

What do we do?

Learning

- ✓ Cornerstones provides the framework for lessons across the curriculum. Long term, medium term and short term planning are created through this resource.
- ✓ Emotional literacy is an area of strength in Primary as Cornerstones links with 50 Things which the children then write about in their Experience books as part of English.
- ✓ Primary uses Ruth Miskin phonics to support students with their reading and writing skills.

Learning Environment

- ✓ In the primary department sensory tools are used to support behaviour needs. For example there are safe spaces the children can go to calm down; such as the Reading rocket and reading tents in classrooms.
- ✓ Visual timetables, a pupil friendly learning environment and the introduction of primary book bags allows a level of independence to get children ready for the main school.

Whole School Approach

- ✓ The Primary department ensures a level of transition to the main school throughout the academic year. For instance, PE lessons are taught in the main school building, whole school assessment grids are used in English and maths, as well as the marking policy being followed as it is in secondary lessons.

Communication

- ✓ Links with Keyham 'Outstanding' Primary department help teachers to share good practise and allow the primary boys to develop their social skills as well as providing links across the school federation.
- ✓ Parents are contacted by primary staff regularly to praise and support children's behaviour. Primary staff value the support of parents and encourage their involvement in school activities. For example, we were happy to have three out of the five primary parents attend the McMillan Coffee Morning this term.
- ✓ Communication with children's previous schools enables staff to build a holistic view of each child and a foundation of knowledge about what has and hasn't worked for that child in the past.
- ✓ The primary department works hard to ensure that all staff are aware of incidents and successes that happen with the primary students so that staff work as a team to support students.

What difference does it make?

Parents' views

“I'm so pleased with how (my son) is coming on since being at Millgate. All the staff have taken their time to understand (my son) and his needs. His confidence has grown massively and his reading has improved. I'm so proud of how well he's doing. He actually loves school now; I never thought I'd see the day. I genuinely believe that, with (my son) being at Millgate, he's only going to get better and achieve great things for his future.”

“...The mobile now is an area where the pupils are proud of. Work is displayed with numerous pictures. For (my son) this is now a safe and trusted space... Primary staff met (Social worker) who put (my son) into context; how his body feels/may react in times of stress etc. She was absolutely blown away by the primary staffs' positive response. Along with the work that Sarah Ford has done this has allowed staff to see beyond behaviours and really look at what those behaviours are telling us... In summary I feel that (my son) has made so much progression this term both academically and emotionally. He enjoys coming to school and he is keen to talk about his day. He seems happy and much more relaxed.”

How do we know?

2017 KS2 SATs Results

Pupil	Time at Millgate	English Reading	English GPS	Mathematics
A	3 months	94 (34-37/50) 68%	90 (15-16/70) 21.4%	90 (23-24/110) 20.9%
B	3 months	95 (20/50) 40%	102 (40-41/70) 57.1%	88 (66-69/110) 60%
C	3 weeks	100 (26-27/50) 52%	98 (31-32/70) 44.2%	98 (49-52/110) 44.5%

Scaled score

Raw Score

Percentage correct

AMBER – below National expectations.

GREEN – reached National expectations.

2016 KS2 Expected Progress appendix

Using the conversion table below (supplied by Dirk Smith), we estimated what expected KS1-KS2 progress our pupils would have made based on 2 (old) levels of progress

Old levels (pre 2016)	Standardised score (2016)
5a	120
5b	115
5c	110
4a	105
4b	100
4c	95
3a	90
3b	85
3c	80
Below L3	Below 80

RAG against standardised score projection = **> 5** **+/- 5** **> -5**

Reading

Pupil	KS1 Reading Level	Expected 2 levels of progress	Standardised Score Conversion	SATs Result 2017
A	2B	4B	100	94
B	2A	4A	105	95
C	2A	4A	105	100

GPS

Pupil	KS1 Reading Level	Expected 2 levels of progress	Standardised Score Conversion	SATs Result 2017
A	2B	4B	100	90
B	2A	4A	105	102
C	2A	4A	105	98

Maths

Pupil	KS1 Maths Level	Expected 2 levels of progress	Standardised Score Conversion	SATs Result 2017
A	2C	4C	95	90
B	2B	4B	100	88
C	2B	4B	100	98

Reading Ages

Pupil	Reading Age on Arrival at Millgate	Reading Age Current	Progress
A	9 years		
B	10 years 9 months	14 years 6 months	+3 years 9 months in 7 months
C	11 years 5 months	15 years 6 months	+4 years 1 month
D	N/A	7 years 6 months	-
E	8 years 9 months	10 years 9 months	+2 years in 8 months

Spelling Ages

Pupil	Spelling Age on Arrival at Millgate	Spelling Age Current	Progress
A	5 years 1 month		
B	13 years and 10 months		
C	-	13 years and 4 months	-
D	-	5 years 10 months	-
E	7 years 1 month	8 years 1 month	+1 year in 8 months

Attendance

Name	Attendance at previous school	Attendance last academic year at Millgate	Attendance at Millgate To date	Difference: previous school vs. Millgate
A	100%	100%	100%	-
B	N/A	98.3%	100%	-
C	79%	100%	100%	+21%
D	83%	97.37%	100%	+14.37%
E	87.3%	96.20%	100%	+8.9%
F	N/A	89.2%	100%	-

How could we do it better?

- Clearer look at assessment when children arrive at Millgate; KS1 level projections, spelling test, reading test, maths test, writing assessment and My Plans created with each child on arrival. Assessments to be converted to a standardised scoring system which would support long term expectations for each child.
- Guided Reading as a planned session rather than 'Story Time'; Rapid Read books to be used in support of this.
- Links with the local community; clubs, food banks, deaf club experience.
- Science and cooking to be taught as specialised subjects within the secondary building. This would enable year 6 students to become familiar with more secondary teaching staff, the secondary building and specialised equipment prior to transitioning to secondary school.