

Millennium



INTEGRATED PRIMARY SCHOOL

2020-2021 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 2020-2021, where we continued to live with the impact of COVID-19 in our school community and daily lives. It may seem like a lifetime ago, however, it is opportune to reflect on what was an unprecedented time and, I hope, one that is never repeated.

The school closure due to the pandemic from March through until the end of the academic year in 2020. We then opened in August to all of the children as opposed to just the P7 classes – only to be closed as the water ran out on that first day and to be drenched the following day! However, it was through the support and determination of everyone involved in the school that I was in the position to open at that time. Subsequently, of course, we experienced our second lockdown process from January through to April. This, however, was a much different experience with the school welcoming in over 100 children on most days of that second lockdown. Again, it was through the work and support of the entire staff, that we were able to work as well as we did. I was also able to employ teaching staff in school to support the children and this made a big difference to everyone. Throughout this time, I was supported by the governor team and this, almost daily, support meant that I felt confident in making sure that I was making the right decisions for the children in Millennium.

The role of the Governors in the life of Millennium should not be underestimated in any way and the unique relationship that we have between our school and the Governor team was a source of considerable strength during the difficult times of overseeing the running of the school in the pandemic. I would like to place my thanks on record for the continued support the Board have shown in these times and for rising to the challenge that COVID brought to us all – and I think the school response was stronger because of it.

Our Board meets on a monthly basis, usually the evening of the first Thursday of the month as well as a range of other committee meetings (such as recruitment, finance and policy) in between these regular full meetings. Members also commit time to recruitment, usually at weekends, as they seek to recruit the best talent to the school.

As we move into 'normal times' the Governors continue to demonstrate their commitment to the life of the school by the giving of their time and experience freely, 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, although it has been another different year for us all.

Despite only being required to re-open to P7 children in August 2020 our school was able to bring back all children by continuing to operate the class bubble system and mitigating contact. There continued to be a slight sense of isolation in these times and we had to suspend all of our extra-curricular activities due to the requirements. Schools closed again from January through to Easter, however, our school team continued to provide for significant number of children of Key Workers and those who were Vulnerable throughout that time. This extended to in excess of 100 children within school premises on many days and the pastoral team worked to make sure that we reached as many children as possible. We had sub teachers employed in the school to support those children availing of remote learning which gave the school's teachers the opportunity to do their remote support.

Our school never closed throughout either lockdown. This is something we should be very proud of.

The Minister for Education visited our school in August, on our third day back, to thank the school for the work which had been done in the first lockdown.

I would extend a massive 'thank you' to our parent body for the work put in to support children whilst at home and also to our frontline staff who worked tirelessly throughout. The entire school team have worked to manage unpredictable caseloads for COVID-19 whilst maintaining as much of a 'normal' approach as possible.

The leadership shown by our Principal has been exemplary and the focus has always been about getting the children and staff safely through this pandemic and, therefore, necessarily the updating of our school's development plan was extended. It has since been further extended and will form part of our next report.

Other events have also had to change including our school open day was moved online with a virtual approach being taken. The annual Entrance Tests were eventually cancelled much to everyone's relief.

The Board of Governors continued to meet virtually to support Mr Corrigan and his team throughout and members of the teaching staff presented examples of their remote teaching to the Governors in an online meeting. Again our entire staff team had demonstrated an outstanding level of commitment to delivering an ongoing high quality learning experience for all of our children and I would take this opportunity to both thank them all and congratulate them for a job well done.

We continued to progress the conversations with colleagues at DE and EA for the design and construction of our new school building throughout this time and I am pleased to say that this is moving forward with the designers.

The academic year has seen some changes within the staff team as a number of members have been successful in gaining promotion to new posts elsewhere. John Mawhinney left us in February of 2021 to take up post as Principal in Glencraig, to be replaced by Wendy Ballard as our VP. Wendy then also subsequently moved on from Millennium in June to take up post of Principal in Sullivan Prep. We appointed a new VP thereafter with Mr Alan McPherson joining the Millennium Team.

The Global Pandemic has meant it has been a challenging time for the entire Millennium School Community. I would like to take this opportunity to thank each and every member of our extended school family for their patience, support and understanding as we have tried to navigate our way through this together.

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

Mr Corrigan, and his team, have ensured that the children's pastoral, emotional and behavioural needs have been focused on COVID 19 pandemic as well as the academic - very well done.

I am delighted to say that we also have opportunities for members of our parent body to express an interest in joining the Governors Team. The process for expressing an interest, in writing, is relatively straight forward and we will be happy to have a chat with any persons who may be interested in submitting same.

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 2020-2021

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 (Jan 2018)

Mr Rodney Dowling (Jan 2018)

Foundation Governors

Ms Denise McBay

Mr Tom Jackson (November 2017 – resigned June 2021)

Mr Neil McGrath (Designated as a Foundation Governor in September 2019)

Mrs Nic Jeffers (Designated as a Foundation Governor in September 2019 – Resigned June 2021)

Parent Governors

Mr Declan Hall (Chair)

Mr Jon Anderson (Appointed February 2017)

Mrs Geraldine Morrison (Appointed September 2019 – Resigned June 2021)

Teacher Representatives

Mr John Mawhinney (Appointed January 2017 – resigned February 2021)

Mrs Wendy Ballard (Appointed September 2019 – left June 2021)

Non-Voting Member / Secretary to the Board of Governors

Barry Corrigan

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.

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

There are currently places available for parent Governors on the Board. As well as that, we would be keen to invite members of the community onto the board if they have an interest in Integrated education. The Governors would specifically welcome representatives with a background in HR or with legal expertise.

Review of the Past Year

As is mentioned in the Chairperson's Report. The academic year of 2020 – 2021 continued to be a challenging year for the school.

Having taken the decision to open the school on August 24th to all children, the staff's focus was on ensuring the pastoral support for children was provided to get them back into the routine of formal schooling.

We took a deliberate decision to avoid narratives of 'catch-up' and 'lost learning' so that there was no sense of having missed out. The most important thing was for our children to meet up with their friends and enjoy elements of their childhood.

This was due to the support of our parents, staff and governors, alike, and the school feels stronger because of it.

The school took a range of sensible and important mitigation measures in line with the guidance being issued through the Department of Education. However, we made sure that the school environment was as child-friendly as possible. For example, we used subtle ways to cordon off the playground to avoid unnecessary contact between classes; we changed the collection time window to facilitate minimum gatherings at key times of the day; we had three dinner sittings to minimise gatherings in the hall and we organised for children to come to school in PE kit instead of gathering in changing rooms. All of this contributed to a sensible, pragmatic and safe running of the school on a daily basis.

There were other measures taken throughout the school to ensure the safe interactions between the staff teams. Some of these were difficult decisions that had to be taken but the staff in the school understood the importance of getting this right. The staffroom was closed for breaks and lunches with staff, instead, being asked to take such breaks elsewhere – usually on their own to avoid transmission; toilet access had been limited to avoid congestion traffic; all meetings were completed remotely; classrooms were marked out to maintain social distancing and there was strict working in class bubbles (all cover was completed either outdoors or from a socially distanced part of the classroom). These were, indeed, very difficult times for all involved and I would like to thank the staff for their support and stoicism throughout.

The year continued to be disrupted through absences – children and staff – as well as an extended mid-term break which was designed to facilitate a 'fire-break' in community transmission. We are very aware that this was a disruptive time for the community in the school. The second national lockdown followed in January with a return to remote learning. The staff were very prepared for this process and the move to the online learning was smoothly made.

In the first lockdown, there were never more than 15 children in the school. This time around, we had close to or over 100 children in school, each day. This was supported by our team of classroom assistants and I would like to pay tribute to the work that was done by them in supporting the number and needs of the children that came in each day. I would also like to thank the DE in facilitating the school in employing cover teachers to support these children in the remote learning that was being set by their class teachers.

It is also important to note that all those who supported the school came from many different areas. We had many offers of support from parents with businesses who gave us their help with services such as hygiene supplies; our catering supplier who sent in as much as possible to support the children before she had to lockdown; our cleaning company who were with us every day to ensure the cleanliness of the school and parents who sent through treats to staff to thank them for the work being done. Without that level of community spirit, the second lockdown would have been even more difficult than it already was.

After Easter, the children returned to school and, again, the focus was clearly on the pastoral needs of the children. We had to maintain our mitigations and we know that this had an impact on the favourite things that happen: Our nursery children didn't have their celebration day; our P1 children didn't have their 'moving up' gathering; our P7 children didn't have their traditional leavers' assembly or residential and we weren't able to gather properly as a staff to wish our colleagues success in their new posts. However, we know that we didn't do these things for the right reasons.

We did, however, get involved with the Department of Education's Summer Scheme initiative in July and this meant that there was some joy for the end of the school year. We ran the scheme for 2 out of the first 3 weeks in July and it was a great success. We welcomed children from P3 – P7, with a wide range of needs, to take part in sporting, music, science and art activities. Again, I would like to thank the Department for funding the scheme to ensure that we were able to offer it with proper levels of staffing for those children that took part.

We also know that the disruption caused by the pandemic will have a lasting impact but I would like to think that as we move closer to levels of normality that the school's approach was the correct one. The three outcomes listed on the front cover of this report were never so important as they were during this period of uncertainty and change.

As was mentioned in the Chairperson's Report – Millennium never closed its doors.

Staff and Class Structure

Principal: Mr Barry Corrigan

Vice Principal: Mr John Mawhinney (Left February 2021) replaced by Mrs Ballard (Left June 2021)

Literacy Leader: Mrs Sue Fitzgerald

Numeracy Leader: Mr John Mawhinney (Left February 2021) replaced by Mrs Kingston

World Around Us Leader: Mr Brendan Donnelly

Shared Education Leader: Mr Brendan Donnelly

Creative Arts Leader: Mrs Wendy Ballard (Left June 2021) replaced by Miss Smyth

Integration Leader: Mrs Wendy Ballard (Left June 2021) replaced by Mrs Bolingbroke

Foundation Leader: Mrs Sarah Mathison

Key Stage 1 Leader: Mr Brendan Donnelly (replaced by Mrs Fitzgerald)

Key Stage 2 Leader: Mr John Mawhinney (Left February 2021) replaced by Mr Donnelly

Classroom Teachers

Nursery: Mrs Jennifer Houston

Primary 1: Miss Laura Armstrong / Mrs Lisa McMullen; Mrs Ruth Salazar

Primary 2: Mrs Sarah Mathison; Mrs Rachel Orderly / Mrs Catherine Kingston

Primary 3: Mr Brendan Donnelly (transferred to P7 Feb 2021) / Mrs Eithne White

Primary 4: Mrs Sue Fitzgerald / Mrs Judith Taggart

Primary 5: Mr Rory Gardner / Mrs Zoe Heatherington; Mrs Finn Magee (Mrs Saoirse Alexander took Mrs Magee's days for the majority of the time)

Primary 6: Mrs Wendy Ballard / Mr Damian McArdle

Primary 7: Mr John Mawhinney (left Feb. 2021 replaced by Mr Donnelly) / Mrs Rachel Bolingbroke

Learning Support Team

SENCo: Miss Sara Browning

Learning Support Teacher: Mrs Saoirse Alexander (left December 2020)

Classroom Assistants

Nursery: Stacey Walsh, Chloe Shannon

Primary 1: Marie Coiley, Elaine Devlin

Primary 2: Helen McCullen, Anna McKervey

Learning Support Assistants

Beata Mis, Miss Denise Davison, Jackie O'Neill, Lindsay O'Connor, Mrs Jenny Hall, Fiona Robinson, Louise Flynn, Jennifer Holden, Michelle Whyte, Rosin Carson, Donna McDonagh, Anna McKervey, Daphne Smyth, Mary-Anne McKervey, Kasia McMillen, Lauren Beattie, Joanne McGrath and Chloe Shannon

Administration Team

Financial Administrator: Mrs Frances Lowry

Secretary: Ms Tessa Curry, Mrs Geraldine Dunlop

School Meals: Mrs Lisa Foster, Mrs Ellen Woods, Mrs Eunyong Hwang

Parents Council Report 2019/2020

As the Global Pandemic continued the role of the Parents Council was somewhat diminished this year. With healthy funds from 2019/2020 we mainly supported from afar through zoom calls with Mr Corrigan and financial support to keep our children educated.

During the year the following parents, along with Principal, Mr Corrigan, made up the Committee:

Sarah-Jane Middleton (Chair)
Ryan Wilson (Secretary)
Carrie Blanken (Treasurer)
Mary Gallen
Jillian Gilmore

Joining us from the summer term:

Maryrose Cooper
Carmen Nevin
David Nevin
Emma O'Reilly
Emma Currie
Nichola McSherry
Cara Conn

This year our events were limited but we:-

- Distributed Santa videos and chocolate lollies
- Provided finance for new reading scheme
- Finance to support 'Bring your own device scheme'
- Supplied an ice cream van to provide treats to all on the last day of term

We are happy to inform you that we started the academic year with just over £14000 in our account and ended the year with £7500. This year, while we couldn't raise money through our usual schemes, we did manage to run a limited Christmas Card scheme and an online Christmas Raffle bringing in just under £1000. We were thankfully in the position to provide finance of over £7000 for the new reading scheme and additional computer support, and have allocated funds to support a new Relaxation room and cover Support for the Numicon scheme.

Finally, we would like to take the opportunity to thank Barry Corrigan and his teaching staff and support staff. They provided our parent and guardian community with faith they would keep our kids safe and showed them how to walk through this pandemic with resilience. They have kept our kids spirits up in person or through their online videos. The excellence in their teaching shining through in their PowerPoint presentations and recorded classes.

Enrolment

The permitted enrolment from the Department of Education is 392 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.

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.

The curriculum in 2020 – 2021 took on a completely different look through the application of both face to face and online / remote learning.

When the school reopened in August 2020, the emphasis from the staff was the pastoral needs of the children. We focused on children being able to reengage with learning in school again after the protracted period of lockdown and remote learning from March to June as well as the period of the summer holidays, subsequent to that.

There was no narrative around 'catch-up' or 'lost learning' regarding the children's return to work. The school took a lot of its lead from the Department of Education circular around [curriculum planning \(2020/06\)](#) where it was made clear that the key message across the system was *'to support pupils to be motivated to learn... rather than catching up missed knowledge content.'* This took the form of a range of settling into routines and relationship establishing work in school – where it was very clear that many children had missed the opportunity to play with friends.

There was significant impact on a range of curriculum work within the school with, for example, music being withdrawn from the offering – including in-class singing and school choirs. The school also balanced the expectation of the curriculum with its responsibility for mitigating against the spread of COVID. This did mean restricting access to a range of resources in the school as well as managing books between home and school.

To help with reading, there was an investment in an online reading scheme (through the support of the Parents' Council) and this helped in a number of ways – as well as increasing the availability of texts within the school.

PE was restricted to focussing on outside play wherever possible with classes restricting the sharing of resources.

This also meant that there were restrictions on the school's Shared Education work with Carr Primary School as there was no mixing allowed between the schools. However, there were a range of online and offline activities between the two schools which encouraged participation.

There was no residential trip for the P7 class, however, there were a number of day trips for the children to participate towards the end of the academic year, as restrictions eased, and this helped reduce the disappointment.

The school moved to remote learning in January 2021 as a second national lockdown was enforced on the country. Again, the teacher moved the curriculum online and used a range of software to support the learning – both at home and in school.

There higher number of children in school in this period put a strain on the assistant staff at this time and a decision to recruit temporary teachers to support the curriculum in school was made. This freed up the teachers who were at home to provide effective remote support whilst, at the same time, the children in school received support from teachers as well as assistants. This proved to be a more effective model in the provision of the curriculum to the best of the school's ability at this time.

It should be noted that this period of disruption in the school's history (including the previous academic year's lockdown period) will have consequences for the children for a while to come. The Department of Education acknowledges that *'evidence indicates that missed knowledge content is not likely to be an long-term problem for pupils, as long as they are given the supportive tools to facilitate learning.'* ([Circular 2020/6](#))

Entrance Tests

The series of unregulated entrance tests that Primary 7 children traditionally sit for those schools that use them were, eventually, cancelled after being postponed due to the COVID-19 pandemic. The school facilitated all that was required of it to ensure that parents had the most up to date information to help them make decisions about choosing schools.

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. Traditionally, ministers from a number of local Protestant churches would visit school on a rota basis. These are special events in the life of our school and are important aspects of our work as an integrated school.

However, there continued to be significant impact on the children's preparations for, and making of Sacraments, due to the pandemic. We worked closely with parishes to support the children at this time but there were also inevitable disruptions and delays.

The assemblies and annual Carol service were also cancelled at this time. The school will continue to explore ways of reintegrating these important areas of school life.

Maths Recovery

We are also fortunate to have two members of staff trained in Maths Recovery techniques. It continues to be a challenge to school timetabling to make provision available for members of staff in this work. One member of staff has been released to support children in school who require it but is curtailed by other requirements in their class.

Creative Arts

The creative arts, especially music, was impacted greatly by the COVID pandemic. There was no opportunity for the school choir or even class singing due to the guidance around this area. With mitigations in place, the sharing of equipment was also difficult, though classes did what they could manage in the classrooms.

Our creative arts leader and leader of the choir left at the end of the year to take up a principal post in another school and was replaced by Miss Suzanne Smyth (when she took up post in September 2021).

Arrangements for children with Special Needs

We continue to be a highly inclusive school and we offer a wide range of support throughout the school for children with specific needs. As well as the Numeracy support, the school also provides access to a sensory room, Fidget boxes, Anxiety resources, social skills groups and small group Literacy. We continue to have close and productive relationships with all the professionals who work in partnership with the school to meet the needs of the children in our school.

During the second lockdown period, there were many more 'vulnerable' children in school who required significant levels of support. This meant that the team of Learning Support Assistants were on site everyday – as opposed to the previous rota system that was in place.

This was a challenging time for all involved and the children no less so. However, it was very clear that there was a commitment in place from all of the SEN team to offer support when and where they could on both a pastoral and academic level.

The work in supporting the children with the range of complex needs was challenging and there was definitely no 'one size fits all' solution. Between live online classes, recorded lessons and calls, the team worked to support families in a range of ways – with a variety of success. This was also in line with the supported learning in school that was supplemented by additional teaching staff.

I was exceptionally proud of the work that the team in Millennium did to support the children while facing the challenge of COVID in society.

Safeguarding Children

Mrs Ballard was the Designated Teacher for Child Protection with Mr Donnelly and Mrs Magee as the Deputy Designated Teachers. This was changed due to Mrs Ballard's new posting and the role of Designated Teacher was taken by Mr McPherson in September 2021. He was then supported in the role through the Deputy Designated teachers (Mrs Kingston, Mrs Magee and Mrs Houston in the Nursery). All teachers with Child Protection responsibilities have received training from the Education Authority. Millennium has a confidential recording system for information about suspicion of abuse, disclosure of abuse and complaints against staff. 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.

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 new parents should receive a copy of the Child Protection Policy. It is also available on the school website. All staff and volunteers are vetted through the AccessNI in accordance to DE circulars and current legislation.

The work put in by the Pastoral and Child Protection team in the second lockdown in 2021 should be commended as there were a lot more children who accessed the school. Class teachers also provided feedback and information of children not engaging in online activities and support was put in place for those families – through phone call contact from the class teacher, classroom assistant or a member of the pastoral team.

The Child Protection Policy has been adapted to take account of COVID and safeguarding activities are now also available as part of the policy, too.

The safeguarding team now meets quarterly 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.

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, Ballinderry Inns, who provide school dinners set to the nutritional standard of EA and DE. Parents are also encouraged to provide healthy food in lunches.

This usually culminates in sports day taking place in the Carryduff GAA sports fields – which, due to the mitigations in place, didn't occur in 2021. We look forward to being able to revisit this as a school community event in 2022.

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.

As the year was curtailed with COVID-19, and the range of mitigations that the school had to adopt through DE guidance, the children didn't get the opportunity to experience the full range of activities that the school will usually offer.

The Board of Governors recognise the importance of these offerings in school, however, the Board also had a duty to follow the appropriate guidance offered to schools at the time.

Morning and After-school clubs

There were no clubs offered over the 2020-2021 school year due to the impact of COVID and the guidance issued.

School Bus

We continue to run a school bus to and from Carryduff. There are between 40 and 50 children regularly taking the bus in the afternoon and this continued through the challenging times of 2020-2021.

Children adapted very well, with a high proportion of them adhering to the request to wear masks whilst on the bus.

Negotiations continue with Translink regarding the possibility of having a bus to provide transport to Saintfield in the afternoons.

Kids' Corner

Marie Coiley and Sue Hill continue to provide an excellent 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.

COVID – with the respective lockdowns and range of mitigations has had an impact on Kids Corner, however, we continue to support this service in the best interests of the school.

Developing links with the local community

The opportunities to work with the local community were truncated this year entirely down to the pandemic. We took the decision to ensure that the school was as removed from potential spread of infection and concentrated on getting the children into our own building.

We recognise that this will have narrowed the range of opportunities for the children, however, this was a community approach as we sought to keep our children in school and limit further contact.

Our shared education continued in a limited format – with both Carr and Millennium working on projects in their own schools.

Cross-Phase links with Local Secondary Schools

As with community links, this was stopped. All communication with local schools was done through phone calls or through virtual links. All schools ran virtual open nights on their websites, and this continued to be a challenging time for the children and parents.

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. They had their responsibilities redeployed in the school to provide ongoing support for colleagues in delivering the curriculum under the difficult circumstances. We were also aware that there were significant changes in personnel for areas from September as the Numeracy, Creative Arts and Integration responsibilities were to be opened for application. As well as this, the change in Key Stage leadership will have impacted on the SDP.

Use of INSET and School Development Days

The earlier start to the school year and the circumstances under which the school opened, meant that the initial few INSET days in school were based around how the school would practically run under the mitigations that were in place.

Time in August was mainly spent in developing the school strategy for opening and the approach to working with the children on return.

The school has completed training in areas such as the new anti-bullying strategy and the requirements for the new SEND legislation that will be put in place. Days were also used for the dissemination of new Reading Scheme resources (Collins eReader Scheme) as well as preparing for the announced lockdown in January.

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 did carry out end of year internal assessments, however, this was off the back of the lockdown period that occurred from January to April.

Targets for 2020 - 2021

Due to ongoing industrial action at the time – the Governors were unable to publish targets for the coming year. However, this was also impacted by COVID closures and the school was unable to gain assessment data.

The Department of Education is also reviewing the impact of COVID on assessment 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 – 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.

The Buildings committee of the Board of Governors inspect the building on an annual basis and highlight areas that may need attention. However, given the mitigations in place, the opportunity to have outside agencies visit the school was reduced and it was agreed that the principal would continue to ensure the upkeep of the buildings in line with responsibilities.

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

Financial Statement for the year ending 31st March 2021

School's budget for 2020-2021	
Surplus carried forward	£67,608
Department of Education Grants	£1,928,776
Other Operating Income	£202
Total Resources available to school	£1,928,978
Total Expenditure	£1,858,581
Reserves / Balance Carried Forward	£138,005

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 2021. The balance for the financial year was £36,620.

Thanks

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