

GILES BROOK COMBINED SCHOOL

ANNUAL REPORT TO PARENTS JUNE 2005

'Giles Brook is a fantastic school which has grown tremendously over the past two years. It has given me a great education and I have made lots of fantastic friends. To start with, we have just got back from a spectacular school holiday at Winmarleigh Hall in which we all enjoyed a variety of challenges. The staff here are great and even make all of the less exciting lessons enjoyable! We have recently had a samba teacher, who was fantastic. He thought we were really good and asked us to perform at the theatre! Giles Brook gives pupils lots of opportunities and it will be a very sad moment when we all leave.'
Francesca Y6

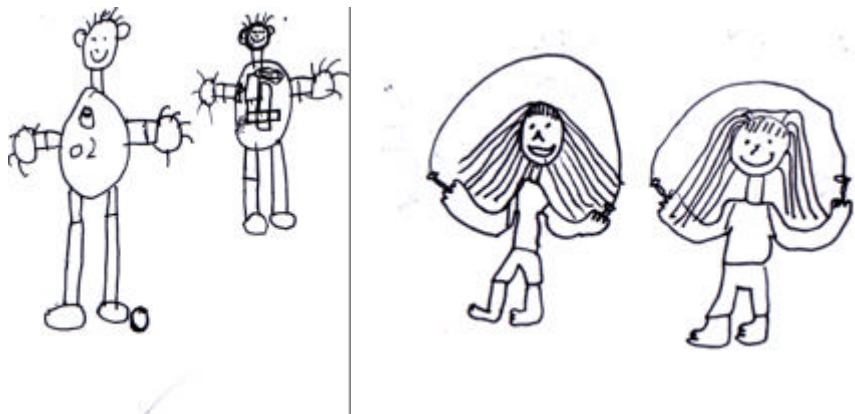
'I like this school because the teachers are always smiling!'
Ralf Y2



Parents are cordially invited to the Annual Meeting for the Governors Report to Parents, which will take place on Monday 18th July at 7.30 p.m. in the school hall. Please indicate on the reply slip at the back of this report whether you will be attending as under Government guidelines, the meeting will not take place if fewer than 15 families are represented.

AGENDA

- 1) Welcome by Stephen Deane Chair of Governors
- 2) Presentation of report
- 3) Questions
- 4) Informal discussion over tea and coffee



Our Strategic Vision

We want our school to be open, friendly and motivational; a family. Relationships will always be of the utmost importance to us and we consider these to be paramount in motivating our children, staff, parents, governors and community and thus working together to provide the best quality education, environment and opportunities to grow together. We seek to include fully all children and groups in our school community; every single child matters and we try to treat each one as if they were our own with love, understanding and respect. We value all areas of learning and human achievement. Our school recognises the impact that ICT will have on the society of tomorrow and seeks to ensure that children and staff have access to the best available opportunities and resources. The potential of ICT for learning is unlimited and we endeavour to ensure that our children are fully aware of the learning, economic, social and cultural opportunities that instant global communication presents. We would like our children to be inspired with confidence, enthusiasm and a genuine awareness of humanity and the wider world. We want our children to leave us as well balanced, considerate and loving human beings who will be excellent citizens in the society of tomorrow.

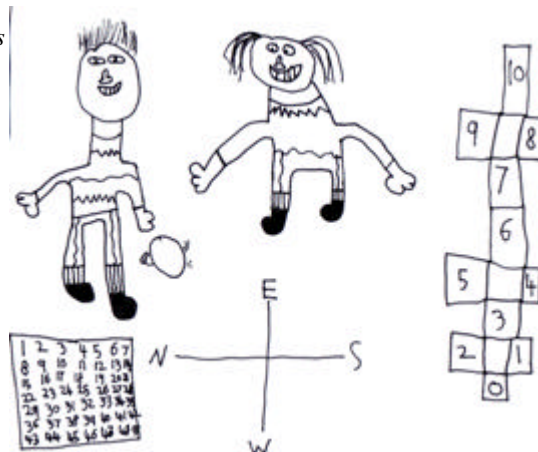


'This year I have enjoyed D.T. and art because I really like making things and I like painting. What I like best though are the teachers because they are so kind and helpful.' Annabel Y2

'I have enjoyed learning about the Great fire of London in history. I like playing in our playground and I like our school because it is polite and clean.' Joseph Y2

'This year the School Council have had many events including hot dog day, a cake stall, helping at the Christmas Fair, collecting money for Red Nose Day and are going to help with the summer Fair in July. For hot dog day people paid a £1 and we gave them a hot dog. We gave half of the money we raised to the tsunami appeal. We look after the playground toys and we are going to buy some new ones soon like, hoops, more balls, bats, soft netballs and beanbags. Being on the school council makes you feel better because you are helping the school to improve and become a better place. Hot dog day was the best!!!'

Giles Brook School Council Members



Introduction by Stephen Deane Chair of Governors

As a Governing body we are delighted with how the school is maturing and it is very obvious from visits to the school that the level of tuition and the enjoyment seen on pupils faces is at an extraordinary level. All credit to Phil, his staff and the numerous loyal volunteers for their unbelievable dedication and effort.

I am fortunate that my fellow Governors bring a wealth of experience and as Chair I thank them all for their assistance and guidance throughout the year.

I still cannot believe that we are in the last few weeks of the school year, where has the time gone? The rate at which our children are maturing through the school is quite alarming!

Looking back it has been a tremendous year the only negative is the ongoing saga with the authorities to resolve the outstanding snagging issues with the building. However, we have been assured that these should all be resolved during the summer holiday.

Considering the school is still relatively young it has established itself well within the local community. This can clearly be seen by the unbelievable support that both the school and Friends Association enjoy at the various social events that have taken place over the last year. Apart from all of the fun that we have had the events have provided an excellent additional income stream that has provided those "little extras" that benefit all the children.

Speaking as a parent with two children at the school my wife and I find the open policy that the school enjoys invaluable as we can all feel part of the school community and as such we can all further contribute and interact with our children's education.

On a sad note we will have a number of pupils moving on to secondary school at the end of this term. On behalf of all of the Governors I wish them well and I trust that they have really enjoyed their time at Giles Brook. They have been a credit to the school and excellent role models to the younger pupils.

'Giles Brook is a spectacular school which has grown in calibre tremendously since I arrived on the first day it opened. It has given me a tremendous education. For a start I have enjoyed the teachers although I have only had one and she has been the most wonderful teacher in the school. We have just returned from Winmarleigh where we enjoyed a 'no parents' week. I have particularly liked the art and D.T. work I have done which has included things such as vehicles and moving toys. I have actually really enjoyed the entire school and it will be a sad moment when the Year 6 leave – but it is all part of growing up!'

Owen Y6

'I like Giles Brook because there are lots of pictures and they make me feel happy. I have lots of good friends too.' Paige Y1



Headteachers Report

We are now coming to the end of our second year although I often feel as if our school has been open for many more years than that, perhaps because of the enormous amount of work that has gone into it - enough for several years already!!! As ever I am enormously grateful to our fantastic team of staff who give far more than any Headteacher or Governors could ever have any right to expect. It is not often that you get such dedication in even a small group of people; to get it across a large staff team like ours is just amazing. We always encourage our staff to treat all our children as they would like their own children to be treated: with respect, kindness and love. My first thanks must go to them all for their fantastic support and help. When we recruit staff we always try to choose people who first and foremost genuinely enjoy working with children and are motivated by high ideals and a sense of vocation. I think that so far we have been extremely fortunate with the calibre of our team.

We were determined that our school would be an open, happy, child and parent friendly place with an emphasis on motivational relationships as well as trying to ensure that we helped each child to achieve as highly as they were able and I believe we are achieving that aim. School is not just about S.A.T.'s results and narrow academic success; it is also about helping children to grow into confident, polite, self motivated and kind human beings. Our staff get fantastic appreciation and support from our parents and that makes an enormous difference to their motivation. Parental encouragement has a massive impact upon staff morale; much more than most people realise. When people are working to their limits it is so important for them to receive positive recognition for their efforts and the lovely things that many parents say and write really inspires our staff. Thank you for that.

Many thanks also to the many parent helpers that come in and help out in classes each week: it is an enormous help to the teacher and can only benefit the children. Some parents have even started to run clubs this year such as sewing and cookery and this is a wonderful way of enriching the wider curriculum. Many thanks to them as well and of course to our incredible Friends Association who do so much to draw the community together through their events and provide so many additional resources at the same time through their fund raising.

Our Governors are made up of people from all sorts of backgrounds and interests - business, ICT, social work, the church and education to name but a few. We all work together to try and provide the best possible educational opportunities for our children. Many Governors come in on a very regular basis (Alison Drury for instance has been coming in for two mornings each week to help with boys literacy) to help in our classes and see the work going on in the school at first hand. Stephen Deane the Chair is in daily contact with me via email and many others come in and offer their expertise or accompany visits out. Many thanks to all of them and again, it is most unusual for a school to have such high levels of interest and involvement from the governing body. Our school is successful because we all work as a team - children, staff, parents and governors - and I have seen few schools anywhere where that sense of team is so strong. Visitors always comment on the atmosphere and buzz around the school.

Our school has filled up rapidly with children and by September we will have grown to just over 390, 30 short of capacity. There are waiting lists in every year group and many appeals are currently being heard up at the Council. We have taken children from more than 60 different schools over the last two years and this years Foundation children came from 31 different pre-school settings. It would be so easy with this unsettled background for everything to fall apart but our school is consistent, strong and unified due once again to the incredible teamwork from everyone and the desire of us all to make it succeed.

We hope the building will finally be completed over this summer holiday. This aspect of the school has been a nightmare and you would not begin to believe the lengths to which the Governors and I have gone to force building works to take place. On the positive side at least our school field is now sown and looking healthy, the plantings completed, the shade structure has been built and the pond area completed. Seating for the children has been provided by the Friends and we also now have playground markings. In many ways, however frustrating the building has been, we are incredibly fortunate to have so many superb facilities compared to older schools. Our provision for ICT is fantastic: how many other primary schools can boast 1:1 computer suite provision and three computers in each classroom for children's use as well? We still need to improve our library book stock but this is always the case with a new school, it takes time to build up resources. We have allocated a large sum from our budget for this purpose (£14,000) but books are very costly and even £1,000 worth of books looks like a fairly meagre pile! It will also be a relief to finally get to use the artificial pitch in September - only a year after it was first promised to us!

The year ahead will once again bring many new challenges as whichever government is in power just can't stop changing things - usually adding even more to the workload for no obvious effect. The latest study on Primary standards in Literacy and Numeracy indicates that there has actually been no rise in standards at all since S.A.T.'s were introduced in 1991 and that the apparent rise is due entirely to schools "teaching to the test". Having just successfully completed my Ofsted Inspector training there is still a ridiculous emphasis placed on S.A.T.'s gradings by inspectors. The thing that has really annoyed me about it, has been going in to schools and seeing second rate work in books whilst the same schools have remarkably good S.A.T.'s scores. We try to make sure the children achieve a good standard of work in their books all the time and receive interesting, high quality teaching.

Over the last 16 years we have seen the state seize control of education as never before and with the inevitable politicisation that has followed, schools have been subject to idiosyncratic whims and the desire to produce populist soundbites from people that know nothing about children or schools and yet have been placed in charge of Education for a few months. Each new Secretary of State for Education tries to advance their career by new initiatives and "improvements" resulting in constantly changing policies and mountains of paperwork; nothing is ever given time to work or fail, we all just get dragged along dead-end pathways by mindless politicians whose only interest is self-interest. Even as you read this report it will be the last one ever produced because everything is changing again next year.

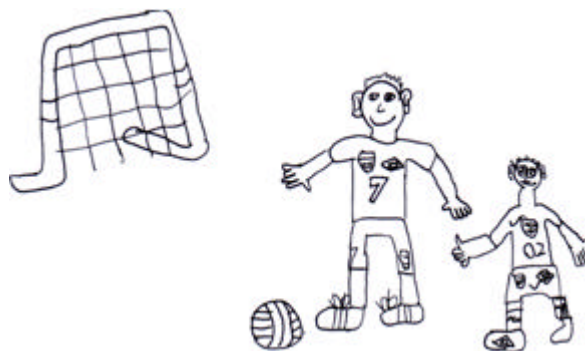
So against this background, what do we do as a school to maintain direction? I most certainly am all for changes if I can see improvements and benefits - things like the numeracy strategy and interactive whiteboards have been terrific developments in recent years. However, as with a commercial company, we need to think "core business" and not allow ourselves to be diverted from what we know to be right. Our core business is children and quite simply we will continue to focus on their learning, development, motivation and happiness through high quality teaching (basic skills and the creative / physical / technological), teamwork and relationships, maintaining a caring, positive and orderly school climate and always trying to put children first in our decision making. Simple as that.

Phil

'I have really enjoyed Year 5 because every day when I come into school there is something new and exciting to do.'
Nilam Y5

'The thing I like about this school is the teachers because they explain work really well.'
Joe Y2

'It has been fun dressing up for Red Nose Day and raising money for the RSPCA on our pet day. We have enjoyed our musical and sporting activities. Our favourite song is Memory from Cats. We have learnt to sing it and we can play it on the recorder. We have loved playing cricket, netball and rounders with all of the Year 4's.' Birch class Y4.



The Governing Body

The Chair of Governors is Stephen Deane who can be contacted through the school. The Governing Body includes representatives from Parents and staff, nominees from Milton Keynes Council and some who have been co-opted as Community Governors. All their work is voluntary and unpaid.

Governing Body 2005

<u>Name</u>		<u>Governor Category</u>	<u>Term ends</u>
Mr. Stephen Deane	Chair of Governors	Parent	October 2007
Mr. Andrew Laing	Vice Chair of Governors	Parent	October 2007
Mrs. Lindsay Chard		Parent	October 2007
Mr. Richard Sutton		Parent	October 2007
Mr. Jeremy Cronin-Scott		Parent	January 2008
Mrs. Rosemary Snell		L.E.A.	October 2007
Mr. Martin Snell		LE.A.	October 2007
Mr. Ross Baines		L.E.A.	October 2007
Miss Angie Bailey		Teacher	October 2007
Mrs. Mandy Walker		Staff	October 2007
Mrs. Hilary Harman		Community	January 2008
Mrs. Alison Drury		Community	January 2008
Mr Frank Schencks		Community	February 2009
Mr John Laverick		Community	February 2009
Mr. Philip Scull		Headteacher	Ex Officio

All the Governors apart from the Headteacher (who receives a life sentence unless he/she chooses otherwise!) serve a four year term of office.

The Governing Body's Clerk is:

Mrs Sue Bruce
Milton Keynes Council (Learning and Development)
Saxon Court
Central Milton Keynes
MK9 3HS



Governor Snapshots

Stephen Deane – Parent Governor and Chair Tattenhoe resident, I have two daughters attending the school. I am a Director / Company Secretary for a manufacturing company in Maidenhead.

Andrew Laing – Vice-Chair: Lived in M.K. for 11 years, governor since 1997 - Chair of Governors three times in this and other schools. I have 2 children at the school and a son who has left school. He has been through the schools in MK and survived!

Rosemary Snell: - Social Work Manager, Liberal Democrat councillor, new(ish) wife of Martin and exhausted mother of Matt (aged 18.)

Martin Snell: Martin Snell is a local Civil Servant, Lib.Dem Councillor and Council Representative on the Milton Keynes Racial Equality Council. His interests include cinema, Doctor Who, needlework, music, reading and theatre.

Lindsay Chard I have been a parent governor from before the school opened. I have 1 child in Y2 and 1 starting in September. I am the Link governor and am attached to Y6.

Mandy Walker: I am a teaching assistant at Giles Brook with 11 years experience. I represent the non teaching staff.

Richard Sutton: Parent Governor, on Premises and Curriculum committees and also Special Needs Governor. I work for M.K. Social Services (Children's Services)

Philip Scull – Headteacher, ex officio governor, still young, handsome and witty, governor for 23 years, three children of my own and Head of three schools over 16 years.

Alison Drury: Community Governor, major links with St Giles Church, Tattenhoe. Married, 2 sons. Regular helper in school. Professional background - Human Resources Management.

Hilary Harman: Community Governor, married, two children, local businesswoman former Personnel Manager in a large multi-national company, governor for 11 years.

Angie Bailey: Teacher Governor, Deputy Headteacher, responsibility for curriculum, planning, assessment and a million other things! Juggler, school resident, still smiling!

Jeremy Cronin Scott: Parent Governor, Police Inspector, father of four lovely children, (two at GBS, others tiny), still very tired!

Ross Baines: L.E.A. Governor, Father of two young girls. Lived in and around M.K. for the past 20 years. Occupation Data Base Consultant.

John Laverick: *Community Governor living on Tattenhoe. IT Management Consultant working in and around London. Joined the governors' team at the start of the school year.

Frank Schencks - Ex Primary School Headteacher. Appointed last October. Governor for Year Three, Numeracy and Chair of Curriculum/SEN Sub Committee.

'I enjoyed making my Egyptian pop up book but it took a long time to finish because it included lots of details and information. It was worth all the hard work though and it looked great!' Matt Y4

'We have all enjoyed learning to play the guitar with Peter on a Thursday afternoon and some of us have played in a concert at Milton Keynes theatre.' Rowan class Y4

'I like this school because we have playground toys.' Hannah Y2

Reports of Committees

Our school has three sub committees: Finance/Personnel, Curriculum/Special Educational Needs and Premises/Health and Safety. These committees meet at least once each term and feedback to the full governing body meeting which is held at least termly. All our committees are very action centred and have a focus on school self-evaluation and improvement; the committees all identify areas for improvement in consultation with staff which then form the basis of our School Improvement Plan.

Finance/ Personnel – Chair: John Laverick

Our committee which includes the Headteacher, is involved in financial, resourcing and personnel decisions and for formulating policies relating to these duties. The total budget for the school year 2005/06 is £990,450. This is made up from a number of separate income streams and is proportioned by the Head Teacher and the Finance / Personnel Sub-Committee. The budget is then discussed and approved by the full Governing body.

There are detailed procedures in place for the day to day running of the budget and all of our actions are subject to independent audit. An audit of the schools finances was conducted this school year and was extremely positive with only one area for improvement. This area lay outside the school's direct control.

Our total budget for 2005-2006 IS £990.450. The full budget breakdown is fairly extensive but some of the major expenditure items can be detailed as follows:

Staff costs	£861,640
Learning Resources	£ 50,000
ITC Learning Resources	£ 10,500
Staff Development & Training	£ 16,000
Insurances, buy backs, advertising	£ 41,400
Premises costs , rates, misc.	£ 10,910
Total:	£990,450

To ensure that we get best value for money we also “*buy back*” a number of key services from the LEA. Such items include Energy Management, Insurance, School Library Service and Governor Development / Support.

Although the role of Governors is entirely voluntary we have approved expenses for child care to enable single parent Governors to attend meetings. For the financial year 2004 -2005 this has amounted to £60.00.

Staffing

We will be welcoming four new teachers in September: Miss Lucy Kuyper, Miss Nicola Powell, Miss Jo Popham and Miss Emma Kidd. Two of these are replacements for Louise Leonard who has decided to change her career direction and for Abby Brooks who is taking up an appointment at Waterhall Combined. The other two appointments have been to allow for the extra growth in numbers and to allow Angie Bailey our Deputy to be non class based and work throughout the school.

We will also welcome three new teaching assistants: Mrs Sue Andrews, Mrs Julia Gatland and Mrs Anita Ronad as we have been able to increase the number of Teaching Assistants for next year. Earlier this year we appointed Katharina Grimm as teaching assistant for the most able pupils in mathematics and she works with every year group from Year 2 to Year 6 inclusive; we have been very pleased with the way that this has worked. We will be sad to say goodbye in July to our Special Needs Coordinator Lyn Byatt who has been appointed to an advisory position within the L.E.A. A huge thank you to all our staff for their incredible hard work and high levels of commitment to our children and school.

Gifts and donations

Over the last year our Friends Committee have bought outside benches and games tables for the children, ICT equipment, playtime equipment and keyboards for the school. The committee will also be buying the school 32 guitars to allow whole class guitar lessons in Year 4 and Year 5. One of our “Dad’s” who works for Yamaha very kindly managed to arrange an incredible discount for us which brought the price down considerably – many thanks Mark. Grateful thanks to the fantastic Friends Committee who have made a wonderful contribution to the life of our school as well as providing many extra resources.



‘I think our pond area is really nice and when the grass has grown we will be able to sit by it.’
Joshua Y3

‘I like the shelter in the playground because I can play games under it. It reminds me of a dragon!’
Matthew Y1

Premises / Health and Safety: Chair Stephen Deane

This committee considers all aspects of matters to do with the building, health and safety and development of relevant policies. As part of our termly meeting held in school time, we always do a health and safety tour and assessment of the school.

As you are aware from the regular updates from Phil, the premises have been a major issue for the school and whilst the school looks excellent with regard to the Foundation extension, planting, pond, field (*albeit we cannot use it yet*), playground marking etc there remains a number of issues with the building that have been a constant source of frustration.

There are too many outstanding items to mention in this report. I believe that legal contractual issues with regard to penalty clauses have kicked in, which will hopefully mean that all issues are resolved soon. The Governors remain “*very much on the case*” and we continue to hound the relevant authorities to secure a satisfactory conclusion as soon as possible.

School Security

As a newly built school there are few of the security problems associated with older buildings. The site is surrounded by a 1.8 metre fence and the gates giving access onto the playground are locked each morning once all the children have arrived. There is an electronic lock on the front door so that access can only be gained with internal release. We are currently considering CCTV perhaps networked to the computer system, to provide extra security.

Disabled Access and Disability Issues

As a new school we have been assured by the L.E.A. that the building has been constructed to have full compliance with the Disability legislation affecting schools and built to allow full access by those with disabilities. All pupils in our school, whether disabled or not, will be admitted and treated in exactly the same way; we will always seek to fully include any pupil admitted to our school. Pupil’s sensitivity towards the needs of the disabled is raised through personal, social and health education and through assembly topics.

Curriculum and SEN Committee: Chair Frank Schencks

This committee has met three times during this academic year but as with all the other committees, the staff have kept the governors well informed between meetings, when there was anything that needed bringing to the governors attention. We have a Literacy Governor, Numeracy Governor, Foundation Stage Governor, More able and gifted Governor, SEN Governor and Child Protection Governor who regularly come into school to get an overview of the work taking place. Many of our Governors regularly visit the school whilst it is in operation and spend time helping in classrooms and seeing the work of the school at first hand. We are very involved in the life of the school and we know from direct observation and involvement that the children, staff, governors and parents have created a dynamic and lively school that is already achieving at a very high level. Richard Sutton is our SEN Governor. He meets with our SENCO Lyn Byatt on a regular basis and reports back to both this committee and also the full governing body on the way we support children with special needs.

Informative sessions have been led for governors by Lyn Byatt on the procedures in place for SEN, Angie Bailey on Personal, Social and Health Education and by Barry Rogers and Rachel Tinsley on the numeracy curriculum. Much work has been completed in these areas since the school opened and curriculum leaders continue to meet regularly with us to share their work, discuss progress and explore ideas for new initiatives. Our new teaching assistant, Katharina Grimm, is working extremely effectively with the more able mathematicians in our school and Alison Drury has taken on the role of More Able and Gifted Governor. As a committee we have looked closely at the schools provision for personal, social and health education and agreed the school policy for Sex Education. We have discussed the implementation of tests and tasks (S.A.Ts) within the school, shared the overview of our schools performance and looked at targets. It is astonishing to see the amount of work involved in running a successful school; it might look easy on the surface but it is like a swan appearing to glide gracefully through the water with its legs hidden below the surface working furiously!!! We are very grateful to the whole staff for their efforts and for such a committed approach to our children and the school.

Special Educational Needs (SEN):

We have a comprehensive policy and systems in place to ensure that we meet the needs of our pupils identified as having special requirements or learning problems.

Children are identified for additional support through information from their previous schools and the children's work in our school. Early Intervention Groups run across the school to support children who are identified as requiring additional support to accelerate their rate of progress. These groups cover the areas of literacy, numeracy, motor skills and social skills.

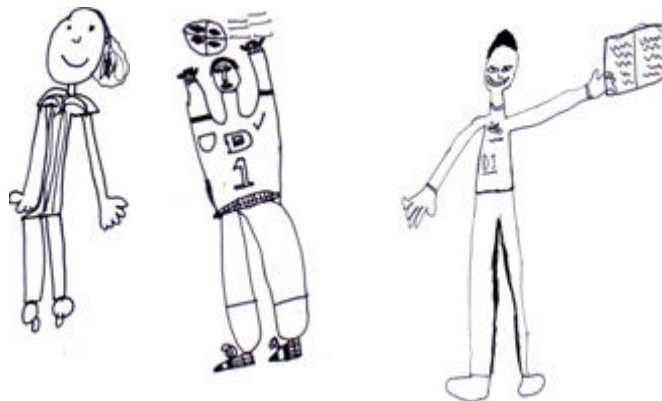
Children who are identified as requiring additional support to 'catch up' with their peers are placed on the SEN register. The Local Education Authority stipulates academic criteria for children to receive additional support at School Action Plus and Statement.

Numbers of children on the SEN Register.

Stage	Number: Sept 04	Number: June 05	Additional Support
School Action	15	21	Minimum of 10 minutes three times per work working with a teaching assistant on their area of development
School Action Plus	12	11	Minimum of 15 minutes three times per work working with a teaching assistant on their area of development
Statement	1	2	Individual provision
Total	28	34	Currently, 9.39% of the children on roll

The children's parents have attended meetings to discuss the additional support in school and the children's progress. They have been working on targets at home with their child which has greatly contributed to the children's progress.

Outside agencies have visited school to supply advice for staff to provide the most effective support for these children. These have included our attached educational psychologist, speech and language therapist and advisory teacher from SENDIS (Special Educational Need and Disability Inclusion Service).



Teacher's Professional Development

All our teaching staff undertake further professional development through courses, mainly provided by the L.E.A. to increase and improve their skills and knowledge. Additionally our staff also receives in-house training through staff meetings and training on Inset days. Teaching and learning is frequently addressed in our weekly staff meetings and the school has a comprehensive policy to promote high quality teaching and learning. The Headteacher and Deputy observe all teachers every Autumn and Spring Term and provide developmental feedback. Evidence from observations indicates consistently good practice.

All Subject Leaders have time allocated to observe the teaching taking place in their subject, talk to children, and to look at planning, assessment and marking and work in children's books. There is great consistency in planning and assessment procedures in the school; our teachers plan in teams across year groups to ensure sharing of expertise and ideas. All teachers are subject to performance management by their team leaders with nominated Governors undertaking the performance management of the Headteacher with an external consultant.



'School is great because we have fun in nearly everything we do. We all like working together on different topics.'
Alys Y5

'I have enjoyed art and D.T. over the year 5 terms and especially making bread. My bread was plaited but was very fat. It tasted too much like yeast though and a little bit like wine for some reason!!!'
Cameron Y5

Giles Brook Friends Association: Chair Ruth Chisnall

The Giles Brook Friends Association was formed in October 2003 and the present committee was elected in January this year. The committee is made up of 10 dedicated people interested in raising funds for our school and providing extended links with the community. Phil is on the committee (this is his 23rd consecutive year on a P.T.A. because he loves it so much!) and Elinor Clare is the staff rep; all other members are parents elected at the A.G.M. which is held in January each year. Over the last 2 years the Friends have raised much money for equipment and purchases have included; IT equipment, a donation to the school council to make playground equipment purchases, playground picnic/games tables and benches, a playhouse for the Foundation children, musical instruments including most recently, 32 guitars! We have also set up a 'saving' account for a small percentage of the fund raised to enable us to build an adventure trail for the children in a few years time.

Our events are brilliantly supported by our parents, children, staff, governors and the local community. Many thanks to everyone for their support and help. Please don't forget the Summer Fair on the 9th July!

School Improvement Priorities

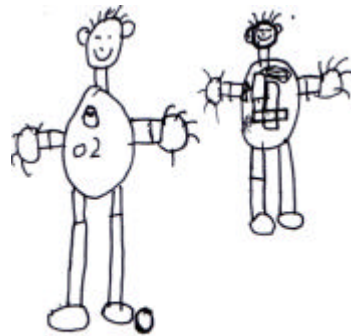
A copy of the comprehensive School Improvement Plan is available for parents to view or borrow on the reception desk. It is the most important planning document in any school and prioritises main areas for development each year as well as strategically planning the future two or three years. Our main priorities this year will be to further improve our library book stock and science resources, improve the skills of more able readers and attainment at level 3 in KS1 English, Science and Maths, further develop and refine our monitoring and evaluation procedures through use of a new pupil tracking programme, increase our library book stock, and review curriculum planning and assessment and revise as necessary. We have very thorough monitoring and evaluation procedures including frequent observations of teaching by Head, Deputy and Subject Leaders, scrutiny of children's work throughout the school, monitoring of S.E.N., regular Governor visits and analysis of S.A.T.'s results and papers e.g. common patterns of errors.

In line with recent Government legislation we have been dealing with workforce reforms to try and improve the work/life balance of teachers. This includes providing 10% non contact time each week for our teachers. We have made the decision to only cover classes with qualified teachers: the government has been trying to push for non-qualified teachers to cover this time to reduce costs but we do not feel this would be in the children's best interests. Whilst we can afford to cover this time with qualified staff, we will.

Information available to parents

We always try to keep parents as well informed as possible. We are an open school and we encourage parents into school and to play an active part in our school. The following documents are available on request from the school;

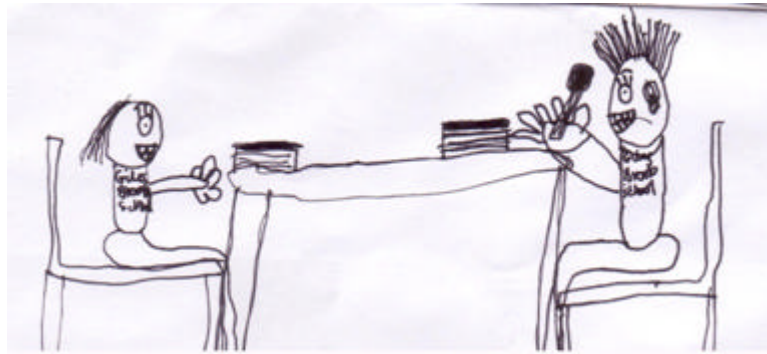
- Minutes of the meetings of the governing body
- All letters to parents in the current academic year
- Friends Association Minutes/Newsletters
- Information relating to the National Curriculum
- The Annual Governors Report to Parents
- School Policies and schemes of work
- Ofsted report (once we have had one)
- Current School Brochure
- Milton Keynes Council Documents



School Brochure Changes

Our school brochure has been updated and adapted to reflect the fact that we are now an “established” school. The main addition has been a section on verbal abuse of staff:

Verbal abuse of our staff or incidents of threatening behaviour from parents towards our staff, is completely unacceptable. The police will be called and in addition to any legal action that might be taken, the parent will be banned from the school premises either for a fixed period or permanently depending upon the severity of the offence.



‘During this school year we have set up a StreetCare Committee to tidy up and look after the environment of Tattenhoe and Milton Keynes. We were elected by our class (a.k.a. Year 5) and have worked with Mr. Varney, the founder of StreetCare, at the Council. We launched the project in November and the Mayor of Milton Keynes, Mr. Miles, came to our school. We taught the Mayor how to report faults onto the Council Website and had tea and biscuits in the library.

We encourage other children to report problems found in the neighbourhood to us. We then report these to the Council via the Website. By reporting issues, the area outside our school has been improved, lamp posts have been repaired, rubbish has been cleared and builder’s rubble has been moved.

We have also been interviewed by Julia from the 3 Counties Radio and informed Milton Keynes citizens about the work we do and have held a meeting to inform teachers from other schools about our work too. We hope to continue in Year 6. In the future we might go into other schools to tell them about our progress and help them to get a responsible StreetCare Committee started.

StreetCare members

Alex, Alys, Cameron, Joe, Nilam and Prabdeep Y5.

Pupil Absence Rates

For the period from September 2004 to May 28th 2005 there was 4.3 % authorised absence and 0.1% unauthorised absence. Attendance figures for the same period were 95.6 %. The government have made all schools have attendance targets: ours is to maintain attendance at the current levels.

Key Stage 2 Targets

At the time of writing we have still not received our first KS2 results for the oldest children in our school. Based on previous assessments of the children the targets for this year were;

English Level 4+ - 70% Level 5+ - 22%

Mathematics Level 4+ - 67% Level 5+ - 26%

Science Level 4+ - 76% Level 5+ - 27%

Our targets for 2006 are:

English Level 4+ - 80% Level 5+ - 28%

Mathematics Level 4+ - 85% Level 5+ - 30%

Science Level 4+ - 86% Level 5+ - 30%

National Curriculum Assessment Results Key Stage 1

Children in Year 2 have undertaken the KS1 S.A.Ts and the following teacher assessments represent our schools performance:

(Level 2 represents the nationally expected levels of achievement for 7 year olds with sub-gradings of A, B and C)

Reading: 94% of our children were assessed at Level 2 or above of which
30 % were assessed at level 3.

Writing: 96% of our children were assessed at Level 2 or above of which
22 % were assessed at level 3.

Mathematics: 98% of our children were assessed at Level 2 or above of which
30% were assessed at level 3.

Speaking and Listening:
99% of our children were assessed at Level 2 or above of which
17% were assessed at level 3.

Science 100% of our children were assessed at Level 2 or above of which
30 % were assessed at level 3.

2004 NATIONAL RESULTS

This table shows the percentage of eligible children achieving each level at the end of Key Stage 1 in 2004.

RESULTS OF TASKS AND/OR TESTS AND TEACHER ASSESSMENT 2004									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and listening	2	10	63				24	0	0
Reading	3	12		14	21	21	29	0	0
Writing	5	13		20	25	21	16	0	0
Mathematics	2	7		15	22	25	28	0	0
Science	2	8	63				26	0	0

SCHOOL TERM AND HOLIDAY DATES 2005/2006

	OPEN ON MORNING OF:	CLOSE AT END OF AFTERNOON SESSION ON:
Autumn Term 2005		
1st & 2nd Sept inset days	Monday 5th September	Friday 21st October
19th & 20th Dec inset days	Monday 31 st October	Friday 16th December
Spring Term 2006		
	Wednesday 4th January	Friday 10 th February
	Monday 20th February	Friday 31 st March
Summer Term 2006		
Friday 26th May inset day	Tuesday 18th April	Thursday 25 th May
Mon 5th June inset day	Tuesday 6th June	Friday 21 st July

Please note: the above includes the following inset days:

Thursday 1st September 2005
Friday 2nd September 2005
Monday 19th December 2005
Tuesday 20th December 2005
Friday 26th May 2006
Monday 5th June 2006

SCHOOL TERM AND HOLIDAY DATES 2006/2007

	OPEN ON MORNING OF	CLOSE AT END OF AFTERNOON SESSION ON:
Autumn Term 2006		
	Monday 4 th Sept 2006	Friday 20th October 2006
	Monday 30 th October 2006	Thursday 21 st December 2006
Spring Term 2007		
	Thursday 4 th January 2007	Friday 9 th February 2007
	Monday 19 th February 2007	Friday 30 th March 2007
Summer Term 2007		
	Monday 16 th April 2007	Friday 25 th May 2007
	Monday 4 th June 2007	Friday 20 th July 2007

Please note: the above 2006 - 2007 does not include any inset days – you will be notified when these have been set.

Please return this page to the office if you will be attending the meeting.

I/we will be attending the Governors Annual Report to Parents on Monday July 18th at 7.30 p.m.

Name

Child/ren attending Giles Brook

.....

Please note: The meeting will not take place if fewer than 15 families are represented.

