

## About Millom School

Millom School is an 11-18 community school, with a current roll of 515 students, and an established sixth form. We regard ourselves as a learning community and understand the importance of investing in our colleagues as well as our students. The school plays a central role in the local community.

We provide a friendly, supportive, but structured environment, in which students are given every opportunity to flourish. We have a commitment to professional development for staff and a culture of change and improvement with strong support from senior leadership and the governing body. We are proud of our school, our staff, and our students, and are ambitious for the future. In the immediate locality Millom School plays a key role in the Millom partnership of schools, working with all of the educational establishments from age 0-19. The headteachers meet six times a year to build upon the already widespread shared good practice between the schools. Recent developments include exploring the feasibility of further sharing resources and possibly facilities within a co-location model.

The school was last inspected in May 2014 and was judged to be "good". The full Ofsted report is available on Ofsted's or the school's web site. Outcomes for learners have risen significantly in recent years, both for Key Stage 4 and Key Stage 5. The 2017 strong pass rate for English & Mathematics was 48.8%, and the standard pass rate was 68.3%.

The School serves the small town of Millom (pop. about 7,000) and a wide rural catchment area extending to the north and west for some thirty miles along the Cumbrian coast and into the Lakeland fells. Local housing in the attractive surrounding countryside is generally affordable. It is the only secondary school in the town and shares its catchment boundaries with John Ruskin School at Coniston (15 miles north-east) and the West Lakes Academy at Egremont (27 miles north-west). The school is part of the Furness Educational Consortium, which includes all the secondary schools, Barrow Sixth Form College and Furness College.

The curriculum is innovative with a degree of personalised learning established and continually developing. In Key Stage 4 the school has introduced a number of alternative courses and accreditations in conjunction with GCSEs. These are presented to the students as 14-19 courses and they offer automatic progression to AS/A2 or Level 3 vocational courses. The curriculum includes a range of A-level subjects.

### **Student Support**

The student support team's brief is to focus on the pastoral aspects of students' experiences at school, by assisting students who have difficulties in lessons, either with learning or behaviour. They listen and provide advice and support if students have personal difficulties, and work alongside parents and a range of other outside agencies. The team also provides students with information and guidance, helping them plan for the future, and create opportunities in school for students to try new and different activities.

### **Governance**

The school has a large and active governing body. The governing body includes parents, local councillors, business people and residents from Millom and the surrounding area. Senior students and members of the senior leadership team are associate governors. There is a slimmed-down committee structure which includes a finance committee who have been commended by the LA for their oversight over the school's budget.

## What Ofsted said about Millom School

- Millom School is a good school
- Teaching is lively and motivating.
- Teachers know the students extremely well and help them gain in confidence and make good progress.
- Good teaching helps students to develop the knowledge and skills they need for each subject.
- Achievement is good.
- Students with special educational needs make good progress both academically and personally, because they are supported very well.
- Students engage with learning enthusiastically in lessons.
- Students feel safe. They develop good personal skills in this friendly and supportive school.
- Thorough, good quality marking ensures that students know how to improve their work.
- Students' work shows that they make good progress in each year group.
- Students of all abilities make good progress in reading, writing and communication because skills are taught effectively in all subjects.
- Students make good progress from their starting points.
- Students feel confident to ask for further support and guidance whenever they need it.
- Teaching assistants make a good contribution to learning: they are well briefed and organised effectively to support individuals or to provide general support in lessons.
- Students say that teachers work hard to make activities motivating and interesting.
- Students feel they are listened to and can contribute their views. Students in the sixth form make a good contribution as role models and as mentors to younger students.
- Students are courteous and friendly around school.
- The impact of good leadership and management is seen in improved GCSE results in English and a number of other subjects.