

GILES BROOK COMBINED SCHOOL

ANNUAL REPORT TO PARENTS JUNE 2004

“Our school is a brilliant school because everyone works together. I like Giles Brook because the School Council (who are really generous) bought us goals and loads of play equipment. Our class have been on the best trip ever to the Leicester Space Museum. Giles Brook offers many clubs you can go to like Archaeology. I dislike nothing.”

Jake Clapp Year 5

Parents are cordially invited to the first Annual Meeting for the Governors Report to Parents, which will take place on Thursday July 1st 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 Andrew Laing, Chair of Governors
- 2) Demonstration of an interactive whiteboard
- 3) Headteachers Report
- 4) Presentation of report
- 5) Questions
- 6) 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. We value all areas of learning and human achievement. We recognise the impact that ICT will have on the society of tomorrow and seek 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 will seek 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.

Introduction by Andrew Laing Chair of Governors

It has been a very full year for me as Chair of Governors because we have been doing a lot of work with the LEA and the builders/architects to bring the building up to an acceptable standard. As with the whole of the school, the support I have had from the staff, my fellow governors and parents, has been superb. As you will read in this report there have been a lot of problems with the building but this has not stopped the teaching staff (Teachers and L.S.A.'s) from delivering a first class education to all. Our parents have been very supportive and we were very pleased with the attendance at our Literacy Curriculum Evening in February as well as the fantastic response to our Friends Association events.

As a parent this has been marvellous, as like most of you I had to decide whether to change school for my children. This was not an easy decision, but we took it and crossed our fingers. I have not regretted it for a second as the school has made my children enjoy their education and love coming to school. This has been down to the whole staff at the school.

The governors have been a great body to be the chair of, as from day one we have worked as a team and have supported the school to make sure that we try and have the highest quality staff, teaching and resources. We have also done everything that can be done to make this school a place where everyone's different educational needs can be met and where all children are fully included. My thanks go to everyone for helping to make our school a very special and uniquely friendly environment for our whole school community and most especially for our children.

The next year is going to be the best ever and the plans for the future are very exciting for all. So children, staff, governors and parents

WATCH THIS SPACE !!!

Andrew Laing

"I really like Giles Brook because all the teachers and the children are so supportive and helpful. Everybody can go to after school clubs. I have been to sign language and it was great fun! If you get anything wrong a teacher will come over and help straight away. My class have been on many school trips and one of them was to Leicester Space Museum. We all enjoyed the whole thing and we are really thankful that Miss Cotton took us there. The School Council have been really busy getting us all playground equipment and they're all extremely nice things. This school has had many disco's for example Christmas, Valentine's etc. This school is fantastic."

Francesca Buckland Year 5

Headteachers Report

It is hard to believe that we have almost completed our first year at Giles Brook. It has certainly been a very busy and eventful one and I am enormously grateful for the fantastic support from our whole school community. Our staff have been incredible -working all hours and doing so much to get the school off to a good start. The children have settled in so quickly and formed such a supportive and friendly social network that visitors to the school often comment that it seems as if they have been together all their lives. This is remarkable when you consider that the 263 children currently attending have arrived from 36 different schools! Governors, the Friends Association and parents have also played a significant role in the successful early development of our school. I say early development and yet we have achieved more in our first year than I would have thought possible due to the way that everyone has worked together and contributed to making our school something special.

There have of course been not so much teething problems with the building as full scale major disasters and you would not credit how much time has been spent by the governors and I in applying pressure to the Council and bringing to their attention a catalogue of building errors. Bit by bit we have forced them to admit their mistakes and resolve them. We are very grateful to Vanessa Gwynn the Strategic Director for Learning and Development and to Brian Sandom, Strategic Director for the Environment for taking our part and applying pressure to get things done. Vanessa has also been instrumental in making sure that we will be having a large shade structure built in recognition of the extreme conditions we have experienced during our first year.

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. We always try to choose our staff very carefully so that we not only get people of high quality but also have staff that genuinely like children and care about them. School is not just about S.A.T.'s results and narrow academic success; it is about helping children to grow into confident, polite, self motivated and kind human beings. I am pleased with the way the first year has gone but there is still much to do and there always will be; the first few years of a new school though are always particularly hard work! Thank you to everyone for your terrific support this year.

Phil

*“Giles Brook opened in September 2003 and has been a remarkable school ever since. I like the way that the school has been supportive and has an outstanding Headmaster Mr Scull (**Editor’s note: This girl will go far!**) Giles Brook are very specific on what the staff should be like, they should be kind, well-intentioned and most importantly like children and this school has a fantastic staff that I like a lot. The only thing I dislike about here is that they make us work vigorously although this might be because we need good education.*

I have been to various clubs and some I am still attending. We have archaeology, art, sign language, origami and computer club as well as choir. There are sports clubs like tennis football and others. I go to a special club which is drama which the school has provided as well.

Giles Brook is a spectacular, fanacular school!!

Mirah Agha Year 5

The Governing Body

The Chair of Governors is Andrew Laing 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 2004

<u>Name</u>		<u>Governor Category</u>	<u>Term ends</u>
Mr. Andrew Laing	Chair of Governors	Parent	October 2007
Mr. Stephen Deane	Vice Chair	Parent	October 2007
Mrs. Lindsay Chard		Parent	October 2007
Mr. Richard Sutton		Parent	October 2007
Mr. Jeremy Cronin-Scott		Parent	January 2008
Mrs. Rosemary Drewett		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. Philip Scull		Headteacher	Ex Officio

There are two vacancies for Community Governors

All the Governors apart from the Headteacher 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

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

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

Rosemary Drewett: Rosemary Drewett is a Social Work Manager, Liberal Democrat Councillor, Child Protection Governor and exhausted mother of Matt (aged 17).

Martin Snell: Martin Snell is a local Civil Servant, Liberal Democrat Councillor and Council Representative on the Milton Keynes Racial Equality Council.

Lindsay Chard B.Ed (Hons): Parent Governor, Foundation Stage Governor. My eldest child is in Y1 and my youngest will start in 2005.

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, young, handsome, witty, governor for 23 years, three children, three headships, mad- but still enjoying it!

Alison Drury: Community Governor, strong links with St Giles Church, Tattenhoe. Wife and mother – 2 boys aged 10 and 12.

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, (one at GBS, one starts in September, others tiny), 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.

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: Stephen Deane

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 2004/ 05 is £831,229. 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. Our total budget for 2004-2005 was £831,229. The full budget breakdown is fairly extensive but some of the major expenditure items can be detailed as follows:

Staff costs	£669,799
Learning Resources	£37,310
ITC Learning Resources	£30,200
Staff Development & Training	£6,000
Insurances, buy backs, advertising	£37,650
Premises costs, rates, misc.	£50,270
TOTAL	£831,229

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 2003-2004 this has amounted to £119.50

Staffing

We will be welcoming four new teachers in September: Miss Keira Ainsworth, Miss Abi Brooks, Miss Louise Leonard and Miss Rachel Tinsley. Lisa Wasley who has taught in Foundation this year is leaving to return to her family in Bristol, we wish her well. We welcome three new teaching assistants: Mrs Gail Birkett, Mrs Jo Saunders and Mrs Bridget Watson and will also shortly be appointing a new N.N.E.B. to replace Rachel Hardman who has decided to go travelling around the world; we hope she has many happy adventures! A huge thank you to all our staff for their incredible hard work and high levels of commitment to our children and school.

“Mr Rogers is kind, funny and hard working, he also likes Mars bars. He makes learning much, much easier and he likes jokes. Alison (teaching assistant) is very helpful and she helps people to be happy. She is very giggly.” Kerensa Year 3

“My teacher is nice, funny and loves chocolate. Mr. Rogers always makes hard work into easy work. His favourite chocolate bar is a Mars bar. He keeps a stash of them in his drawers. Mr. Rogers is helpful.” Jessica Year 3

Gifts and donations

We are grateful to parents for donations of a small TV and video, speakers, printers, two computer systems and an electric organ. The Midsummer Housing Association kindly donated a large artificial Christmas tree. A parent donated a large amount of dress jewelry to the Friends Association for use as prizes and another parent took part in the London Marathon and donated her sponsorship of £330.00 to school funds, this money will be used for the purchase of sports equipment. All items donated are used by the children or for the benefit of the children. Our 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.

Premises / Health and Safety: Chair Richard Sutton

This committee considers all aspects of matters to do with the building, site and health and safety including 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 and are likely to continue to be a major issue for the school. There are too many items to mention in a brief report but the most notable problems have included:

- Foundation area built 18 square metres too small
- Damp course put in at ground level
- Poor ventilation and excessive heat gain and dangerous windows opening onto the playground
- Poor design of fire exit from hall
- Insufficient car parking spaces for parents
- Unfinished work

Governors have harassed and harried the L.E.A. for action since September and we are pleased to report that the Foundation area is being extended during the summer break, the damp course has been rectified, solar film is to be applied to the windows, bollards are being placed each end of the windows for safety, a new path is being built from the hall to the playground and a programme of works to complete the building is in place.

The Governing Body and Phil have been in regular contact with the L.E.A. and the architects to address the issues and to ensure the responses are as quick and practical as possible. We are constantly monitoring the situation and updates will continue to feature in newsletters to keep you informed. The good news is we are getting there!

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. In the future we will be considering CCTV but this is something which will have to be funded by the school.

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 Andrew Laing

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 appointed a Literacy Governor, Numeracy Governor and Foundation Stage Governor to get an overview of the work taking place in these areas. 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 don't need to rely on reports about how well the school is doing; 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.

In the committee we have looked at the teachers planning, assessment and marking policies and agreed them, along with many other policies related to the national curriculum, learning and teaching, monitoring and evaluation, behaviour and Special Educational Needs. We have also looked at the Subject Leader files and the audits undertaken for each subject that fed into our School Improvement Plan as well as the implementation of the S.A.T.'s across the school. As Governors we are extremely impressed with the thoroughness and detail evident. It is astonishing to see the amount of work involved in running a successful school; the easier it appears on the surface, the harder everyone is working behind the scenes. Staff workload is enormous and we are very appreciative of the efforts that have gone into establishing our school so rapidly.

"In Year 4 we have been learning about the Ancient Egyptians so we all dressed up as something to do with Egypt for a day. We had lots of different activities to do like wall paintings, making Egyptian bread, writing in hieroglyphics and making a clay sarcophagus. We watched a video about Egypt and took photos of our costumes. It was a brilliant day and it was a rest from our usual work!!!"

By Alys Brown

With regard to special needs we have appointed Richard Sutton as 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.

Special Educational Needs (SEN):

A draft SEN policy was in place when the school opened in September 2003 and was fully adopted during the Autumn Term. As such, a comprehensive system of provision for children with SEN was put in place immediately.

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 03	Number: June 04	Additional Support
School Action	2	14	Minimum of 10 minutes three times per work working with a teaching assistant on their area of development
School Action Plus	10	8	Minimum of 15 minutes three times per work working with a teaching assistant on their area of development
Statement	1	1	Individual provision
Total	13	23	Currently, 8.75% 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 children 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.

Giles Brook Friends Association

The Giles Brook Friends Association was formed in October 2003. We are made up of 10 dedicated people who feel passionate about raising funds for our new school.

In our first few months we defined the members' roles, adopted a constitution, selected our future events and applied for a licence to serve alcohol. We also became a registered charity.

Our events to date have included; a non-uniform day, several discos, a family Christmas Party and an Auction of Promises. All these events have been extremely successful and raised funds for the school. We have also raised funds through collecting and recycling printer cartridges and receiving a percentage from the Yellow Moon catalogue.

To date our purchases have included; IT equipment, a donation to the school council to make playground equipment purchases, and also Design and Technology equipment. At present we are looking into the possibility of setting up a 'saving' account for a small percentage of the fund raised to make a larger more expensive purchase.

Our next event is to be our biggest so far, A stars and stripes Summer Fete on 4th July – don't miss it!

Our events are brilliantly supported by parents, staff and businesses; for this we are most appreciative as without their support we would not be able to help provide our children with those exciting extra resources. Many thanks to everyone for their support.

Kate Stubbs Chair of Giles Brook Friends

Clubs – a child's eye view!

"Chaplin Theatre Arts is really good fun because we are learning cheerleading for our school fete."
Amy Hughes Yr 2.

"I learnt a dance to go with a song by Atomic Kitten. I showed my class it."
Lainey Williamson Yr 2

"I loved paper craft because we made Mothers Day cards. My mum was so happy."
Liam Murphy Yr 2

"It was fun in computer club because I learnt how to do titles and type information about our favourite book." Joshua Bains Yr 2

"I really enjoy learning new languages from different countries so we can meet new people in France and talk to them." Elle Deane Yr 2

"I went to sign language with Mrs. Dinsey and Miss Evans and we learnt how to speak to people who can't hear. We learnt how to do our names so they know who we are."
Daniel Prescott Yr 2

"Choir is great to be in. We sing lots of different songs like Chitty Chitty Bang Bang, Truly Scrumptious and Up On The Roof. Choir takes place in the music room on every Thursday. I enjoy being a part of it."
Rachel Wickenden Yr 3

"Art club is brilliant. If you like drawing and colouring in then this is the club for you. In art club you get to draw a selection of pictures. Sometimes you use the I.C.T base as well. I enjoyed art club because I really enjoy art."
Joe Dimmock (Yr 4)

“I went to tennis club. We learnt how to do back hand and fore hand. We also played games like ‘Cross the river’. Julia, our tennis teacher, taught us different ways to learn tennis. I enjoyed it because Julia made it fun. I now know how to play!” Nilam Jivram (Yr 4)

“I really enjoyed archaeology club as you get to explore the school grounds and discover what has been fossilised over the years. Archaeology club allows you to discover different types of minerals. I would recommend it to anyone if they have a chance to do it because I really enjoyed it.”
Robert Lawless (Yr 4)

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 ICT resources, induct our new staff and children, further develop and refine our monitoring and evaluation procedures, increase our library book stock, develop the environment around the school to include a pond and shade structure, review curriculum planning and assessment and revise as necessary. We have already established very thorough monitoring and evaluation procedures including frequent observations of teaching, scrutiny of children’s work throughout the school, monitoring of S.E.N., regular Governor visits and analysis of S.A.T.’s. The amount that has been achieved by our school in its first year is quite astonishing; it has the feel of a school that has been up and running for far longer than two and a half terms.

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

Year 4 Tattenhoe Walk

“Our walk around Tattenhoe was a big success. We recorded a lot of information and found out a lot of good things and bad things about our environment. We are writing letters to the council to explain what we have found out. Some of the things were appalling like a burnt out dog poo bin!!”

By Cameron Prentice Year 4

“When we went on our walk we thought about the negative and positive features of our environment. One positive thing in Tattenhoe is the lovely linear park. We also liked the bumps in the pavement to help the blind cross the road safely. A negative thing was all the builders rubbish that lay about Tattenhoe. We are writing to the council.”

By Danni Garzia Year 4

Pupil Absence Rates

For the period from September 2003 to May 28th 2004 there was 4.1 % authorised absence and 0.1% unauthorised absence. Attendance figures for the same period were 95.8 %.

Key Stage 2 Targets

Our school has no children in Year 6 in this academic year. We will be setting KS 2 S.A.T.'s targets for next years Yr 6 children during the Autumn Term 2004.

National Curriculum Assessment Results Key Stage 1

Children in Year 2 have undertaken the KS1 S.A.T.s with the following results:

(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 31 % were assessed at level 3.*

Writing: 94% of our children were assessed at Level 2 or above of which 15 % were assessed at level 3.

Mathematics: 100% of our children were assessed at Level 2 or above of which 39% were assessed at level 3.

Speaking and Listening (Teacher Assessment)

97% of our children were assessed at Level 2 or above of which 17% were assessed at level 3.

Science (Teacher Assessment)

99 % of our children were assessed at Level 2 or above of which 19 % were assessed at level 3.

* Please note that the LEA data on the following page shows a slight inaccuracy at level 3 in reading. Level 3 achievement in reading should be 31%. The data is currently being amended.

SCHOOL TERM AND HOLIDAY DATES 2004/2005

OPEN ON MORNING OF		CLOSE AT END OF AFTERNOON SESSION ON:
Autumn Term 2004		
Wed 1st Sept inset day	Thursday 2 nd September 2004	Friday 22 nd October 2004
20th & 21st Dec inset days	Monday 1 st November 2004	Friday 17 th December 2004
Spring Term 2005		
Fri 11th Feb inset day	Wednesday 5 th January 2005	Thursday 10 th February 2005
	Monday 21 st February 2005	Thursday 24 th March 2005
Summer Term 2005		
	Monday 11 th April 2005	Friday 27 th May 2005
Mon 6th June inset day	Tuesday 7 th June 2005	Thursday 21 st July 2005

Please note: the above includes the following inset days:

- Wednesday 1st September 2004**
- Monday 20th December 2004**
- Tuesday 21st December 2004**
- Friday 11th February 2005**
- Monday 6th June 2005**

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Please detach and return if you will be attending the meeting.

I/we will be attending the Governors Annual Report to Parents on Thursday July 1st at 7.30 p.m.

Name

Child/ren attending Giles Brook

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