Millennium

INTEGRATED PRIMARY SCHOOL

2023 - 2024 Academic Year

Our children are, and feel, safe

Our Children feel good about school

Our Children see school as a partnership

Introduction

Dear Parents,

I am pleased to be able to present to you the Governors' Annual Report for Millennium for the academic year 2023-2024. This report and AGM does come quickly after the previous one, in June, however we have taken this decision to ensure that the Annual Report is still relevant when having the AGM. Therefore, the intention is that this will now take place in the Autumn term in the future to reflect the year just gone.

The major impact on the school this year was the uncertainty brought about by the decision in February to remove previously ring-fenced money for Integrated and Shared Education building projects. This decision had an immediate impact on halting / pausing the school's proposed new build on site, despite the work done in the previous July and August to clear and level the grounds. This period of uncertainty was brough to an end in May when the Department of Education announced that the school build will proceed under its capital build plans and that Millennium was to proceed.

The sense of relief was enormous and this was later endorsed by a visit from the Education Minister Mr Paul Givan in June.

The patience of the Governor team was tested at this point, as you can imagine, and the role of the Governors in the life of Millennium should not be underestimated. As a Grant-Maintained Integrated school, there is considerable personal responsibility, duty and liability put onto the Board. Our Board meets on a monthly basis (usually the evening of the first Thursday of the month) as well as members sitting on a range of other committees (such as admissions, recruitment, finance and policy) in between these regular full meetings. Members also commit time to fulfil recruitment duties, usually at weekends, as they seek out the best talent to the school and for your children. This level of accountability and responsibility is well above what happens in other schools. I would also highlight the close and important relationship between myself and the Chair, Mr Declan Hall. The constructive challenge that comes in the relationship with Mr Hall and the other members of the Board has improved my skills as a principal and I appreciate the time and effort that has gone into ensuring the best for the school.

The Governors continue to demonstrate their commitment to the life of the school by giving their time and experience feely, and they ensure that I am supported to the best of their ability in maintaining the high standards which we set for the children and staff in Millennium.



Mr Barry Corrigan
Principal and Secretary to the Board of Governors

Chairperson's Report

I am delighted to be able to report the completion of another successful academic year at Millennium Integrated Primary School in my 2023 – 2024 report.

Whilst COVID becomes a distant memory for many of us, there will be an impact on the school system for many years to come. I appreciate the continual work I do with the principal to ensure that I am updated on those impacts and how Millennium continues to prepare children for their educational journey.

As I have said before, the success of the school as a whole is only achievable with the good working relationships between a child's home and school. I would like to thank you, as parents and guardians, for your continued support of the school on many different levels. It is important to recognise the importance of this relationship and the part it plays in the everyday life and success in Millennium.

The School Development Plan was impacted by the ongoing Action Short of Strike Action (which was taking place across schools in Northern Ireland) although I worked closely with Mr Corrigan to ensure that he was continuing to implement the requirements of him at this time. I am assured that the plan being developed will be in the best interests of the school over the period of 2023 – 2026 and I look forward to bringing this through, too.

As mentioned already, the school received the news in February that the proposed building of the new school had been paused due to the change of funding mechanism. As a result of this, there was a period of high uncertainty and confusion. We saw Mr Corrigan lead a very focused and public campaign around the impact on Millennium – leading to a number of media appearances. It remained clear throughout this period that Mr Corrian was very clear in highlighting the impact on the school and not engaging in public 'blame games'.

In writing to the NIO at this time, the Education Minister mentioned Millennium's predicament individually – a highly unusual act. This came down to the work that took place in getting the site ready in July and August 2023, ensuring that Millennium was 'ready to go' as a project. Indeed, this work ensured that in May 2024, the Minister was able to announce that Millennium would be one of the first projects to go ahead in his new capital budget settlement. Mr Corrigan and members of the Board of Governors welcomed the Minister in June where he underlined that commitment to move forward. I am aware that work has continued in the background to ensure that there is a minimum delay, however, these decisions are now being put through Government departments and I hope that it moves as quickly as possible.

The Board of Governors continued to meet monthly to support Mr Corrigan and his team throughout with full Board meetings on an monthly basis, as well as regular committee meetings. The education system continues to be under significant strain from underfunding in many different areas and I would like to acknowledge the work of the Millennium team in ensuring that the school continued to be prudent while, at the same time, committing to delivering a consistent

educational experience. We are kept up to date with the ongoing financial struggles being faced within the school and continue to support Mr Corrigan and Mrs Lowry as they navigate these difficult financial times. Be under no illusions of the difficulties that Millennium experiences on a financial level and the work that is needed to ensure that, as a GMI school, Millennium continues to be a stable institution. Again, across this year, our entire staff team have continued to demonstrate an unrivalled level of commitment to delivering ongoing, high quality learning experiences for all of our children and, on behalf of the Governors, I would take this opportunity to congratulate them for a job well done.

My thanks also to the Board of Governors team for the ongoing contributions at the various junctures throughout the year and also to our Parents' Council who carry out excellent work continually.

A final thanks again to everyone who is part of the Millennium experience. I look forward to us all working together to deliver an equally exciting and successful year ahead.



Declan Hall
Chair of Governors

Composition of the Board of Governors 2022-23

The Scheme of Management for the Board of Governors allows for 16 voting members, the Principal of the school and any co-opted members.
The principal and co-opted members do not have voting rights.
Of the voting members:

- 6 shall be Foundation Governors, at least one-third of whom shall, at the time of their appointment, be parents of children attending the school;
- 4 shall be appointed by the Department of Education;
- 4 shall be elected by parents of children attending the school from amongst the parents of such children; and
- 2 shall be elected by the teachers

Department of Education Representatives

Mr Reg Magowan (Resigned November 2023)
Mr Rodney Dowling (Jan 2018)

Foundation Governors

Mr Declan Hall (Chair) [Designated Foundation Governor in September 2021]
Ms Denise McBay (Resigned June 2024)
Mr Neil McGrath (Designated as a Foundation Governor in September 2019)
Ms Tessa Curry (Designated Foundation Governor in September 2021)

Parent Governors
Mr Richard Ross (Appointed September 2021)
Mrs Annie Davis (Appointed September 2021)
Mrs Victoria Parr (Appointed September 2022)

Teacher Representatives
Mr Alan McPherson (September 2021)

Non-Voting Member / Secretary to the Board of Governors
Barry Corrigan (Principal)

Responsibility of the Governors
The role of the Board of Governors is to manage the school with a view to providing the best possible education and educational opportunities for all of the pupils. This involves:

- Setting the strategic direction of the school;
- Taking corporate decisions in relation to the statutory functions of the Board of Governors; and
- Promoting good governance.

Governors are responsible for the following aspects of the school:

Strategic Governance

- Setting the school's aims and visions
- Establishing and maintaining the school's ethos
- Setting the school's plans and policies
- Monitoring and evaluating the school's performance
- Promoting self-evaluation

Corporate Governance

- School performance measures
- School finances
- Curriculum planning
- Staff management – appointments, performance, welfare, etc.
- Pupil pastoral care, protection issues, health and safety, etc.
- Pupil admissions
- Publication of information regarding school and its pupils
- Managing the school premises and relations with the community

Responsibility for the day-to-day running of the school rests with the Principal, who advises the Governors on issues arising from this operational responsibility.

Arrangements for the next election of parents to the Board of Governors

The Board of Governors welcome the opportunity to invite members of the parent body onto the Board. There is, currently, one place available on the Board of Governors for a Parent Representative. Should more than one person be nominated for this position, elections will be held in the AGM.

Details of the procedure will have been circulated prior to the meeting.

Review of the Year 2023 - 2024

As has already been mentioned, this has been a difficult year in respect to the plans for the building of the new school. After facilitating the work (over the summer break) for the clearance of the grounds to go ahead, it was immensely disappointing to be told in February that the building had been halted. On hearing the news, there was a clear process put in place to establish short, medium and long term objectives around challenging the decision. There was considerable support from all of our community and stakeholders for this campaign. We were delighted to feel that support from all sections of the community and this culminated in the debate in the Northern Ireland Assembly when members across the political divide acknowledged the 'damage' done to Millennium by the decision to remove the ring-fenced money.

It also has to be acknowledged that the decision to put Millennium at the 'top of the list' for when building projects would start again was primarily done through the work to facilitate the clearance of the site over the summer break. This, we know, has led to the reduction of play space, even further, with the move of the larger mobile to the playground beside the road. This has meant that the school has had to rearrange the timetable to facilitate play and supervision across three break times and three lunch time sittings. It has impacted on the cohesion of children and staff across the school – something that we are all mindful of. However, this short-term move has had the larger impact of ensuring that the school would be 'spade ready' when the decision to start financing capital projects was made by DE. In May, we were delighted to be informed that this was exactly what would happen and await the start of the new build in the 2024-2025 academic year.

We would like to thank all those who supported the school on a very public level and those who contacted the school privately to offer support, also.

The school also used the summer break to facilitate the conversion of a multi-purpose room and a medical room to a Specialist Provision in Mainstream (SPiM) class for children with Social Communication needs. This provision, named the Oak Class, properly opened in October 2023 and, we feel, has been a success for those children accessing it and for the whole school in general. This is another addition to supporting families in need and we have been delighted to see the impact that it has had across the school. The vision of a fluid movement between the Oak Class and the relevant base classes has been realised through the hard work of everyone involved.

We also received funding and support from the IEF on a number of projects across the school – not least significant funding to support Nurture provision within the school. This is designed to support those children who struggle with regular education and to give a 'soft landing' in the mornings. This is a significant investment of both time and money from the school to support children and young people in Millennium and its work should not be underestimated. However, we do find that we have ongoing conversations regarding the balance between nurture and education.

As was mentioned earlier in the report, most of the difficulties for the school are coming from outside pressures linked to under-funding of the education system on a wider basis. The biggest challenge of the year is balancing the immediate impact of such under-funding with the commitment of the Board to provide the best education possible to the children in the school. The school closely watches those financial implications on a monthly basis through scrutiny with the Board of Governors and the Finance Committee.

As with previous years, we had a dedicated Science Week in the school – with a range of activities planned and led by Mr Donnelly, where the whole school took part in a range of experiments and investigations. In April of that year, the school hosted a Spring Concert [organised by Miss Smyth] for pupils to showcase their musical talents. There was further showcasing of talents in the school later in the year when the P7 classes put on a performance of 'Willy Wonka' through the talents of Andrea Grimason supporting the teachers and children in the classes. The Carson Award for creativity was awarded to the P2 team and The Oak Class for the work the classes did during Integrated Education Month and emphasising that everyone was welcome at the school and highlighting the importance of having a 'Superpower'. We were delighted to receive the awards in what was competition from integrated schools across Northern Ireland.

In April 2024, Millennium was recognised on a number of levels for the work that is done in the school as a whole. In the annual Families First awards, it received recognition and a special award for being the Most Inclusive School (across Northern Ireland) based on the number of parental and community testimonies. This was backed up by winning the County Down Best Primary School award although, unfortunately, this didn't translate through to the overall award on the evening. The school also received excellent feedback from external assessors for the annual Inclusive Quality Mark (IQM) assessment. This highlighted the work that has been undertaken in the school on many fronts and how it continues to work hard to serve the children and families that attend Millennium.

Action Short of Strike Action (ASoSA) continued in the school over this period, which had an impact on the ability to move the school forward in a strategic way. As well as the impact of the ASoSA on the running of the school, there were also two days where direct strike action was called by all of the teaching unions. This resulted in a half-day closure and a full-day closure of the school. Unfortunately, on the day of strike action in November, the school had to close for the full day due to burst water mains occurring at the same time. However, over this period, teaching staff took the opportunity to ensure that their actions had as least an impact as possible on children. To help strengthen relationships within the school, accommodations were made to ensure that a second round of parent-teacher meetings took place in March – at a cost to the

school budget and Development Planning time. This action was resolved in April and, hopefully, the school will be able to return to normal running operations.

In the time that the school received the news regarding the halting of the build, it also did have its Development Proposal approved to increase the overall enrolment number of the school from 392 to 420. This is designed to ensure that the school has the ability to match optimum enrolment numbers for the future. As well as this, there was also approval for two SPiM classes (KS1 and KS1) to provide pathways for children requiring it. At the current time, there is no space within the school grounds to facilitate further classes and the Department of Education will need to make a commitment to in including accommodation in the new school (which we hope to see fulfilled). This does highlight, though, the current accommodation difficulties the school is experiencing.

We continued to work with a range of outside clubs across the school. This ranged from Saintfield Cricket Club to Ulster Rugby and Darragh Cross and Carryduff GAA clubs.

Staffing remained relatively steady, however, at the end of the academic year we received notification that Mrs Mathison and Mr Mackay would be leaving to pursue different careers. During the year, we also appointed an Assistant Learning Support Coordinator (ALSC) in Mrs Lisa McMullan who took on direct responsibility for the classes from nursery through to Foundation.

I would also like to, again, pay tribute to the work of the Parents' Council in supporting the school over the year. They gave a lot of their own time to arrange our summer fair in June and, blessed with great weather, it was a huge success. Over the year, the Parents' Council supported the school on a range of initiatives and this included subsidising the cost of travel for the Primary 2 classes to be able to attend Forest School classes. Shared Education became very difficult to maintain due to the ending of funding (and the extortionate cost of transport). However, the school will look at developing these links with Carr PS in the future through new funding streams. The direct support of the Parents' Council enabled the school to receive Forest School status and for a number of staff to receive the teaching accreditation. Events such as the Wreath Making workshops and the Summer Fair are very difficult to put together and I pay tribute to all of their efforts and hard work. I am sure that they would be very grateful for any new members to get involved and support the continuing work.

Staff and Class Structure
Principal: Mr Barry Corrigan
Vice Principal: Mr Alan McPherson
Literacy Leader: Mrs Sue Fitzgerald
Numeracy Leader: Mrs Catherine Kingston
World Around Us Leader: Mr Brendan Donnelly
Creative Arts Leader: Miss Suzanne Smyth
Integration Leader: Mrs Rachel Bolingbroke
Foundation Leader: Mrs Sarah Mathison
Key Stage 1 Leader: Mrs Sue Fitzgerald
Key Stage 2 Leader: Mr Brendan Donnelly

Classroom Teachers
Nursery: Mrs Jennifer Houston
Primary 1: Mrs Lisa McMullen; Mrs Ruth Salazar / Mr James Kailanathan
Primary 2: Mrs Sarah Mathison and Mrs Rachel Orderly / Mrs Catherine Kingston
Primary 3: Mrs Rachel Bolingbroke / Mrs Eithne White and Mrs Hannah McKee
Primary 4: Mrs Sue Fitzgerald / Mrs Judith Taggart
Primary 5: Mr Rory Gardner / Mrs Zoe Heatherington and Mr Damian McArdle
Primary 6: Miss Suzanne Smyth / Mr Michael Wheatly (Miss Victoria Falloon)
Primary 7: Mr Brendan Donnelly / Mr Alan McPherson
Oak Class: Miss Amy Murphy

Learning Support Team
Learning Support Coordinator (LSC): Mr Justyn Mackay
Learning Support Teacher: Mrs Finn Magee

Classroom Assistants
Nursery: Stacey Walsh, Matthew McKeag
Primary 1: Marie Coiley, Mary-Anne McKervey
Primary 2: Helen McCullen, Elaine Devlin

Learning Support Assistants
Wendy Adair, Jemma Black, Judith Boyle, Tracey Byrne, Roisin Carson, Mary-Rose Cooper, Denise Davison, Rachel Doyle, Louise Flynn, Arlene Flynn, Lisa Foster, Jenny Hall, Evie Haughey, Jennifer Holden, Stephanie Kearney, Katrina McConvey, Joanne McGrath, Jessica McGrath, Jacqui Ortiz Mojaraz, Fiona Robinson, Jennifer Scott, Chloe Shannon, Rosemarie Stevenson, Michelle Whyte

Administration Team
Financial Administrator: Frances Lowry
Secretary: Beata Mis
School Meals: Suzanne Beattie, Ellen Woods, Eunyoung Hwang

Millennium Integrated Primary School
Parents Council

Annual Report

September 2023 to June 2024

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2023/24 Committee

Chair	Sarah-Jane Middleton
Co-Chair	Nichola McSherry
Secretary	Ryan
Treasurer	Cara
PR coordinator	Viola Johnston

Our Team

Understandably during COVID Parents Council declined in active members. In 2023/24 we regained momentum and saw an increase in active members.

Our active members are referred to as Class Representatives, they play a key role in disseminating messages about events, as well as feeding back information from the Millennium parent community.

In addition, our Class Representatives lead on Parent Council events, volunteer at the events and support through purchasing prizes and resources for the events.

We have 21 active members

Our objective

Our focus for this academic year was to concentrate on events to grow a sense of community.

Tea & Coffee

Parents Council members volunteered to provide tea & coffee at

- P1 Harvest (October)
- Christmas Fair (December)
- P1 & Nursey open days (January)
- P1 & Nursey induction sessions (June)

We provided a warm welcome on 6 occasions

Activities

- First day of P1 parents survival kit
- Halloween Mask competition
- Christmas Wreath Making
- School Christmas Tree (sourced & decorated)
- Christmas nativity swap shop
- Santa visit
- Christmas hamper raffle
- Christmas card sale (Children designed the cards)
- Christmas movie day (treats supplied by parents council)
- Smarties Challenge
- Design an Easter Egg competition
- Belfast Marathon relay
- Summer Fair
- Planning for the 25th Anniversary Gala Ball

We organised 14 different activities

Fundraising

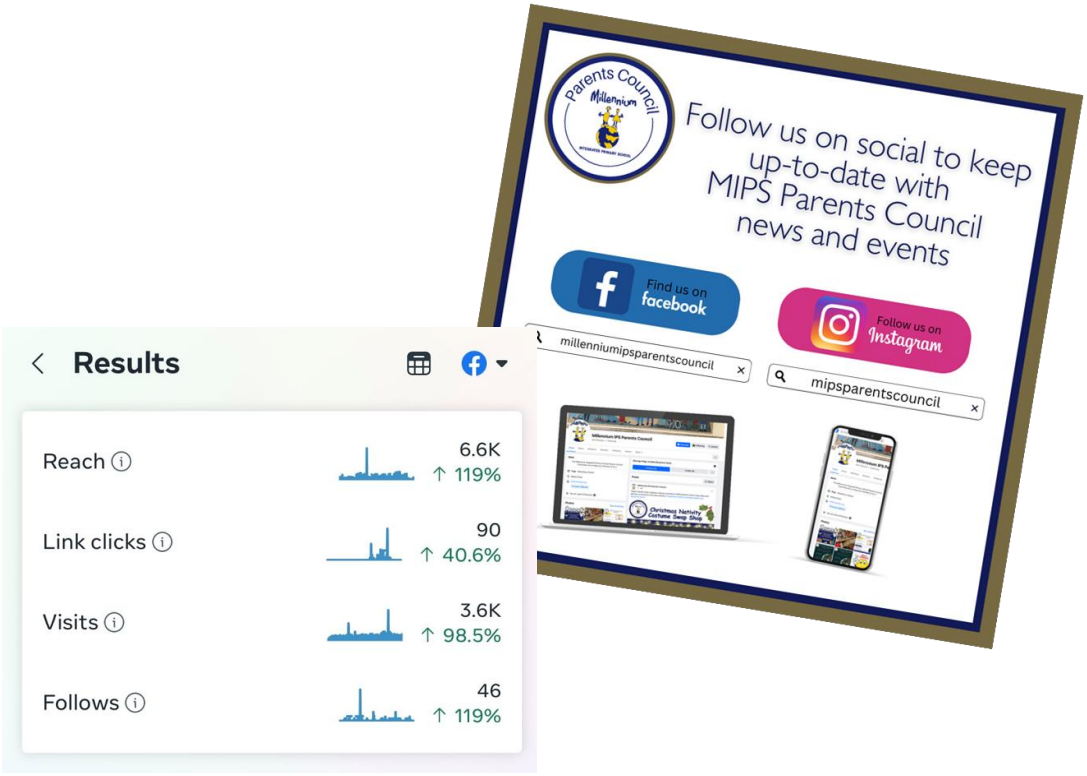
- £179.61 – Halloween activities
- £742.50 – Christmas wreath workshop
- £1,702.04 – Christmas Hampers and Christmas cards
- £1,130.29 – Smarties Challenge
- £1,650.00 – Belfast marathon
- £1,226.89 – Summer fair

We fundraised £6,631.33 for the school

Social Media

- In 2023 we opened our Instagram account
- Our Facebook follows increased by 119%

412 Facebook followers



Thank You

Finally, to close, I would like to show my appreciation by saying a few thank you. Without you the events wouldn't take place or be as successful.

- Mr Corrigan and staff
- Admin staff (for the endless emails they have to read!)
- Parent volunteers
- The parents and pupils for supporting the events.
- Last, but by no means least, the core Parents Council members and volunteers who work tirelessly to organise each and every event.

Enrolment

The permitted enrolment from the Department of Education is 420 and the school continues to meet the needs of the local community. The nursery has an enrolment of 52 – which is made up of an AM and PM session – both of which are considered part-time.

The Curriculum

Under the Education Reform Order, the responsibility of Governors for the curriculum, i.e. what is taught in the school, has been increased. The day-to-day organisation of the curriculum remains the Principal's responsibility.

It is a joint responsibility to ensure that a broad and balanced learning experience is provided for all children through the delivery of the Northern Ireland Curriculum. All staff have participated and continue to participate in training opportunities to broaden their knowledge and expertise in delivering the skills-based curriculum.

There continued to be a reduction on formal assessments – with the Department of Education indicating that end of Key Stage assessments would not be required for 2023 – 2024.

Entrance Tests

The new unregulated SEAG tests took place this academic year. The 'one test' replaced the two different tests that had been in place previously. Thanks, and recognition, should be extended to members of staff in Primaries 6 and 7 who deliver additional revision classes after school (as well additional support over the Hallowe'en break) each year.

Religious Education

As an integrated school, we teach Religious Education through the agreed Christian syllabus designed by the four main churches in Northern Ireland. From Primary 2 through to Primary 7, each class has a designated world faith which is explored during Integrated Education Week.

We ensure that we celebrate, together, religious traditions which might be perceived to belong to one side or the other of the two main traditions in Northern Ireland. We prepare our Roman Catholic children for the Sacrament of Reconciliation in Primary 3, First Holy Communion in P4 and the Sacrament of Confirmation in Primary 7. These are special events in the life of our school and are important aspects of our work as an integrated school. Traditionally, ministers from a number of local Protestant churches would visit school on a rota basis. We do offer the opportunity for members of the local Catholic Church to come into the school, too, however this has yet to be taken up.

The school engages with a wide range of organisations, Churches and other faiths and religions (especially across Integrated Education Month where there is a focus on world faiths). Part of that engagement is inviting in members of local churches and groups to speak to the children in an assembly.

We ask that their assemblies focus on the monthly themes below:
September - Kindness
October - Peace
November - Sadness
December - Happiness
January - Family
February - Love
March - Patience
April - Forgiveness
May - Justice
June – Success

We like visitors to stay within our themes and to be aware of the growing diversity within the school and their duty to be inclusive of all children attending. To reinforce our approach and continue to raise the awareness of our diversity we hope to either meet with our visitors this term (given their availability) or write to them outlining our expectations especially within the

Principles of Integrated Education. The school is also engaging in an consultation exercise regarding the assemblies in the school through both the Integration and Creative Arts Leaders.

Parents have the right to ask to have their children removed from religious instruction and assemblies.

Creative Arts

Miss Smyth organised instrumental music teachers for violin, lyre, piano, flute, clarinet, guitar and drums. We have around 50 children taking lessons in school.

As noted above, we also arranged for local religious leaders to come and speak to pupils during their assemblies. A timetable was created for wall displays around the school and for the use of the creative trees by the school office with a different theme for each month.

School choirs were set up (KS2 and fun choir for P3-P4) and performed at various events in the community including the Carryduff Community Carol Service and the Carryduff Christmas Market.

KS2 had a change to the traditional Carol Service this academic year, having a Christmas performance, instead. This was a great success and we are delighted to have this as an alternative event every two years.

Miss Smyth organised a Spring Concert to showcase the musical talents within the school. We have also identified the importance of the Creative Arts and have agreed that music will form one of the important areas of PRSD for teaching staff in 2024-2025.

Arrangements for children with Special Needs

The Oak Class was opened in the first term to provide support for children with Social Communication difficulties. This is a Specialist Provision which is run by the Education Authority (EA) but managed from within the school. This class has no more than 8 children and is staffed by 1 teacher and up to 2 classroom assistants.

Training was delivered at the beginning of the school year for LSAs in Toe-by-Toe literacy and spelling support. Staff were given the opportunities to be effectively trained in this important area. Medical training was not offered from the HSC, however, Mr Mackay provided training in the management and care of Asthma, Diabetes and Anaphylaxis for all assistants.

In response to the growing levels of anxieties in the pupil population, Mr Mackay continued delivering ‘Drawing and Talking’ sessions for pupils identified as having significant concerns. This intervention is designed to act as a ‘stopgap’ when children are on waiting lists to be seen by medical professionals.

Lexplore was reinforced within the school and it acts as a diagnostic tool for teachers to help with classroom support. This software is proving to be a useful tool in identifying literacy difficulties early, allowing for early intervention. It also helps to identify pupils who may be dyslexic but are 'performing well'. This is important as it helps teaching staff know how to support pupils to better understand their differences and reduce stress levels when completing work.

After identifying the need for extra support for some of our pupils exhibiting major attachment issues, we continued to offer our nurture facility. This has only been possible due to the significant investment from the Integrated Education Fund (IEF) which amounted to £10,000.

Multi Professional Meetings were established as an additional opportunity for parents, and professionals from school and other service providers to meet before the annual review meeting. These have proved successful for the small number of pupils involved and we hope to increase these in the coming years.

There have also been changes in the operation of SARS (Statutory Assessment and Review Service), allowing parents to submit their own applications for statutory review. This has led to a significant increase in the number of pupils being processed for statutory review - the current legal standing is that these requests must be processed before internal referrals ie. school referrals. Currently, this system requires the school to submit detailed educational advice for pupils that were not considered a priority for the school. These are requested on multiple forms, often asking for repeated information. Unfortunately, there has not been an increase in capacity for the educational psychology service, leading to a significant reduction of the number of pupils we are able to put forward to be seen by educational psychology. Alongside this, there is an upward trend in the length, detail and number of forms teachers are being asked to complete as part of Autism and ADHD diagnosis pathways.

Safeguarding Children

Mr McPherson is the Designated Teacher for Child Protection with Mrs Kingston (maternity leave), Mrs Houston (nursery) and Mrs Magee as the Deputy Designated Teacher team. All teachers with Child Protection responsibilities have received training from the Education Authority which was updated in 2023 for everyone. Millennium Integrated Primary School has a confidential recording system for information about suspicion of abuse, disclosure of abuse and complaints against staff. This system has been enhanced in 2023 to enable us to track incidents clearly and ensure that there is an easy way to track incidents year on year. Child Protection training is delivered to all staff during the August training days and all staff are made aware of our Child Protection Policy and our staff Code of Conduct.

Signage around the school reflects guidance from the Education Authority.

A detailed monthly report is provided to the Board of Governors by the Designated Teacher, and this includes details of actions the school is undertaking in relation to safeguarding. An annual report on child protection is given to the Board of Governors by the Designated Governor for Child Protection. All staff and volunteers are vetted through the AccessNI in accordance with DE

circulars and current legislation. Indeed, the school goes above requirements and carries out a three year rolling update process for all staff on site.

Necessary staff are trained to receive Operation Encompass calls – a PSNI/Education Authority initiative to inform school if we have child witness domestic Violence at home. The Education Authority has been working with the Designated Teacher to introduce Personal Education Plans (PEP) for our Children Looked After. All Children Looked After now have a PEP.

The safeguarding team now meets half-termly and the team has been streamlined to have a member of each Key Stage and the Nursery. The Governor rep is also invited to these meetings – where issues of a child protection matter are discussed, as well as pastoral concerns including attendance and punctuality of children.

Healthy Eating

Our focus on healthy eating practices is very important to the present and future well-being of the children. Through the curriculum, visitors to school, snacks at break time, packed lunches, school dinners and our annual Healthy Lifestyle Week we have continued to raise the profile of the importance of a healthy lifestyle. The school receives its catering from an outside provider, who provides school dinners set to the nutritional standard of EA and DE. Parents are also encouraged to provide healthy food in lunches.

Our Sports Day took place in Saintfield Hockey pitches.

Sport

At Millennium, we were offering the children the opportunity to experience a range of sports as part of the Physical Education curriculum as well as through the range of after-school clubs. We aim to increase the children's awareness of the benefits of sport and sporting activities in terms of healthy lifestyles, physical well-being and the value of teamwork.

Millennium welcomes in members from local sporting clubs to increase engagement with the community. These have included Saintfield Cricket Club, Darragh Cross and Carryduff GAA clubs and Ulster Rugby.

The Board of Governors recognise the importance of these offerings in school, however, it also recognises the impact of the shrinking ground space has had on the ability of the school to offer a full range of clubs. This is something the Governors hopes the school will address in the coming year.

After-school clubs

There continues to be a full rota of after-school clubs: Healthy Kidz - Multisport and Basketball on Mondays, Jujitsu on Tuesdays, Drama on Wednesdays, Football and Dragons' Den on Thursdays and Monkeynastix on Fridays (P1 and P2 only).

School funded and organised test revision club runs P6 classes (Terms 2 and 3) and P7 classes (Term 1).

School Bus

The school bus remains a very popular option for children travelling home to Saintfield and Carryduff. The bus to Carryduff usually carries around 50 children each day and the Saintfield bus isn't too far behind.

We would like to continue to recommend this means of transport for the children in the afternoon as it should ease congestion within the car park are, along with other measures.

Kids' Corner

Marie Coiley and Sue Hill continue to provide this service for the school community through their Breakfast Club (open from 7:30 am) and the after-school provision which is open Monday to Friday until 6:00 pm. This provision is available to families both in term time and during the school holidays.

Developing links with the local community

We had a range of links with the local community over the year. As well as highlighting the sporting links, we also took part in local Christmas celebrations in Carryduff.

We continue to maintain our links with the Carryduff churches and, as well as the Sacraments taking place in The Immaculate Heart of Mary Chapel, we also held our Christmas Show in the Carryduff Community Church.

This was the final year of our trip based Shared Education links, however, we will continue to explore how this might be developed through various activities.

Cross-Phase links with Local Secondary Schools

Our children attended a range of local open events in local post-primary schools. We also hosted them in the school to visit pupils. As well as this, our children went to see productions in Lagan College and Wellington College as well as experiencing a 'day in the life' of a Blackwater pupil.

School Development Plan

The School Development Plan cycle was vastly interrupted by the pandemic and was extended through suggestion from DE. The initial three-year plan of the SDP could not be enacted due to the range of disruptions and impact from COVID. However, the governors feel that the Outcomes approach reinforces the school as being a dynamic and forward-thinking one.

The Three Outcomes for Millennium Integrated PS are:

Our children are, and feel, safe

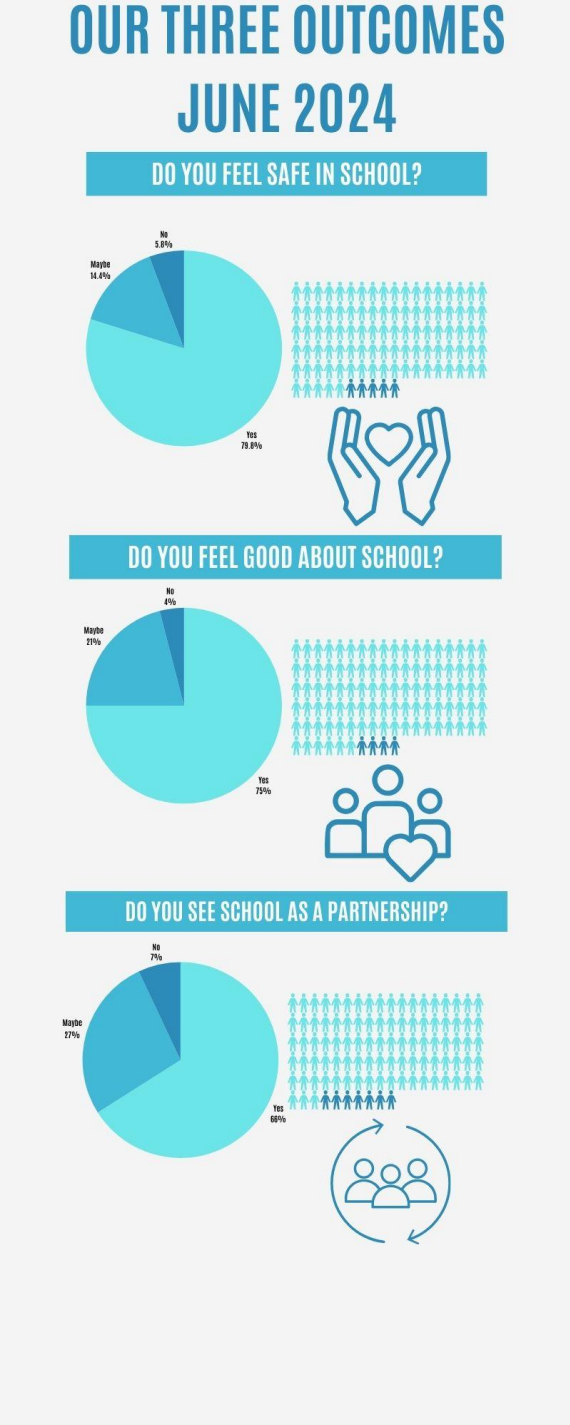
Our Children feel good about school

Our Children see school as a partnership

Lead teachers in subjects scaled back their Action Plans to take account of the changes. There was also particular impact on the implantation of the SDP and strategic work through the industrial action in the school.

However, with the ending of Industrial Action in schools in April 2024, it is expected that the school will be able to return to the proper implementation of a SDP.

We started assessing the impact of the SDP with the children, too. Our feedback from the children was a good insight to how they feel within the school as well as helping us set a focus for the coming SDP.



28. What makes you feel safe?

170 responses submitted



31. What makes you feel good?

152 responses submitted



35. What do you like about Millennium?

203 responses submitted



The feedback for 2024, above, was generated from the responses the children gave to our annual survey. It continues to indicate the importance of the relationships between staff and children in the school to ensure that children feel ready to learn.

Use of INSET and School Development Days

The school is entitled to take 5 INSET days and 5 School Development Days within the school year. Effectively, this means that there are 10 days available for school development.

The INSET days in August are used for a range of activities:

- Update to annual Child Protection training;
- Updating GDPR Training;
- Toe-by-Toe Training;
- Fire Safety Training;
- Working with assessment results;
- Working on transition between classes – information sharing;

School Development Days in the year are used for:

- ICT upskilling,
- Assessment analysis;
- Parent-Teacher meetings [due to ASoSA]
- Updates to literacy (Reading) and Creative Arts
- SEN – line management / School management overview
- Assessment and Reporting

Assessment

Pupils are formally assessed at the end of Key Stage 1 (P4) and at the end of Key Stage 2 (P7). The assessments are normally carried out throughout the year, with a final 'Level' being reported in the end of year report.

Government targets recommend that the majority of children in P4 will reach Level 2 (and above) and that the majority of children in P7 will reach Level 4 (and above). It is the exception that children will reach Level 3 in Primary 4 and Level 5 in Primary 7.

There was no formal assessment, this year, in line with the DE direction. We carry out our internal assessment processes from P1 through to P7. There are standardised assessments for the P3 – P7 and reading, Literacy and Numeracy are reported from P4 to P7.

Targets for 2023-24

The Department of Education is continuing to review assessments and there is a continuing pause in completing and reporting end of Key Stage Assessments.

Premises

The school has reached its double enrolment throughout all classes. All available space is being used in the school with significant use throughout the day – though we are ensuring that there are spaces available for SEN support and visiting professionals. This reduction in external space, though, continues to put pressure on the space we have available for the children to play.

With the moving of the double mobile classroom from the 'top of the hill' down to the 'bottom playground' the school has further reduced available space to facilitate the building of the new school. We have made arrangements to ensure that space within the school is optimised without putting too much strain on resources, however, we recognise that this continues to have an impact on school cohesion (as referenced, previously).

The buildings committee of the Board of Governors inspect the building on an annual basis [with a representative of the insurance company] and highlight areas that may need attention. It is recognised that there are areas of the school building that require ongoing maintenance, however, given the proximity of the beginning of the new build, the governors are delaying any substantial works until certainty has been granted in regards to a start date.

Accessibility

The premises are generally accessible to all people. We have made and will continue to make necessary adjustments to take account of children and adults with particular needs.

Security

The school has a security camera system that monitors the front entrance to the school and the accessible area at the back gate. There is a buzzer entry system for both the pupil entrance and the main entrance. All visitors must sign in and are given a visitor's badge. They are also given a leaflet explaining some key child protection policies and procedure.

Security for the SPiM is through 'regulated access' through the outdoor play area and corridors to ensure that this is accessible as well as being secure.

Financial Statement for the year ending 31st March 2024

School's budget for 2022-2023	
Surplus carried forward	£230,363
Department of Education Grants	£3,448,452
Other Operating Income	£20,253
Total Resources available to school	£3,468,705
Total Expenditure	£3,436,096
Reserves / Balance Carried Forward	£262,972

A full copy of the school's end-of-year audited accounts is available on request from the school.

Limited Company Accounts

Latest accounts dated year ended 31st March 2023. The balance for the financial year was £29,493

Finally, the Governors would like to express their thanks to everyone associated with Millennium in any capacity to make it a continued success.