No. of LAC Learners | Year Group |
|---------------------|------------|
| Pupil A | R |
| Pupil B | R |
| Pupil C | 4 |

Of our current cohort, 1 LAC learner in Yr R (pupil A) is in the care of Hull Local Authority. 1 LAC learner in Yr R (pupil B) is in the care of Bury Local Authority and 1 LAC learner in Yr 4 (pupil C) is in the care of Manchester Local Authority. Our LAC cohort is stable with all learners in long term foster care.

Recent changes in the cohort

No changes have occurred during Spring Term 2011

Transition arrangements

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

Statutory Requirements

All of our LAC 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 and IAT data.

The dates of the PEP Planning Meetings are as follows:

- Pupil A- 21/1/11
- Pupil B- 1/4/11
- Pupil C-9/2/11

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

- Pupil A- 17/12/10
- Pupil B- 20/1/11
- Pupil C-9/2/11

Funding

Each pupil has additional funding of £1000

| Name of LAC/COLA | Year Group | SEN Status | Nature of Spend * | Details | Total Cost |
|------------------|------------|-------------|--|--|------------------------------|
| Pupil A | R | Statemented | One off purchase One off purchase One off purchase | AAC – Target and Touch Patterns CD- Rom, Target and Touch Music CD- Rom, Big Step by Step, Universal Mounting switch, mounting plate, camera mounting bracket, it-switch, Laser Sky projector Customised moulded “P” Pod which is a specialised orthotic bean bag | £644.67 £385 |
| Pupil B | R | Statemented | One off purchase | A Yamaha digital keyboard Piano seat Inclusive slate tablet, carry case, mouse and USB drive | £502.77 £25.62 £421.99 |
| Pupil C | 4 | Statemented | One off purchase One off purchase One off purchase | Epson projector, cable, Soundforce Vivo UK, Compaq Presario Pentium laptop with windows 7Home Premium 64 Bit. Big Bang Patterns CD-Rom, Slideshow maker CD-Rom, Target and Touch Music CD-Rom, It switch | £973.81 |

Each pupil's attendance is monitored.

LAC pupils

| Name | % 10-11 | CI | Yr Gp | Pri Need | Sessions absent - A | Sessions absent – U | Reasons for absence | Disc with EWO | % 09 - 10 |
|------|---------|----|-------|----------|---------------------|---------------------|---------------------|---------------|-----------|
| | | | | | | | | | |

| | | | | | | | | |
|---------|----------------|---|---|------|----|---|---|-----|
| Child A | 89.4 from 88.4 | 1 | R | PMLD | 29 | 0 | Not statutory school age until January 2011 4 days medical appointment 1 session medical appointment 1 session due to housing adaptations 9.5 days short term illness | 90% |
| Child B | 98.9 from 98.5 | 3 | R | ASD | 3 | 0 | 3 sessions medical appointments | n/a |
| Child C | 93.1 from 90.6 | 4 | 4 | PMLD | 19 | 0 | 8.5 days short term illness 1 session short term illness 1 session on non medical appointment | 97% |

Academic Profile

Each pupil's progress is monitored with P Level data at the end of the school year. Please note that Pupils A and B are in EYFS and therefore P Level data is not appropriate, although scores are given a best-fit P-level on transfer to Year 1. Their progress is monitored using IAT data and at the end of their reception year they will have an Early Years profile assessment. All LAC 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 3 LAC are making the expected progress and achieving targets set in their Individual Education Plans.

SEN information

All 3 looked-after children have statements of special educational needs.

Gifted and Talented information

Pupil A has is Gifted and Talented in her mobility whilst being supported in the water, taking steps around the pool.

Pupil B is Gifted and Talented in Creative Development where he has great potential as he can apply himself to any musical instrument and is now learning how to play the piano.

Pupil C is Gifted and Talented in her mobility whilst being supported on dry land and in the water and during independent floating on her back.

Exclusions

There have been no exclusions of looked-after children.

Additional Interventions

Pupil A attends the visual-impairment unit for one session a week. Pupil B attends a signing club to improve communication skills.

Other achievements of LAC learners

Pupil A: In Communication, Language and Literacy (CLL) she is becoming more consistent in using her voice to request a repeat of an action and her visual awareness has improved as she can now scan interesting visual patterns, especially those that are black and white.

Pupil B: In Problem-solving, Reasoning and Numeracy (PSRN), he can rote count, value and order numbers up to 30. In CLL he knows all of the letters and sounds of phonics and can read high frequency words. He is making good progress in reading Oxford Reading Tree books. He can also read, remember and write familiar words such as people's names.

Pupil C: In Physical Development, she can walk a distance of 40 metres 3 times a day with support. She can travel around school using her objects of reference without prompts on a daily basis.

Update on training attended or training needs by the Designated Teacher (including workload where relevant)

Designated Teacher Meeting at DTC on 16/11/10

Files have been set up for each LAC- contents include: Statement, Contact info, Contacts info- who is involved with the child, PEP's, LAC reviews, Placement Plan Tracker, Additional Reports, Finance re LAC money, Attendance, Pupil Progress. The files are regularly reviewed and updated as necessary.

HEALTH AND SAFETY

Accident, Injuries and Dangerous Occurrences

There were sixteen injuries to staff members on HS1 form.

Ten were incidents where a pupil has caused the injury. Appropriate measures were put into place to prevent further incidents.

There were forty one injuries to pupils on HS1 form (P).

All accidents and incidents were reported appropriately and measures to prevent or reduce further injury were taken including reporting through Team Teach. Parents and carers were informed immediately after the accidents/incidents involving children by a telephone call and also in the pupil's home/school diary to ensure that they understood the nature of the accident/incident and to allow for discussion if requested.

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 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.
- Fire Action Notices have been made, laminated and displayed in each area of school close to the call points. Alternative escape routes have been identified in case of a fire in the kitchen area.
- Information linked to Personal Evacuation Escape Plans (PEEP's) have been displayed in the entrance foyer.
- Fire Drills for the Spring term have taken place both during the school day and once at each After School Club session to ensure that all users of the school building know how to evacuate safely and quickly.
- An unplanned emergency evacuation of the building occurred on 5th April 2011 resulting in the attendance of the local fire service. As a result, the fire service asked for an internal investigation. A thorough investigation by the AHT took place; all staff co-operated with the investigation; findings were recorded in writing; the headteacher reviewed the findings with the SMT - there was insufficient evidence to reach any definite conclusions. The results of the findings and recommendations will be presented by the governor with responsibility for health and safety.
- Fire Panel training took place for the Senior Management Team on 19th January 2011 to enable all senior staff to understand the system.

Fire Risk Assessment

As identified in the Fire Policy, school has been divided into seven coloured zones each zone having a designated Fire Marshal. This has increased from 6 zones due to an additional area being re designated as a classroom. A thorough Fire Risk Assessment (FRA) and an Assessment of Adequacy relating to Fire Safety have been carried out in March 2011. Actions identified in FRA in 2010 have been acted upon.

Health and Safety Tour

Derek Spencer, Catherine Jackson and Joanne Hurst (H&S) have undertaken health safety tours 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 currently under way to remove or reduce all hazards identified.

Risk Assessments

- Individual risk assessments have been completed for pupils when a particular need has arisen.
- Individual risk assessments have been completed for staff including expectant mothers.
- 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. ICT suite, sensory studio and the hall.
- Activity risk assessments take place as required e.g. swimming, hydrotherapy and educational visits.

Health and safety training

Fire Awareness and Fire Marshal training for all staff took place on 4/1/11 to ensure that all staff have updated knowledge and skills to act appropriately in fire emergencies.

Risk Assessment and Risk Benefits training for all staff took place on 4/1/11 to ensure that staff have the updated knowledge and understanding to keep pupils safe in school.

Bury Schools Emergency Procedures

The Bury Schools Emergency Procedures documents have been completed and shared with staff so that, in the event of a local or area emergency, all pupils, staff and visitors know how to act in order to stay safe. There are eight sections within this document.

Section 1: Emergency Planning Risk Assessment

This includes an extensive emergency planning risk assessment which identifies hazards, assessments and actions within 1 km, 400m, 200m, hazards in the immediate vicinity and hazards that could directly affect the school site. It also includes non site specific hazards.

Section 2: Bury Council School Emergency Planning Guide

This includes guidance in the event of an emergency

Section 3: Emergency Procedures

This is an extensive section containing details of the crisis management team and allocated tasks in the event of a crisis. Details of off site evacuation location and route and details of contact details for the school management and crisis management teams, emergency services and Bury council contacts

Section 4: Bury Schools Operational Bomb Threat and "White Powder" Incident Plan

This section contains: quick reference guides on: threats made by telephone, searches of council premises, discovery of a suspicious package, "White Powder" incidents, evacuation of council premises, suspicious persons and there is a section on supporting information.

Section 5: Policies

This section contains a variety of Millwood School policies including Emergency Evacuation, Critical Incident, First Aid, School Closure, Staff Injury and Distress, Health and Safety, Asthma Management, Safeguarding, Extreme Temperatures

Section 6: Hire Companies

Section 7: Grab Bag Contents

Section 8: Guidance to Schools on Unavoidable Closures

Health and Safety Framework

A Health and Safety Framework document was forwarded to schools by the local authority at the end of December 2010. This document consists of 4 sections:

Section 1: Health & Safety Management

This section contains information relating to
Management statement of overall objectives
Health and Safety Planner
Statement of Intent
Organisation and Responsibilities
Arrangements and Procedures
Performance Measurement (Monitoring)
Auditing

Section 2 Premises/Equipment

This section contains information relating to
Risk Assessment Strategy
Risk Assessment Audit
Plan to improve risk assessment/management
Action Plans
Monitoring
Risk Assessment Register
School Risk Assessment List

Sections 3 and 4 Curriculum, Welfare and other Areas

This section contains information relating to:
School Competency Framework
Assessing competencies
Identifying health & safety training needs
Production of a Training Plan
Ensuring training is undertaken

The action taken during the Spring term of 2011 was one of familiarisation with the Health and Safety Policy to understand the roles and responsibilities and actions required of all staff. In addition the school specific information was required including names of responsible people, dates, roles, locations, and a list of equipment and facilities. This information has been partially completed and when this has been finalised the Health and Safety Policy Statement will then need to be signed by the Chair of Governors and the Head Teacher. Any of Millwood's existing Health and Safety Arrangements, Procedures or Guidance will also be added. The Senior Management Team has reviewed Section 1 of the Framework in May 2011 and they understand its nature and scope. Their view is that it is very comprehensive and useful. Anita Brereton from Social Corporate Health and Safety is coming into school in the

Summer Term 2011 to give further information regarding the School Health and Safety Framework.

A Health and Safety Planner has been provided as an aid to implement the Health and Safety Management System and is as follows:

Spring Term 2011 - familiarise with H&S Policy

Summer Term 2011 - Section 1 - H&S Management

Autumn Term 2011- Section 2 - Premises/Equipment

Spring Term 2012 - Sections 3 & 4 - Curriculum, Welfare and other Areas

The new Framework described above will be reviewed in the light of the move to the new school premises in December 2011.

COMMUNITY COHESION

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

- To report on racial harassment - completed
- To gain the intermediate level of International School Award - completed
- To make a new link with a Radcliffe primary school
- To hold a Celebrate my Faith Day in the spring term 2011

Teaching in this area is outstanding. The evidence for this is from the activities throughout the last year. Children were able to learn about the religious festivals of Easter and Holi through assemblies and discrete lessons. The religious festivals are taught in a very multisensory way so that all children can access and experience at their level. Use of resources in this area is outstanding. Staff continue to visit the local St. Peter's Church who are always extremely welcoming despite not having a regular vicar to call upon.

Bury FC continue to offer an invaluable service to our children through the dinnertime play activities and now after school clubs. The playground remains calm, busy and well organised giving children the chance to learn new skills, mix with other children and engage with staff and children when they would normally prefer solitary play. One of our governors Efe Sodje brought two T.V. crews into school from the BBC and from Sky T.V. to report on the work he does in the community. He was filmed in a governing body meeting for the BBC and helping out very enthusiastically in a music lesson for Sky T.V! This also gave Millwood some great publicity. In response to my trip to Angouleme last May I spent the second part of the spring term planning some French activities so that class 9 can go to Elms Bank with a target number of 50 French words/phrases. In the spring term after having gained the Intermediate International Award we were informed that we are the only school in the North West of England to have been awarded it. As a result of this the SMT took the decision to put Millwood forward for the Full International Award. To achieve this we have to plan and execute seven international activities over the course of 12 months. To help with the process I have booked Linda Marsden who works with the Primary Foreign Languages Department.

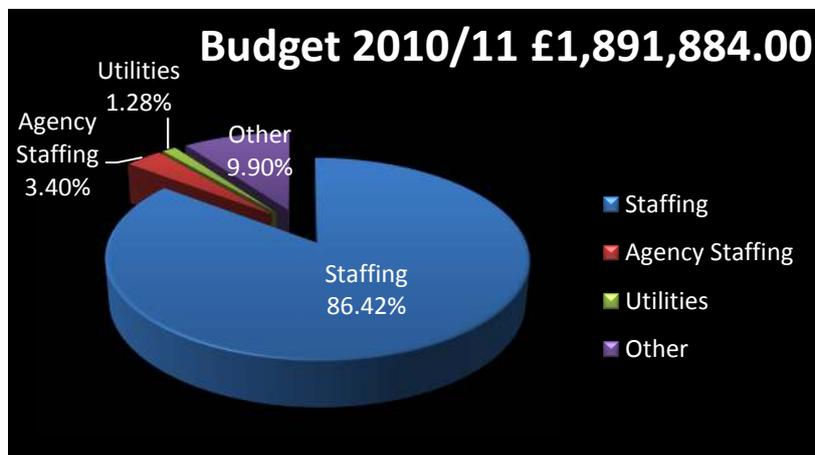
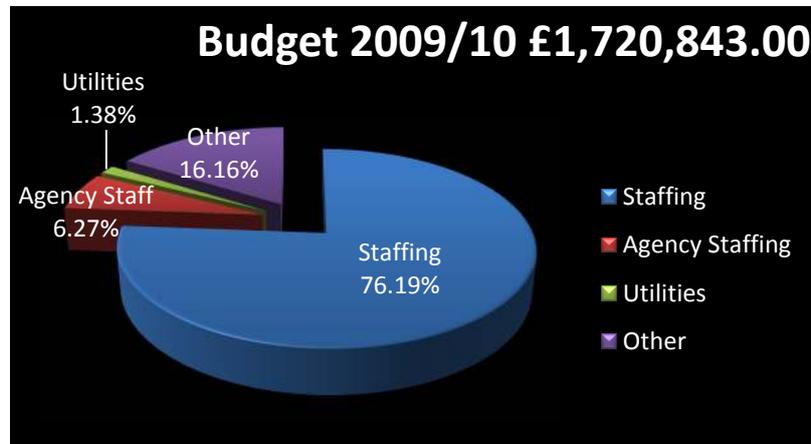
MILLWOOD SPECIAL SCHOOL GOVERNING BODY REPORT

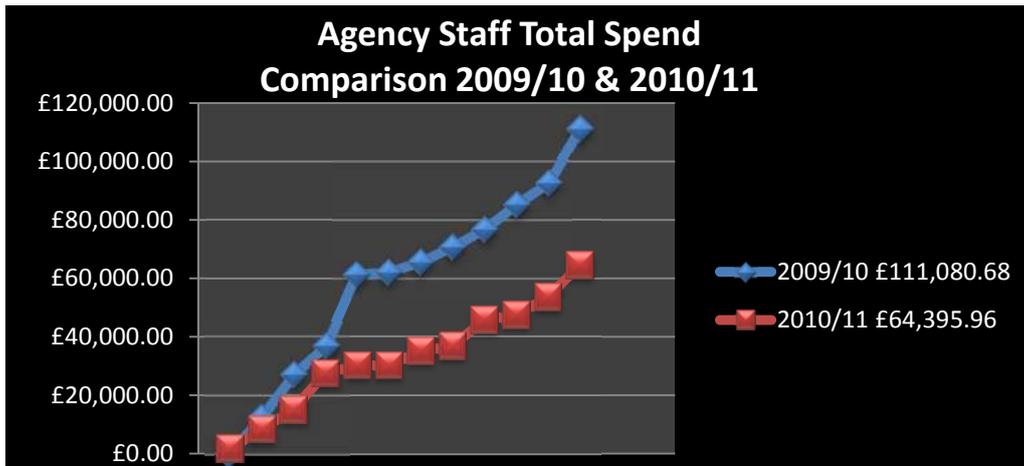
Resource and financial management

The 2011-12 budget has been confirmed by John Cleaver, Chair of Governors.

| DSG Report at year end 2011 | Financial year 2010-2011 | Financial year 2009-2010 |
|---|--------------------------|--------------------------|
| Yearly Budget | £1,891,884.00 | £1,720,843.00 |
| Total of yearly budget spent as at 31 st March 2011 (before adjustments) | £1,873,293.54 | £1,701,824.15 |
| % of budget spent as at 31 st March 2011/2010 (excluding surplus of £250,000 in 2011 and £300,000 in 2009) | 99.01% | 98.9% |

Expenditure analysis by main cost areas 2009-10 and 2010-11

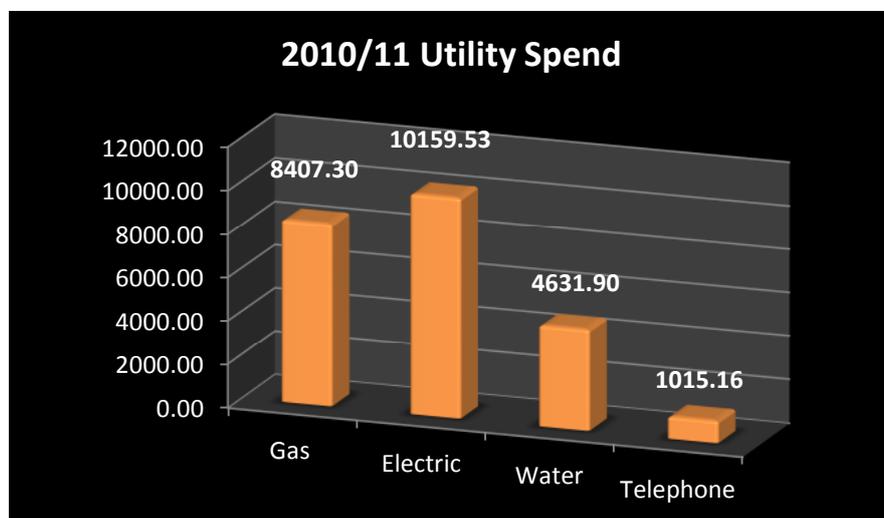
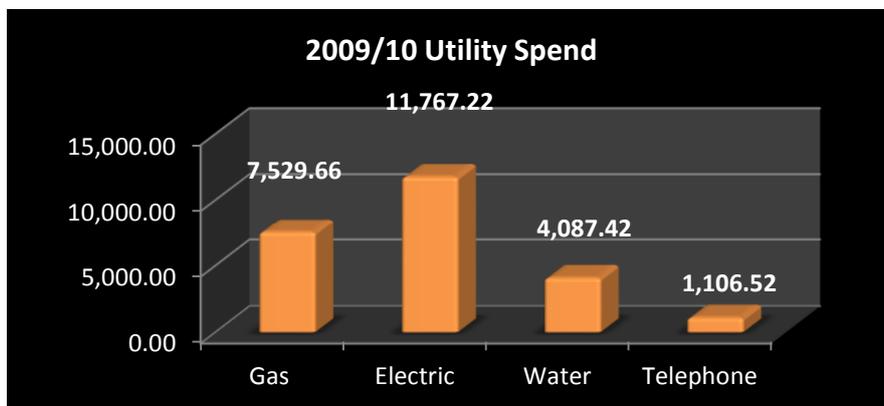




Commentary

The major cost reduction financial year 2010-11 has been agency staff fees (see graphs above). Staffing costs have, however, increased as expected as the school has absorbed the Pay and Grading Review and provided additional staffing to support specific pupil needs.

UTILITY EXPENDITURE 2009-10 AND 2010-11



Commentary

Even though there have been considerable increases in utility costs and extremely cold winter months in December 2010- February 2011, the school has responded well to the call to conserve energy and this is reflected in the decrease in electricity expenditure since 2009-10.

Summary of other funding sources within school

Devolved Formula Capital Allocation

Current Balance = £2,679.30

Devolved Formula funding continues to be allocated to development of ICT hardware which will form part of the provision for the new school.

School Fund/Donations

Current Balance (including new school fund raising balance) = £ 25,819.79

New school fundraising

New School Fundraising = £12,414.08

Electronic musical/sound equipment Soundbeam fundraising = £3,000

Total for new school fundraising =£15,414.08

Surplus balance

The school's surplus balance is constantly under review to ensure that its commitments can be guaranteed. The surplus balance is being used to pay for the construction - as part of the ISG contract - of a garage to house two minibuses, and for the purchase of a second minibus. The school will make its detailed case for surplus balance to be carried forward to 2012.

The Millwood DSG will be reviewed by the local authority for January 2012 or the opening of the new school, whichever is first, to take account of the new staffing structure and the increased floor space, as well as the inevitable change in other indicators.

STAFFING

Quality of education for Millwood pupils remains one of our highest priorities together with safety, safeguarding and quality of care. With support from Human Resources, we ensure that we provide appropriately for any staff when extra support is needed. Two teachers and one teaching assistant are currently on long-term sick leave and are supported by Human Resources. Cover for absent staff is being provided by very experienced internal staff or agency staff.

A new ASD class teacher was appointed in April 2011 to replace the teacher retiring in July 2011. The teacher is experienced in ASD and also in sports and PE and has taken over the TLR allowance for these areas with effect from September 2011.

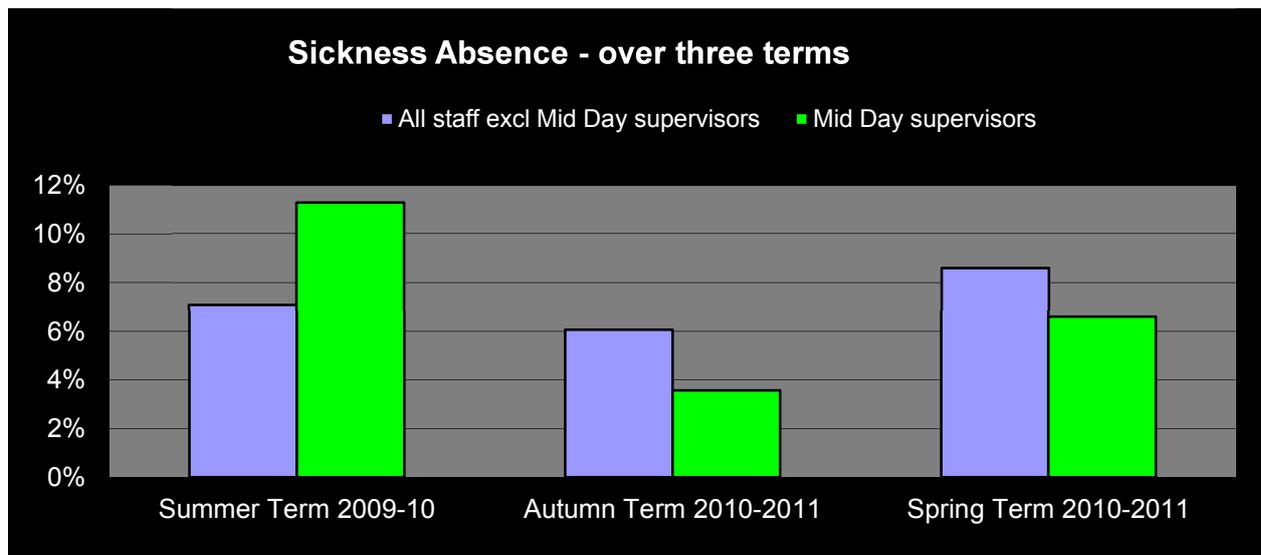
The NQT appointed in September is currently completing, with a member of staff as mentor, a successful first year in full-time teaching. A very experienced unqualified teacher has recently been accepted onto the fast track teaching course which will enable QTS to be awarded as soon as possible. The impact of the three HLTA roles has been consistent and very positive for pupils and staff. The new ICT Technician role is proving successful.

Millwood has taken part in the local authority redeployment arrangements. A new member of the office and admin team was appointed in May and will start work in late June 2011. The new staffing structure based on admission numbers has been finalised and is due for ratification.

Sickness absence spring term academic year 2010-2011

Sickness absence percentage for all staff excluding Mid Day supervisors = 8.59%
Sickness absence percentage for Mid Day supervisors = 6.6%, an increase since autumn 2010 but considerably reduced since the previous year.

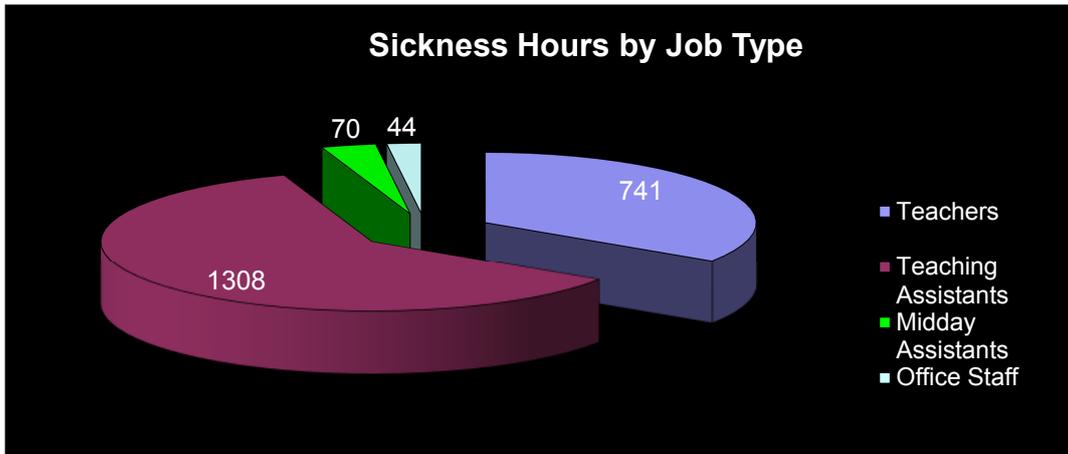
Sickness absence



Commentary

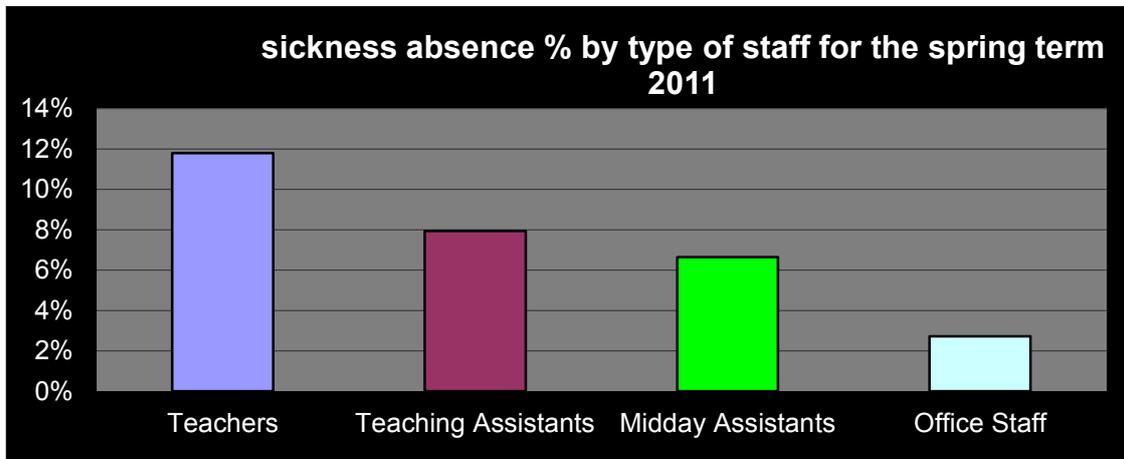
The school currently has a small number of staff on long term sick who have been a major contributory factor to the increase in the sickness rates which exclude mid days. The headteacher is working closely with Human Resources on action to resolve the different situations regarding long-term sickness of the 3 staff affected.

Number of sickness hours for the Spring Term 2011 shown by job type



Commentary

Whilst the figures above show that the teaching assistant job type has the highest number of sickness hours it must be considered in relation to the number of staff in each job type. The graph below shows sickness levels as a percentage of the potential hours available to work for each job type.



CONTINUOUS PROFESSIONAL DEVELOPMENT

During the Spring Term 2011 staff attended a range of in school and external courses.

6 external courses were funded by the training budget. These include the MSI training for one PMLD teacher who is currently being funded by the Local Authority to complete a placement in Boston, USA and we look forward to implementing some new ideas and strategies when she returns. Other courses included more Fire Marshall and Risk Assessment training, Midas training (for the mini bus), ICT training and funding Bury LA conferences for the headteacher and one AHT.

MILLWOOD SPECIAL SCHOOL GOVERNING BODY REPORT

Other CPD opportunities are funded by the 'buy back' with the development and training centre. 21 courses at the DTC were attended during the last term. Level 2 and 3 safeguarding courses have also been attended by the DHT and AHTs.

The in-school voluntary CPD meetings that run on Tuesday's 3:30 - 4:30 ran in the Spring Term and were on communication, phonics and ICT. All the meetings were well attended and the impact of these training sessions was seen in the lesson observations which took place last term. In the future these meetings will be incorporated into the weekly staff meeting schedule in order to enable all staff to have access to the training and reduce the pressure on staff time.

An audit of CPD needs has been completed in order to inform the new Bury Primary Learning Collaborative and Millwood's CPD budget and plan for this financial year. See summary below. Additional funding will be made available in 2011-12 from the Surplus Balance in order to fund training specifically so that staff can support pupils to use the resources in the new school, for example, rebound training and Halliwick.

CPD AUDIT - MILLWOOD PRIMARY SPECIAL SCHOOL, MAY 2011

| School Priorities and Performance Management | Number of requests / group size | Career progression / personal development | Number of requests |
|--|--------------------------------------|--|--------------------|
| Level one safeguarding - needed by whole staff every 3 years and new staff on arrival | ALL | COMMUNICATION | |
| | | Intensive interaction | 4 |
| Level two and three safeguarding for designated people, SMT and HLTAs with responsibility for family support | 5 | PECS and Advanced PECS | 4 |
| | | On body signing | 1 |
| LAC designated teacher training - yearly | 1 | AAC training | 1 |
| TEAM TEACH training - 2 day introductory course for new staff yearly 1 day awareness introductory course for mid day staff yearly 1 day refresher course for all experienced staff every 2 years | ALL | Signalong | 6 |
| | | Talking partners | 1 |
| | | CURRICULUM | |
| TEAM TEACH TRAINER TRAINING - 4 staff refresher course every two years 2 new staff on trainer training and refresher course yearly for next 2 years and then every 2 years | 6 | Music in EYFS | 1 |
| | | PE in EYFS and PMLD | 2 |
| | | RE SEN Primary | 3 |
| MEDICAL TRAINING - yearly intros and refreshers <ul style="list-style-type: none"> • Tracheotomy training • Gastrostomy training | Class staff with specific pupil need | ICT across the curriculum and PMLD | 2 |
| | | ICT in EYFS - observations in other settings | 1 |

MILLWOOD SPECIAL SCHOOL GOVERNING BODY REPORT

| | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> • Advanced resuscitation • Administration of Epistatus | | PSHE SEN Primary | 2 |
| | | Early reading and writing development inc guided reading | 5 |
| MEDICAL TRAINING <ul style="list-style-type: none"> • Epilepsy awareness - yearly • Asthma awareness - yearly • Anaphylaxis training - yearly • Basic Life Support training - yearly • Basic First Aid - at least one per area of school • Paediatric First Aid - all minibus drivers + at least 1 per area of school | ALL | Science SEN Primary | 1 |
| | | Jolly Phonics | 1 |
| | | SPECIFIC TO PUPIL NEED | |
| | | Working with pupils with Downs Syndrome | 1 |
| | | ASD | 1 |
| | | Dyslexia | 1 |
| | | | |
| MIDAS - rolling programme of new driver qualifications and 2 or 4 yearly programme of renewal dependent on experience | Currently 10 staff | MSI | 1 |
| | | Assessment of pupils with ASD from NAS | 1 |
| SAFER RECRUITMENT - rolling programme of people new to governing body / SMT | | Teaching pupils with PMLD | 1 |
| | | Brain Gym | 2 |
| RISK ASSESSMENTS and EVC training - yearly | ALL | BAAT - art therapy training | 1 |
| FIRE MARSHAL AND FIRE AWARENESS - yearly | ALL | Music therapy | 1 |
| HEALTH AND SAFETY - working at heights - yearly <ul style="list-style-type: none"> premises hazards - yearly food hygiene - 2 yearly manual handling - yearly level 2 health and safety in the work place - 3 yearly | ALL or identified individuals as appropriate | OTHER | |
| | | Part 2 of Nurture Approach (Clair Clegg from behavior support team runs this) | 1 |
| | | SENCO meetings | 1 |
| | | Therapeutic solutions for emotional health | 1 |
| | | Educational Psychology - key principles of assessment | 1 |
| MOVING AND HANDLING - PUPILS - yearly | ALL | Multi - media training inc flash and web design | 1 |
| Signalong trainer training | 2 | Computer skills for non class based staff | 2 |
| Signalong training | ALL | Middle management and prep for senior | 1 |

| | | | |
|--|-----|---|---|
| | | management | |
| TEACCH and Advanced TEACCH - rolling programme of training | ASD | HLTA training | |
| Aqua therapy Training / hydrotherapy | 4 | Data analysis | 1 |
| Halliwick Training | 4 | Graduate teacher training | 1 |
| Swimming - life saving | 1 | Exchange programmes with resourced / mainstream TA | 1 |
| Sensory Integration Therapy | 5 | Shadowing Social Workers during home visits | 1 |
| Developing the use of the multi sensory rooms | 1 | Observations / exchanges in different classes within school | 2 |
| Rebound | 4 | Behaviour management | 4 |
| MOVE Training | 4 | Massage | 8 |
| Triple P and Webster Stratton Parenting training | 2 | Conflict management | 2 |
| Developing use of music / drama studio | 1 | | |
| Soundbeam and other electronic / computerized music | 1 | | |
| Music interaction techniques | 1 | | |

2010-11 Professional Activity Days (PADs)

| | |
|---------------------------|--|
| September 1 st | Team Teach refresher course - cost £824 |
| September 2 nd | School based planning meetings - cost £0 |
| September 3 rd | Manual Handling and Working at Heights - cost £520 |
| | Resuscitation - cost £485 |
| | Moving and Handling (pupils) - cost £0 |
| October 22 nd | Personalised learning - cost £0 |
| January 4 th | Risk assessments and risk benefit - cost £300 |
| | Fire safety - cost £300 |
| July 21 st | New school planning |
| | Site visit by all education and health staff (4 groups) |
| | Autumn term curriculum planning - moving to our new school |
| | Development of moving and clearing countdown plan |

PROVISION

Teaching and assessment

A review of pupil targets in both the core subjects and the foundation subjects - as well as in the Foundation Stage - shows that pupils are on track to achieve the targets set for them. The expectation is that pupils will make two P-levels of progress in a key stage. The focus of this year's drive for improvement centres on recognising and measuring pupil achievement based on their attainment and their progress against their targets. The expectation is that in future years, we will be able to show the year-on-year progress pupils have made against their targets in the same way it was shown previously when it was measured in cohorts of pupils. A new annual pupil report has been designed which reflects these changes and focuses much more strongly on pupil achievement - see attached at Appendix 2.

In 2011, teaching in PMLD, ASD and SLD is good to outstanding. Teaching in literacy and numeracy is good to outstanding. A copy of the summary is available on request.

WHOLE SCHOOL TARGETS FOR 2010-11

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

MILLWOOD SPECIAL SCHOOL GOVERNING BODY REPORT

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

Curriculum

| CURRICULUM AREA SEE CURRICULUM REPORT SUMMER 11 | Progress against action plan objectives through self-review by TLR leaders | |
|--|--|--------------|
| | AUTUMN 2010 | SPRING 2011 |
| Early Years Foundation Stage | Satisfactory | Good |
| Communication | Good | |
| Literacy | Good | Outstanding |
| Numeracy | Satisfactory | Good |
| Science | Satisfactory | Good |
| PSHE | Good | |
| Knowledge and Understanding of the World including Geography, History, RE, Food Technology and Modern Foreign Language | Good | Satisfactory |
| ICT | Good | Outstanding |
| Design and Technology | Good | Good |
| Art | Good | Good |
| Performance arts including Music | Good | Good |
| PE | Good | Good |
| Autistic Spectrum Disorder | Slow | Good |
| Profound and Multiple Learning Difficulties | Satisfactory | Good |

COMMUNICATION

To be reviewed in Provision Committee meeting.

LITERACY, MODERN FOREIGN LANGUAGE AND ENGLISH (INCLUDING LIBRARY)

To be reviewed in Provision Committee meeting.

NUMERACY AND SCIENCE

To be reviewed in Provision Committee meeting.

PERSONAL, SOCIAL AND HEALTH EDUCATION

To be reviewed in Provision Committee meeting - Katy Neild is on maternity leave.

PHYSICAL EDUCATION

To be reviewed in the Provision Committee meeting.

PERFORMANCE ARTS INCLUDING MUSIC

To be reviewed in Provision Committee meeting.

ICT and DESIGN AND TECHNOLOGY

To be reviewed in Provision Committee meeting.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

To be reviewed in Provision Committee meeting.

EDUCATIONAL VISITS

To be reviewed in Provision Committee meeting.

CARE, GUIDANCE AND SUPPORT INCLUDING BEHAVIOUR, INCLUSION,
TRANSITION AND CHILD IN NEED - **see Behaviour**

A new role of Specialist Learning Co-ordinator (the traditional Special Education Needs Co-ordinator post) has been identified as part of the new school structure. This role will incorporate the roles of outstanding ASD and PMLD leaders as well as additional responsibilities linked to the resources and provision in the new school.

This year 16 Year 6 children will be leaving to go to Elms Bank and 1 Year 5 pupil is due to leave to attend a residential school out of borough.

The HLTA family support workers maintain a record of all Child in Need meetings and action taken - this is available to the governing body on request and is discussed as part of the governor visits.

AUTISTIC SPECTRUM

To be reviewed in Provision Committee meeting.

PROFOUND AND MULTIPLE LEARNING DIFFICULTIES

To be reviewed in Provision Committee meeting.

EVERY CHILD MATTERS - OUTCOMES AT MILLWOOD

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

To be reviewed in Provision Committee meeting.

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

Pupil achievement continues to be assessed through the curriculum learning areas, through the whole school curriculum including educational visits, and through individual targets in the pupil's IEP and PEP. The outcome is continued high quality provision of education, care and behaviour support, and outstanding achievement (2009-10).

Stay Safe

37 of our pupils have a named social worker from the Children's Disability Team and a further 20 pupils are open to their duty social worker. We have three pupils who have a social worker from the Advice and Assessment team. One is currently the subject of a child protection plan. The other two pupils are undergoing initial assessment, following referrals. It is unlikely that these pupils will become subject to child protection plans. During the Spring Term 2011, 31 cause for concern forms were managed, relating to 12 pupils. We are actively supporting 29 families with other agencies or with our own family support workers using the Child in Need system. Weekly meetings are held between the school nurse and the SMT to ensure information is shared appropriately and effectively in order to direct support to families in need or in crisis. These pupils are also discussed at the weekly SMT meeting and any further actions are discussed confidentially.

All staff are trained in Level 1 Safeguarding. The deputy head (current teacher in charge of safeguarding) and the two assistant heads have attended safeguarding courses on Working Together in Bury and Core Groups. A further course on Safeguarding Children with Disabilities is booked for later this term.

Designated Governor for Looked After Children is: Stella Smith

Designated Teacher for Looked After Children is: Joanne Hurst

Be Healthy

It is the school's intention, also, not to support any proposal which would take the catering team out of local authority control for reasons of quality and cost. The current government administration has decided to reverse its decision on the Schools Sports Partnership funding although it has cut the amount of funding available. The SSP link teacher for Millwood is working with the SMT to set up medium-term plans for the development of sports and healthy schools. It is intended that the school will be able to demonstrate the impact of its actions in 'Be Healthy' in future governing body reports. A new teacher appointed from September 2011, will take responsibility for sports and PE, replacing Trish Wood the current TLR leader, who is retiring.

Achieve Economic Well-being (including punctuality)

The cuts in public funding of local authorities will inevitably have a very negative impact on this aspect of school life and family life. Information from the National Autistic Society has been distributed to parents and carers. The impact of the government's SEN consultation document, *Support and Aspiration*, is currently under discussion in school and in the new school Provision meeting, as well as the LDD Strategy Group. It is accepted that the school's 'direction of travel' coincides with the proposals.

Attendance

See attached report for the spring term 2011. Whilst there is a slight decrease in the level of attendance since the autumn term, it remains very high which is encouraging and reflects the level of support from parents/carers and families. However, the removal of pupils from school for term-time holidays and for extended visits to family continues to be an issue.

Make a positive contribution (including behaviour)

The School Council continues to meet each half-term. The website has not yet been updated to include School Council members which is something which needs immediate attention. However, pupils have raised money for a number of good causes including the new school, Comic Relief and the National Autistic Society.

Behaviour (see also Care, Guidance and Support)

Joint planning meetings continue to take place once a term. Referrals have now been submitted for 4 pupils and we are awaiting action. We are also considering the use of an external psychologist to support specific pupils as the capacity of the current services is limited.

Team Teach continues to be used successfully in school. We are now being asked to train other Local Authority staff and this is an area we will look to develop through BPLC once we have moved to the new school. In the Spring Term there were two incidents when Team Teach techniques were used that were judged to be serious and the level 4 incident reports were made immediately. One of the incidents involved an injury to a member of staff and the other incident involved an injury to another pupil. In both cases procedures were followed and appropriate action taken. In the case where another pupil was hurt the two pupils are no longer in the same class. Debriefing and support was given to the people involved. There have been 13 level three incidents where Team Teach holding techniques were used with pupils and nobody was hurt. 24 pupils have individual behaviour plans.

| Reported incidents / injuries where behaviour a contributory factor | | | | | |
|---|--------|-------|-----------|--------|-------|
| | Pupils | Staff | | Pupils | Staff |
| Autumn 09 | 13 | 11 | Autumn 10 | 10 | 26 |

| | | | | | |
|-----------|----|---|-----------|----|----|
| Spring 10 | 6 | 2 | Spring 11 | 17 | 10 |
| Summer 10 | 10 | 3 | Summer 11 | | |

During the Spring Term 2011 there was an increase in the number of incidents where staff and pupils, including self injury, have been injured where behaviour was a contributory factor. 7 pupils were involved in injuries to staff and 7 pupils involved with injuries to themselves or other pupils. One pupil was involved in 4 of the injuries to staff but this represents a great improvement as there were 20 injuries during the previous term. This pupil was temporarily taught in a separate classroom but is now fully integrated back into class with staff support. One pupil was involved in 8 of the injuries to other pupils. This has been addressed, he is now following an individual timetable with 1:1 staffing. Incidents have now been reduced.

Spiritual, moral, social and cultural development

Assemblies continue each week with lower school attending on Monday mornings and upper school on Tuesday mornings. Due to long term teacher absences in the spring term staff felt that because some assemblies had to be cancelled at short notice it was quite disruptive for the ASD children and their routine. So now if staff know they are going to be off on their assembly slot they must rearrange with another class. Long term staff absences will still mean that some assemblies will not go ahead but staff will already be aware of that and prepare alternative activities in class. 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.

On the 13th April Class 1 led a special assembly for Rhys Dobson who died in February. The assembly was attended by all of his family and was a beautiful tribute to a little boy whose life was short but happy and fun filled. Despite it being a difficult morning for everybody it beautifully celebrated his life.

Good work Assemblies are on Friday led by an AHT 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. In the spring term the theme was "Songs from the Musicals" to fit in with the Dance festival theme.

Children are given the opportunity to sing, perform and sign as well as observe religious festivals. The Easter assembly was attended by some parents and Class 9 told the story of the resurrection as a follow up to the Easter story from 2010.

Special occasion assemblies in the spring term included Easter and Holi. Pupils continue to make excellent progress in **moral development**. This is often demonstrated at Good Work assemblies with the awarding of certificates for a range of personal qualities,

communication and behaviour. **Social development** continues to be a key priority for activities in school and on educational visits. It is planned that the residential visit in the summer term will take place in the academic year 2010-11 in July. **Cultural development** - achievements in the spring term include visits to a range of venues. More specific reporting on the outcomes for pupils in moral, social and cultural development is a priority. However, this is better addressed when the new OFSTED Framework is published in September 2011.

GOVERNING BODY REPORT - SUMMER TERM 2011

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

APPENDIX 1 - Attendance Report

Our attendance target agreed with the local authority for 2010 – 2011 is 91.6%.

Overall attendance in the Autumn and Spring Terms 2010-11 is **91.20%**. This represents a slight improvement to the Autumn Term figure but is a fall in the attendance rate from the same point last year (92.26).

We are in the process of entering into a service level agreement with the Education Welfare Service. The cost of this agreement is £2,050 (Sept 11 – March 12) rising to £3,500 (April 12 – March 13). This agreement will be tailored to the needs of our school and will enable us to have the equivalent of half a day a week with our Education Welfare Officer. This will enable us to be even more proactive with the early intervention work with our families.

Pupils with attendance below 80% - 10 pupils

| Name | % 10-11 | CI | Yr Gp | Pri Need | Sessions absent - A | Sessions absent - U | Reasons for absence | Disc with EWO | % 09-10 |
|--------------------|----------------|----|-------|----------|---------------------|---------------------|---|--|---------|
| Ibrahim Ahmed | 68.6 from 66.7 | 1 | N1 | PMLD | 40 | 3 | Not yet statutory school age. 1 UNAUTHORISED ABSENCE – parents thought the school was closed and failed to return after half term holiday. 1 session for religious observance. 2 sessions for medical appointment 2 sessions following a family bereavement 2 sessions with transport issues 2 UNAUTHORISED ABSENCES – no response to phone calls 33 sessions short term illness | Yes discussed with parents at annual review – some improvement in attendance and communication much improved | n/a |
| Aaron Nolan-Massey | 71.2 from 68.1 | 2 | 2 | PMLD | 79 | 0 | 1 day medical appointment 9 sessions medical appointment 12 days with chicken pox 13 days short term illness 9 days chest infection initially unresponsive to medication | Yes – no action advised but will discuss at Ann Rev | 65% |
| Jacob Ebanks | 76.3 from 73.2 | 4 | 3 | PMLD | 63 | 0 | 15.5 days with no support worker 10 days medical appointments 2 sessions medical appointments 4 days short term illness 2 sessions short term illness | Yes –discussed with Highbank and change support staff | n/a |
| Hannah Petterson | 77.7 from 86.2 | 4 | 4 | PMLD | 61 | 0 | 6 sessions medical appointment 1 day medical appointment 26 days short term illness 3 sessions short term illness COMPLEX EPILEPSY AND BREATHING DIFFICULTIES | Yes- no action due to med condition | 66% |

MILLWOOD SPECIAL SCHOOL GOVERNING BODY REPORT

| | | | | | | | | | |
|------------------------|----------------|----|---|------|----|----|---|---|-----|
| Enoch Njobvu | 79.9 from 87.0 | 6 | 3 | ASD | 25 | 30 | 3 days short term illness 1 day behavioural issue 8 days authorised holiday UNAUTHORISED ABSENCE - 15 days failure to return from holiday – ill in Pakistan, unable to fly Only one medical appt absence since return | yes – CH and EWO met with mum who agreed no further holidays. Excellent att since | 96% |
| Joseph Mastaki | 74.5 from 81.2 | 6 | 3 | ASD | 38 | 32 | UNAUTHORISED ABSENCE – 14 days with concerns over placement and 2 days no reason given. 11 days short term illness 1 day medical appointment 1 day snow | Yes – meeting with SEN team attending. Ongoing careful monitoring needed | n/a |
| Shazaib Ali | 73.7 from 82.6 | 7 | 2 | SLD | 68 | 4 | 2 days religious observance 2 days medical appointments 19 days short term illness 10 days medical appointments – new diagnosis 1 day transport issue UNAUTHROISED ABSENCE – 2 days unauthorised holiday | Yes – monitoring following new medical diagnosis resulting in absence | 83% |
| Aleema Ahmed | 79.9 from 84.1 | 8 | 4 | PMLD | 35 | 20 | 2 MORNINGS UNAUTHORISED – overslept after family wedding and overslept after a late night. Both occasions arrived in school at 11am. 15.5 days short term illness 2 days medical appointments UNAUTHROISED ABSENCE - 9 days unauthorised holiday | Yes - wrote to parents re holidays during term time | 93% |
| Shannon Withers | 71.5 from 79.0 | 8 | 6 | PMLD | 78 | 0 | 26.5 days short term illness 10 days with tonsillitis 3 session medical appointment 1 day medical appointment | yes – JH and MS discussed with Mum | 71% |
| Hamza Shah | 79.5 from 85.5 | 10 | 5 | SLD | 56 | 0 | 2 days religious observance 25 days short term illness 1 day transport issue | Yes – MS discussed at medical and referral to clinic made | 90% |

Pupils with attendance between 80.1% and 91.5% - 24 pupils

| Name | % 10-11 | Cl | Yr Gp | Pri Need | Sessions absent – A | Sessions absent – U | Reasons for absence | Disc with EWO | % 09 - 10 |
|--------------------|----------------|----|-------|----------|---------------------|---------------------|---|---------------|-----------|
| Rhys Dobson | 83.4 from 84.8 | 1 | N2 | PMLD | 11 | 0 | Not yet statutory school age 1 session medical appointment 6 sessions short term illness 2 days short term illness | no | 81% |

MILLWOOD SPECIAL SCHOOL  GOVERNING BODY REPORT

| | | | | | | | | | |
|------------------|----------------|---|---|------|----|---|---|---|-----|
| | | | | | | | Rhys died in February 2011. | | |
| Cody Fenton | 84.7 from 83.3 | 1 | R | PMLD | 42 | 0 | Not statutory school age until January 2011 5 sessions medical appointments 1 day medical appointment 17.5 days short term illness | Yes – no action | 84% |
| Lochlann Riddell | 86.1 from 73.9 | 1 | R | PMLD | 38 | 0 | Not statutory school age until January 2011 4 sessions medical appointment 11 days in hospital for operation 6 days short term illness | Yes – no action | 91% |
| Brogan Sheppard | 89.4 from 88.4 | 1 | R | PMLD | 29 | 0 | Not statutory school age until January 2011 4 days medical appointment 1 session medical appointment 1 session due to housing adaptations 9.5 days short term illness | Yes – no action | 90% |
| Khozaima Rafiq | 83.0 from 72.6 | 2 | R | SLD | 41 | 0 | Not statutory school age until January 2011 1 day religious observance 3 days short term illness 1 session short term illness 5 days with chicken pox 1 day medical appointment 10 days authorised holiday 16 days in Pakistan but not statutory school age so not shown as absence. | Yes – advised to get contract signed if holiday requested | n/a |
| Rocket Dunn | 91.2 from 91.3 | 2 | R | PMLD | 24 | 0 | Not statutory school age until September 2011 1 session medical appointment 10 days short term illness 3 sessions short term illness | Yes – no action | n/a |
| Rebecca Mumford | 88.7 from 83.3 | 3 | 1 | ASD | 31 | 0 | 15 days short term illness 1 session short term illness | Yes – no action | 95% |
| Liora Abrahams | 86.8 from 83.8 | 4 | 6 | PMLD | 36 | 0 | 6 days religious observance 4 sessions medical appointments 4 days medical appointments 4 days short term illness 1 day transport issue (1 day due to snow – not counted as absence) | Yes – no action | 90% |
| Sannah Amin-Din | 82.1 from 76.8 | 4 | 5 | PMLD | 46 | 2 | 8 days with transport issues 1 day religious observance 4 days medical appointment 9.5 days short term illness 1 session meeting new home carer UNAUTHORISED ABSENCES - 3 sessions late after registration | Yes – CH met with Mum to discuss. Attendance improved | 80% |

MILLWOOD SPECIAL SCHOOL GOVERNING BODY REPORT

| | | | | | | | | | |
|----------------------|----------------|----|---|------|----|----|---|--------------------------------|-----|
| Emily Moore | 86.9 from 82.6 | 4 | 5 | PMLD | 36 | 0 | 2 sessions medical appointment 16.5 days short term illness 1 session short term illness | Yes – no action | 93% |
| Carmen Dean-Bradbury | 90.8 from 90.6 | 5 | 2 | ASD | 25 | 0 | 4 sessions medical appointment 9 days short term illness 3 sessions short term illness | Yes – no action | 84% |
| Ethan Abbott | 86.1 from 89.9 | 6 | 3 | ASD | 38 | 0 | 9 days fractured arm 4 sessions help dog training 3 days medical appointments 5 days with chicken pox | Yes – no action | n/a |
| Elliott Nolan | 90.5 from 91.3 | 6 | 4 | ASD | 26 | 0 | 1 day due to a bereavement 12 days short term illness | Yes – no action | 94% |
| Jason Wright | 86.5 from 73.2 | 9 | 4 | ASD | 37 | 0 | 9 days and 14 sessions absent with agreement following serious incident and phased return to school with increased staffing and adapted room 2 days short term illness 1 session short term illness 100% attendance in Spring Term | Yes – no action | 78% |
| Jordan Boswell | 88.0 from 92.8 | 8 | 6 | PMLD | 33 | 0 | 10 days short term illness 3 days medical appointments 3.5 days with transport issues | Yes – no action | 92% |
| Naomi Sozou | 83.2 from 84.1 | 8 | 5 | PMLD | 24 | 22 | 11 days UNAUTHORISED HOLIDAY 6 days with viral infection 6 days with high temperature | Yes – no action | 88% |
| Hashim Ali | 89.0 from 89.9 | 10 | 4 | SLD | 28 | 2 | 3 days religious observance 6 days short term illness 2 sessions short term illness 2 days medical appointments 4 sessions medical appointment UNAUTHORISED ABSENCE – 1 day to sort passport | Yes- meeting scheduled 13.5.11 | 93% |
| Benjamin Dewhurst | 88.0 from 89.9 | 10 | 3 | SLD | 33 | 0 | 16 days short term illness 1 session medical appointment | Yes – no action | 92% |
| Ryan Walker | 91.2 from 92.0 | 11 | 4 | SLD | 24 | 0 | 8 days short term illness 1 session short term illness 3 sessions medical appointments 2 days medical appointments | Yes – no action | 95% |

| | | | | | | | | | |
|---------------------|----------------|----|---|-----|----|---|---|--|-----|
| Greg Ngbeken | 90.8 from 95.6 | 9 | 6 | ASD | 23 | 2 | UNAUTHORISED ABSENCE – 1 day when flight home was delayed 8.5 days short term illness 2 days with transport issues 1 day medical appointment | Yes – no action | 94% |
| Brandon Siggery | 84.7 from 78.3 | 9 | 6 | ASD | 33 | 9 | 4.5 DAYS UNAUTHORISED ABSENCE –4 days no contact could be made with home and 1 day overslept and mum failed to bring in 15 days short term illness. 1 session late after register closed 1 session medical appointment 1 day transport issues | Yes – discussed with mum and health visitor. Attendance improved | 82% |
| Asim Naeem | 86.1 from 89.9 | 11 | 6 | SLD | 38 | 0 | 2 days religious observance 17 days short term illness | Yes – no action | 96% |
| Adrianna Piotrowska | 87.6 from 85.5 | 11 | 6 | SLD | 34 | 0 | 10 days authorised holiday 7 days short term illness | Yes – letter re holiday | 87% |
| Samuel Billington | 85.4 from 84.4 | 12 | 3 | ASD | 40 | 0 | 1 day medical appointment 17 days short term illness 3 sessions short term illness 1 session following medical appointment in school | Yes – siblings involved with EWO | 85% |

Pupils with attendance between 91.6% -95% - 15 pupils

| Name | % 10-11 | Cl | Yr Gp | Pri Need | Sessions absent - A | Sessions absent – U | Reasons for absence | Disc with EWO | % 09 - 10 |
|----------------|----------------|----|-------|----------|---------------------|---------------------|--|---------------|-----------|
| Finley Hamer | 92.0 from 90.6 | 2 | 2 | PMLD | 22 | 0 | 8 days short term illness 1 session short term illness 1 session medical appointment 2 days no Bupa staff available | no | 92% |
| Jessica Blears | 93.4 from 97.1 | 3 | 1 | ASD | 18 | 0 | 6 days short term illness 2 sessions medical appointments 2 days medical appointments | no | 93% |
| Kian Hilton | 94.9 from 92.8 | 3 | R | ASD | 14 | 0 | 3 session medical appointment 4days short term illness 3 sessions short term illness | no | n/a |
| Jasmine Davies | 93.0 from 90.6 | 4 | 4 | PMLD | 19 | 0 | 8.5days short term illness 1 session short term illness 1 session on non medical appointment | no | 97% |
| Joshua Wilson | 93.4 from | 4 | 6 | PMLD | 20 | 0 | 5.5 days medical appointments 4 days short term illness | no | 95% |

MILLWOOD SPECIAL SCHOOL GOVERNING BODY REPORT

| | | | | | | | | | |
|-------------------|----------------|----|---|-----|----|---|---|----|-----|
| | 99.3 | | | | | | 1 session when his mum too ill to get him ready for transport – arrived later | | |
| Saif Moughal | 91.6 from 86.2 | 5 | 3 | ASD | 23 | 0 | 2 days religious observance 9 days short term illness 1 session short term illness | no | 97% |
| Amber Whittaker | 94.5 from 99.3 | 5 | 2 | ASD | 15 | 0 | 1.5 days medical appointments 6 days short term illness | no | 95% |
| Jason Yoka | 94.1 from 95.6 | 5 | 3 | ASD | 16 | 0 | 5 days short term illness 2 sessions medical appointments 2 days with transport issues | no | 94% |
| Muzamal Raza | 92.0 from 89.9 | 6 | 2 | ASD | 21 | 0 | 2 days religious observance 8 days short term illness 2 sessions short term illness | no | 94% |
| Deen Akhtar | 93.1 from 94.2 | 7 | 3 | SLD | 19 | 0 | 7 days short term illness 1 day medical appointment 2 sessions medical appointment | no | 92% |
| Abby Eadie | 93.8 from 94.2 | 7 | 1 | SLD | 17 | 0 | 1 session medical appointment 7 days short term illness 2 session short term illness | no | 96% |
| Ethan Crawford | 91.6 from 91.3 | 7 | 1 | SLD | 23 | 0 | 7days medical appointment 4.5 days short term illness | no | 97% |
| Kieran Lamb | 93.4 from 92.0 | 9 | 6 | ASD | 18 | 0 | 4 days medical appointments 4 sessions medical appointment 2 days short term illness 2 sessions short term illness | no | 99% |
| Daniel Hargreaves | 93.4 from 90.6 | 10 | 4 | SLD | 18 | 0 | 8 days short term illness 2 sessions medical appointment | no | 92% |
| Adam Hayton | 94.9 from 97.1 | 11 | 6 | SLD | 14 | 0 | 2.5 days short term illness 3 days medical appointments 3 sessions medical appointments Also educated at home between 6 th Sept and 30 th Nov following hip operations | no | 82% |

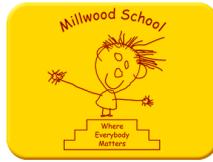
LAC pupils

| Name | % 10-11 | CI | Yr Gp | Pri Need | Sessions absent - A | Sessions absent - U | Reasons for absence | Disc with EWO | % 09 - 10 |
|---------|----------------|----|-------|----------|---------------------|---------------------|---|---------------|-----------|
| Child A | 89.4 from 88.4 | 1 | R | PMLD | 29 | 0 | Not statutory school age until January 2011 4 days medical appointment 1 session medical appointment 1 session due to housing adaptations 9.5 days short term illness | | 90% |
| Child B | 98.9 from 98.5 | 3 | R | ASD | 3 | 0 | 3 sessions medical appointments | | n/a |

MILLWOOD SPECIAL SCHOOL  GOVERNING BODY REPORT

| | | | | | | | | | |
|----------------|-------------------------------|----------|----------|-------------|-----------|----------|---|--|------------|
| Child C | 93.1 from 90.6 | 4 | 4 | PMLD | 19 | 0 | 8.5days short term illness 1 session short term illness 1 session on non medical appointment | | 97% |
|----------------|-------------------------------|----------|----------|-------------|-----------|----------|---|--|------------|

APPENDIX 2 – NEW ANNUAL PUPIL REPORT



PUPIL NAME

DATE OF BIRTH YEAR GROUP

CLASS TEACHER

PHOTO

| | | |
|--------------------|--------------------|--|
| ATTENDANCE 2010-11 | Pupil's attendance | |
| | School target | |

MILLWOOD SPECIAL SCHOOL  GOVERNING BODY REPORT

| | | O – outstanding G – good S – satisfactory ES – extra support | | | |
|-----------------------------------|--------------------------|---|--|-------|--|
| Communication System/aid/level | PROGRESS SINCE LAST YEAR | | | GRADE | |
| | | | | | |
| CURRICULUM AREA | IAT/ Profile score | PROGRESS SINCE LAST YEAR | | GRADE | |
| English Speaking | | | | | |
| English Listening | | | | | |
| English Reading | | | | | |
| English Writing | | | | | |
| PSRN Number | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| PSRN | | | | | | |
| Shape, space and measures | | | | | | |
| PSRN | | | | | | |
| Calculating | | | | | | |
| PSHE | | | | | | |
| Interactions | | | | | | |
| PSHE | | | | | | |
| independence | | | | | | |
| PSHE | | | | | | |
| Attention | | | | | | |
| Knowledge and Understanding of the World | | | | | | |
| Physical Development | | | | | | |
| Creative Development | | | | | | |

| | | | | |
|--------------------------------|--|--|--|--|
| OVERALL PROGRESS IN CURRICULUM | | | | |
| PARTICULAR ABILITIES | | | | |

| | | |
|--------------------|---|----|
| AFTER-SCHOOL CLUBS | O | G |
| | S | ES |

| | | |
|-------------------------------------|--|--|
| INTERVENTIONS | | |
| | | |
| INCLUSION Partner school/Class..... | | |
| | | |

| | | |
|---|--|--|
| BEHAVIOUR | | |
| | | |
| THERAPIES | | |
| | | |
| SPORTS | | |
| | | |
| ENGLISH AS AN ADDITIONAL LANGUAGE | | |
| | | |
| PROGRESS IN IEP TARGETS | | |
| | | |
| SETTLING IN/TRANSITION New school or class | | |
| | | |

| | | |
|--|---|----|
| OVERALL ACHIEVEMENT FOR 2010-11 Comment Signed Date | O | G |
| | S | ES |