

Annual meeting for parents on Thursday 4th December - see inside for details



Brookfield Primary School
GOVERNORS' ANNUAL REPORT
for the year
SEPTEMBER 2002 to SEPTEMBER 2003

We want to make sure all parents and carers understand this report. If you'd like help reading this report in other languages, please contact **Karen Leithead** through the school office.

LETTER FROM THE CHAIR

Dear parents and carers

The governing body of Brookfield Primary School is pleased to present this report for the 2002-2003 school year. It has been a year of enormous change and development; in the following pages we aim to give you an account of some of the main features of our work.

People sometimes ask who the governors are and what we do. There should be 17 governors at Brookfield (we have three vacancies at present) and we represent Camden, the parents, the staff and the wider community. There is a list of names at the end of this report.

It is our job to take a strategic overview of the running of the school and to act as 'critical friends' by offering support and advice. Working with the head-teacher and staff, we are accountable for the performance of the school.

The governing body meets twice a term; we also meet in committees - curriculum, finance, personnel and salaries, and premises - to carry out some of our detailed work. Dilys presents a report at each full governing body meeting. During the past year we have had to spend much

time setting policies: eleven so far and a few more to go. Copies of all school policies are kept in the school office and are available to parents on request. All governors' meetings are open to observers, so why not come along and see what we do and how we do it! We are also aiming to set up a governors' notice board in the tunnel where minutes of our meetings will be posted.

Many of you will be aware of the funding crisis which has hit schools all over the country. Brookfield is one of fourteen schools in Camden which has submitted a deficit budget. This has needed careful attention in the governing body meetings as we have had to make hard choices in order that our limited resources are put to the very best use. It is therefore particularly pleasing to note that we have managed to find the money to set up the new ICT suite and that, as I write, Peggy's Ship is being built, with the majority financed by parent fundraising and grant. We hope and believe that this will be a fitting tribute to a teacher who was much loved and highly respected by past and present years of Brookfield children, and will give pleasure, stimulation and learning to future genera-

tions who will never know her.

Many parents will be aware of the current and growing dissatisfaction with the SATS (Standard Assessment Tests) which are taken by all pupils at the end of the second and sixth year in primary schools. In 2002 the Brookfield results were disappointing; in 2003 they were excellent. A truly inclusive inner city school is unlikely to get to the top of the league tables, but this does not necessarily mean that the school or the teaching is poor. Different year groups vary in their ability, so an apparent lack of consistency is likely. At Brookfield we believe that education is far, far more than SATS; the consistency we strive for is the opportunity for all children to achieve to the best of their ability in a caring and stimulating learning environment.

The following pages set out much that has been achieved in the past year; we are aware that much more remains to be done. Please come to the annual parents' meeting and share your views on how we can best move forward together.

Helen Martyn
Chair of governors

INVITATION

Warm invitation

Please come to the governors' annual

Meeting for parents

Thursday 4th December 7pm

Lower Hall

Entrance via Croftdown Gate

If you let us know your needs by Friday 28 November, we will try to provide a creche and/or interpreter

CONTENTS

Recent developments	1
Diversity	2
School meals	3
Governor news	4
Premises developments	5
Curriculum	6
Test results	8
Finance	10
Brookfield and the community	12
Reporting back	13
Staff news	14
Who's who	Inside back
Parent governor election	Back

RECENT DEVELOPMENTS

Clubbing It!

The whole school is moving to the rhythm: whether it's ballet, street moves, sport'n'dance or drumming. There's choir or recorders for the musical, and we're getting fit with gymnastics, football, tennis, boat club and stilts. To chill out there's yoga; for spirituality there's Christian club. Interested in the aesthetic side? Try some sewing, painting and drawing, or discover more about art and culture. And for a boost to your school work there are handwriting and homework clubs.

It's hard to believe that only two years ago Brookfield was pretty much a club-free zone. Now the school can boast a total of 32 clubs. They run in lunchtimes, before school and after school. They are led by professionals, parents and around half of them are actually run by children themselves. Barbra Landes, year 3 teacher responsible for clubs, says, 'It's been wonderful. The children have to write a business plan explaining how their club will work, where it will take place, when, what equipment they will need. They are so responsible and mature about it.'

The knock-on effects are tremendous. Not only do the children who take part have fun and get a boost in self-confidence. They also make friends in other classes and years, and this has a very positive effect on the whole school.

Because places in each of the clubs are limited, Barbra is working on keeping records of which clubs each child has attended. This will mean that all children get a chance to enjoy something.

Although grants from the Children's Fund Initiative got the project rolling, only a small minority of clubs are now dependent on that funding.

'We are looking for more par-

ents to run clubs,' says Barbra. 'We were delighted earlier this term when one parent arrived on a Wednesday and started yoga club for reception the following week.'

There is a fabulous club noticeboard near the school office where you can read about what's on offer and different clubs are featured on a fortnightly basis.

If you have skills that could be the basis of another club, Barbra would be delighted to hear from you. (Her classroom's on the top floor).

Ursula Barnes
Clubs link governor

Up-to-the-minute ICT Suite

During the summer and through the first half of the Autumn Term work has been carried out to convert the loft space above the library into an exciting new computer suite. This provides space for computers and a printer so that whole classes can work on the computer at the same time.

The room was cleared, walls finished and decorated, new lighting installed and electricity for power to each computer. Computer network cables run from the room to the school's computer network switches on the floor below. The fifteen computers were installed and configured for use with the school's computer software.

As well as the computers, we also installed an interactive whiteboard. This is an electronic

version of a traditional whiteboard. The teacher can display images from his or her own computer, editing the information on the board with a special pen. The results can be stored at the end of the lesson allowing the teacher to continue at the next lesson.

Staff have been trained in the use of the new equipment.

The suite will be opened at the end of November with a set of special activities for children and parents. The children will show their parents how they use computers and the Internet, and some of the things they have learned.

The suite is a very important new resource for Brookfield. A whole class can now learn new computer skills at the same time or can work together on a project such as a newsletter or producing information for a web page. The computers are always configured and ready to use so that the teachers' time is used teaching and not preparing equipment.

Work continues on the Brookfield web site. This has now been updated to contain up-to-date information on a range of school matters. There are five sections covering Information, Curriculum, Children, Parents and Governors.

Brookfield's web site is at <http://www.brookfield.camden.sch.uk/>

David Snewin
ICT link governor

Parent questionnaire

What do you think about Brookfield? Governors want your views. Please fill out the questionnaire distributed with this report.

DIVERSITY

Over the last year a group of governors have been formulating the Equality and Diversity policy for the school. This policy is now ready and will be presented to the governing body soon.

Brookfield has a large mixed intake with children coming from an enormous range of ethnic backgrounds. We ask families how they would describe their background when they join the school. There are nearly thirty different languages spoken and a great deal of religious diversity too.

We are proud of Brookfield's achievements in celebrating diversity. The school as a whole celebrates religious events. There is a wide range of groups from different cultural and artistic backgrounds that visit the school. The school library has a wide range of books that reflect cultural and ethnic diversity.

Breakdown of Religions			
	Nos.	% school	
Buddhist	1	0.24	
Christian	152	36.19	
Hindu	2	0.48	
Jewish	14	3.33	
Muslim	65	15.48	
No religion	151	35.95	
Not specified	31	7.38	
Other	1	0.24	
Sikh	3	0.71	
	420	100	

The school employs a full-time Ethnic Minority Attainment teacher who is responsible for teaching and supporting children from different ethnic backgrounds, particularly Somali, Bangladeshi, Caribbean and Congolese nationalities, who have been identified by Camden as at risk of underachievement.

The school tries to be a warm and caring place where all children learn and grow. We try to help all children to succeed, whether they are boys or girls and whatever their ethnic or religious or social background, including those with special educational

	ETHNIC ORIGIN / GENDER			
	Male	Female	Total	% school
	50%	50%		
Bangladeshi	3	9	12	2.86
Indian	1	3	4	0.95
Pakistani	1	0	1	0.24
Asian / British/ any other	3	8	11	2.62
Caribbean	10	5	15	3.57
Black/any other	1	1	2	0.48
Congolese	6	1	7	1.67
Greek Cypriot	1	6	7	1.67
Kosovan	4	2	6	1.43
Kurdish	2	1	3	0.71
Mixed / any other	10	9	19	4.52
Mixed / white & Asian	2	3	5	1.19
Mixed / white / black African	8	3	11	2.62
Mixed / white / black Caribbean	15	12	27	6.43
Nigerian	0	1	1	0.24
Not specified	2	0	2	0.48
Other black African	6	5	11	2.62
Other ethnic group	1	0	1	0.24
Other white	2	12	14	3.33
Refused to identify	10	11	21	5.00
Somali	8	6	14	3.33
Turkish	0	3	3	0.71
Turkish Cypriot	3	3	6	1.43
White British	97	95	192	45.71
White Irish	2	4	6	1.43
White traveller - Irish heritage	1	0	1	0.24
White European	11	7	18	4.29
	210	210	420	100

needs and physical disabilities.

Last year the school took the decision to apply to the Standing Advisory Council on Religious Education (SACRE) to grant exemption from the legal requirement for a daily act of Christian worship. In November 2002 this was granted to the school for five years.

The school has taken this opportunity to revise its assemblies to make them more meaningful to the staff and the children. The assemblies are inclusive and all children are able to take part. Some assemblies are whole school, while infants and juniors attend others separately. The head addresses at least one whole school assembly and one infant and junior assembly a week. Other staff members address the rest of the assemblies.

Assemblies give children an opportunity to reflect on a range of issues: spirituality; morality; diversity; citizenship; the community. Once a week there is a singing assembly. There are parent assemblies and assemblies for different religious festivals.

There are lots of opportunities for parents from all communities to contribute to school life; and the school would welcome more ideas to enhance and enrich the diversity of Brookfield school.

Anuradha
Awasthi
Co-opted
governor

Note: All tables are at October 2003. Difference between roll of 437 and 420 - Nursery has 26 part time children, counted as 13 full-time places, and roll assumes Reception is full (30 coming in in January 04) (420 - 13 + 30 = 437).

LANGUAGES		
	No.	% school
Albanian	6	1.43
Arabic	13	3.10
Ashanti	1	0.24
Bengali	13	3.10
Efik	1	0.24
English	317	75.48
Eritrean	1	0.24
Farsi	3	0.71
French	7	1.67
German	3	0.71
Greek	4	0.95
Gujarati	1	0.24
Ibo	1	0.24
Italian	1	0.24
Korean	2	0.48
Krio	1	0.24
Kurdish	3	0.71
Lingala	2	0.48
Patois	2	0.48
Portuguese	2	0.48
Punjabi	1	0.24
Russian	2	0.48
Somali	13	3.10
Spanish	1	0.24
Swahili	1	0.24
Tamil	2	0.48
Turkish	6	1.43
Twi	5	1.19
Unclassified / other	4	0.95
Urdu	1	0.24
	420	100

SCHOOL MEALS

Parents have often raised concerns about the quality of school meals and this year a group of interested parents and governors has been looking at ways to improve things. Following last year's Governors' Annual General Meeting, we formed an informal School Nutrition Action Group (SNAG).



Our first step was to understand what happens at the moment. In December 2002 and January 2003 we came into school to observe the lunches and talk to Dilys, the catering and support staff. We found much to be praised, in particular the thoughtful approach of staff, which was reflected in a calm and sociable atmosphere. Our suggested improvements concerned the provision of water; a balanced diet; healthy eating for both school meals and packed lunches; social and practical issues such as seating; supervision and monitoring; and liaison with the catering service provider.

Our key concerns with the school meals were the lack of fresh vegetables, the amount of processed food on offer, and the fact that, despite the efforts of the catering staff, many children either did not help themselves to a balanced meal or ate very little, so significant numbers must be hungry in the afternoon.

In April 2003 Camden

changed its catering contractor from Serviceteam to Scolarest, part of the Compass group, who offered to cut the ingredients' cost of each meal from 47p to 43p. From March to June members of SNAG negotiated hard with Scolarest to reduce the amount of sugar, fat and pre-processed food included in their national menus. Scolarest agreed to reintroduce fresh salad and yogurt at Brookfield, but refused to include any fresh vegetables or unprocessed meat or fish in the four-week menu cycle on the grounds of cost, despite the fact that the price of school lunches increased from £1.35 to £1.40 in June 2003.

Both children and the catering staff noticed an immediate reduction in the quality of ingredients when Scolarest took over, and in July Camden's catering monitoring officer noted that 'many of the children had either taken very little food or a very unbalanced meal ... a lot were complaining that they did not like what was on offer.'

Since Scolarest have proved both unwilling and unable to significantly improve the quality of food on offer, members of SNAG have spent some time researching alternatives. We have visited a number of schools in Hackney that have opted out of the council contract and run their own

kitchens, producing high-quality, mostly organic food, and we have drafted a proposal for Brookfield to do the same for consideration by the Dilys and, when it is finalized, by the governing body.

In the summer term the school organized an excellent issue-based school council on the topic of school meals. The children's biggest concern by far was the poor quality of the food on offer, but they also raised several of the same organizational issues as parents did in the spring.

Although very few tangible improvements have come out of a year's involvement with the Nutrition Action Group, I hope that we have succeeded in raising awareness of the issue: if more children ate a healthy meal at lunchtime, it would benefit the whole school, teachers as well as children, particularly through improved behaviour, concentration and possibly attainment. As such, SNAG would like the improvement of school food to be a priority in the School Development Plan for the coming year.

Daphne Tagg
Parent governor and SNAG member



Being a new governor

I became a governor nearly a year ago, and wasn't quite sure what I was letting myself in for! Since then, I've been to lots of meetings, for which there's lots of paperwork, using lots of jargon, about lots of proposals and policies! For example, what is a QCA optional? Or an FSP-Pilot? Where do you go for your PANDA analysis? What is an age-weighted pupil? Or directed time? Or a vertical grouping? (A PANDA is, by the way, a document that compares our school with similar schools both locally and nationally, and stands for Performance and Assessment Data!)

We have a full governing body meeting (about 15 of us) twice a term. We are all also on at least two of the committees (e.g. Curriculum, Personnel, Finance and Premises) and they each meet twice a term. We work to strengthen the parent/school partnership. This year, all governors will link up with at least one subject in the curriculum (e.g. numeracy, literacy, ICT, etc). Each subject has a member of staff as co-ordinator or postholder, and the two of us will work together. I am looking forward to taking an interest in a subject and seeing it progress.

We do a lot of listening in meetings and contribute to the school's vision and aims. We need to be honest about Brookfield's strengths and weaknesses as we are involved in the creation of the School Development Plan which is a large, very detailed document. This sets out the plans for every aspect of the school over the next year and beyond, and how we are going to achieve and monitor these plans. This, and new policies (e.g. the Special Education Needs policy, Exclusions policy, etc) are presented and discussed

at meetings.

Governors are supposed to monitor and evaluate a school's effectiveness, and I need to clarify in my mind exactly how we, as a group, are able to do that. Part of our role is to identify where the school is doing well and where it is not working as well as it could.

Parent governors are elected by parents. We do our best to hear parents' views, and we bring a parent's viewpoint to the meetings to add to the mix that makes up the governing body. It's rewarding to see the school moving forward with projects, such as the new ICT suite, and I enjoy being involved in the decisions about how to help certain groups of children to perform better. I have not yet done an official 'school visit' as a governor, but that'll be something for next year ...



Disadvantages? In truth, being a governor does increase the child-minding bill, and the financial aspect is something I hadn't fully considered. Meetings can be before school in the morning, after school in the afternoon, or during the evening. The time investment, too, is quite a commitment (some of the meetings are three hours long) - and you have to be very good at getting through several forests' worth of reading matter!

All new governors go on a three-evening training session, and those sessions started to demystify the whole thing for me. Amongst many other things, they gave me a glossary so that I could start to learn some of the rather off-the-wall jargon (such as the famous PANDA)! They also

run training sessions on many other areas of responsibility and are a great source of support.

There is a lot to learn, but luckily for me there are a lot of very experienced governors to help. We have great Camden Local Education Authority (LEA) governors who have good contacts with people and places in the local community, and know how Camden is run. It's sometimes frustrating not to be able to solve problems (such as parking), despite our best efforts. But I've enjoyed this year and think we are all very fortunate to be part of such an energetic, imaginative and hard-working school community.

Helen Limb
Parent governor

Our Aims

As governors, we constantly try to improve the way we work. This year we devoted one entire meeting to looking at our working practices and developing a new set of aims for the school. These new aims will influence our decisions in the coming months.

- To raise achievement across the curriculum and to encourage all children to achieve to the best of their ability.
- To provide a caring and stimulating environment where all children can develop their confidence, display enthusiasm for learning and respond positively to challenge.
- To promote an ethos of mutual respect where contributions of all children, parents and staff are valued and diversity is celebrated.
- To extend provision of creative learning opportunities, particularly involving art, sport and ICT.
- To promote a secure and welcoming environment and increase parental involvement in all aspects of school life.

PREMISES DEVELOPMENTS

Committee report

There have been many improvements to the school this year, both internally, including the fitting of the roof space with a new computer suite, and externally to the school building and playgrounds.

The Premises committee has continued the initiative of an annual inspection of the school and surroundings, to audit progress, and monitor whether the targets set for the year have been met.

The committee is developing a Health and Safety policy. This is a legal requirement and involves a great deal of work. We are always mindful of the security of both the children and the school.

We continue to be concerned at the standard of some of the work undertaken on behalf of Camden Council, in particular the outside steps leading to the junior playground, door knobs that fall off etc., which we are addressing.



The Disability Discrimination Act requires public buildings to be accessible to the disabled. We are looking at what this means for Brookfield, although the design and age of the school buildings will make it impossible to implement fully. Initially we plan to use ramps, but it is our long term aspiration to have a lift installed, although this will be a very expensive proposition.

Bearing in mind budget constraints, we have identified our

most urgent priorities for the forthcoming year as the toilets, sandpit cover in the nursery, various fences and the steps referred to above.

Daphne Tagg and Lucy Cliff have both retired from the committee and I would like to thank both of them for their important input into our work. I would also like to thank the existing members for their hard work and support. We are really lucky to have so much expertise on tap to help achieve our targets to the standard Brookfield parents have come to expect.

Maureen Robinson
Chair, Premises committee

Croftdown Road Gate

On Friday 13 June 2003 the blue sky above Brookfield was filled with hundreds of helium balloons. These were let off amid great excitement to celebrate the official opening of the new entrance on Croftdown Road. The whole school, and many parents, gathered in the infant playground for a special assembly, at which the choir sang. A year 1 child cut a big red ribbon over the new gates, and Dilys thanked all those who had contributed in different ways to the project. A few weeks later Glenda Jackson came to present the school with a London Electricity School Grounds award of £1,000 for the gate project.

Most of the building work was completed during the Easter holidays. Thanks to the craftsmanship of Chris Plowman, the artist and metalworker who designed and built the gates, and the meticulous project management of Kate Proudman, the parent and architect who designed the new entrance, the gates function just as was intended, creating a safe, welcoming entrance, with easy access and play opportuni-

ties for imaginative games.

New parents may not be aware that the old entrance made arriving at school a grim experience. I am very glad that Brookfield now presents such a bright, enticing face to its community, a symbol of the enthusiasm of children, parents, governors and staff that made this collaborative project possible.

Daphne Tagg, Parent governor

Playgrounds

In recent years, staff, parents and governors have worked hard to improve the playgrounds, and this year has been no exception.

A Painting Day was organised in the summer term, and the parents, staff and governors sealed and varnished the seating areas of the infant playground, repainted the floor mural and the climbing frame.

Shade sails have now been installed in the infant playground, as well as the junior playground, both of which were particularly welcome this past hot summer.

June 2003 saw the completion of the colourful Croftdown Road gate. Many of the children contributed to the design.

The long-awaited memorial to Peggy McCormack in the shape of a natural wood climbing frame (to be known as 'Peggy's Ship') was built in the junior playground during the October 2003 half-term. This project was made possible by significant parent and pupil fundraising efforts over the past two years.

The playground committee is always looking for energetic, interested members so please contact a member if you would like to help contribute to future playground development.

Derek Hayden
Staff governor

Literacy

Literacy is about reading and writing. A large minority of adults in this country have difficulty with either or both of these and many children in secondary schools also struggle. I can think of little that is more important than that Brookfield encourages and helps as many children as possible to become confident in reading and writing.

I became literacy governor part-way through the year and have been struck by the complexity of the school's approach. I already knew about the literacy sessions which, as in nearly all schools, are a daily feature in every class. And, like any other parent, I was familiar with the school's reading schemes - the books which children bring home in the earlier stages of learning to read. What has come as a particular eye-opener is the plethora of different schemes which also play a part in the school's approach to literacy.

There is guided reading where children work in groups and the teacher and classroom assistant move around the room hearing the children read. There is First Steps Spelling from year 2 which starts from misspelled words from the child's own work.

For children having difficulty, there is PAT (phonological awareness training) which supports reading. There are special programmes throughout school which provide extra literacy skills to pupils who need them. These approaches are regularly evaluated and new ones investigated as Susan Ali, the literacy co-ordinator, looks out for ways to improve the school's literacy results. The staff attend frequent courses and Susan is reviewing how teaching assistants work with small groups.

Children learning to read need

easy access to good books. The new library is beautiful and well stocked but I am not clear whether children make full use of it. Each class has a book-corner for children to select from and teachers have been given £300 each to replenish their class's supply. However, some teachers allow these books to be taken home, others do not. Some classes also have 'browsing boxes' outside the classroom from which parents can help their children to select books. I am not sure how widely this is used.

The school uses various sets of 'core scheme' reading books. Children take home scheme books twice a week and are heard reading in class by the teacher or teaching assistant at least once a week. Susan sees the core scheme as a safety net. These books use lots of repetition and introduce words slowly. The BSA has generously agreed to contribute £1,000 towards additional books. At the recent parents' evening there was an opportunity for parents to donate books in their children's names.

Unfortunately there are still no male class teachers in Brookfield. However the scheme to encourage male volunteers to read in school is going well. We are very grateful to the men who read in several classes lower down the school, to the three Camden trained volunteers who come with their own resources to read with children, and to several parents who read regularly. More help with reading would be great: if any of you have a regular hour each week, please contact Susan Ali.

Ursula Barnes
Literacy link governor

Numeracy

"How many times have you used maths today?" A few blank stares, and only one or two

hands raised - it was, after all, only 9:05 in the morning. But then the answers started rolling, "to figure out if I was going to be late", "to add up my money for the bake sale", "to decide how fast the car was going and whether it was safe to cross the road"... And immediately the class started to realise that maths was more than dry sums, but a part of everyday life.

The lesson continued in the usual way; group work on the carpet with targeted questions to children at different levels, then work in pairs and finally a plenary session to sum things up and reinforce lessons learned. The children were fully engaged and enthusiastic throughout.

This lesson was taught by Sammi Morris, the Camden Numeracy Co-ordinator. She was in school to demonstrate effective maths teaching to Lucy Cliff, her Brookfield equivalent, having already observed a lesson taught by Lucy. Lucy is now going to do the same (with further support from Sammi) in all junior classes to help improve maths teaching.

This is just one strand of the school development plan to improve maths. Others include a careful analysis of last year's test results to identify common areas of strengths and weaknesses by class, to inform current year teachers of where they should focus their lessons. There are also a number of initiatives to support individual students: 'Springboard' operates in small groups for 10 weeks at a time throughout the junior years.

Finally, there are specific targets - last year there was a focus on mental maths, this year it will be on 'estimation'.

Nicki Schmiegelow
Numeracy link governor

SPECIAL EDUCATIONAL NEEDS

Brookfield aims to be an inclusive school. We welcome all children irrespective of their ability and their likely level of achievement. A significant proportion of the school budget is allocated to those who may, for a wide variety of reasons, find learning more difficult.

In May governors approved our new Special Educational Needs (SEN) policy. Its stated aim is as follows:

'Brookfield school is committed to maintaining high expectations of all its children. This policy supports the school in carrying out its responsibility to educate every pupil to the maximum of his or her potential within the academic context of the National Curriculum and the social context of a co-operative learning environment, offering equal educational opportunity to all.'

Commitment, skill and resources are needed in generous measure if this aim is to be well achieved. The policy sets out the roles and responsibilities of those principally involved, for it is a whole school concern, not just the focus of the work of designated staff, though it is that as well. The school's assessment and tracking system has been further developed and refined this year. This enables pupil progress to be carefully monitored and blocks to learning to be investigated.

It is impossible to over-estimate the importance of parents'

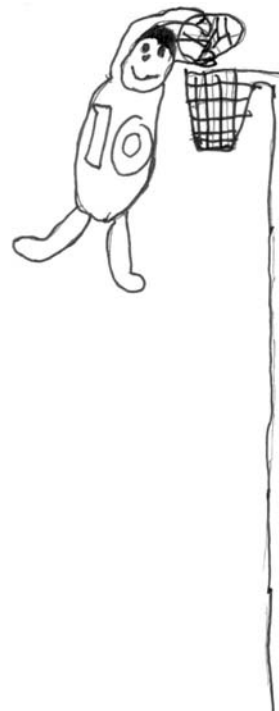
involvement in the education of all children, but nowhere is this more critical than in the education of children who have a range of special educational needs.

Children's Fund

The grant to the school from the Children's Fund has made possible an imaginative and effective expansion in SEN provision, such as buying in additional therapeutic help from outside agencies, providing a range of experiences through new clubs, funding a learning mentor to work with identified children individually and in small groups, and purchasing additional equipment. This funding is due to finish in April 2004. At present it is not clear whether there will be any continued central government funding or whether some or most of these initiatives will have to cease given the school's severe budgetary constraints. We will do all we can to maintain all these positive initiatives and will try to locate alternative resources wherever possible.

Teaching assistants

Teaching assistants are key players in the education of children who find learning difficult. They work with the class teacher in providing additional help and support where necessary. Their terms and conditions of employment were formerly governed by a borough wide agreement, but



now this responsibility has passed to individual schools. A few schools managed to regrade in line with government policy, but most, like us, did not. The governors and teaching staff are acutely aware of the need to negotiate new job descriptions and salary structure for our teaching assistants. This will be implemented now that additional funding has been received to reflect our increased school roll and the required formal consultation process will begin in the new year. Meanwhile we can only applaud the loyalty and commitment of our teaching assistants as they work day by day in and out of the classroom.

Helen Martyn
SEN link governor



TEST RESULTS

Standard Attainment Tests (SATs) are set by the government. Children sit the Key Stage 1 tests at the end of year 2, and the Key Stage 2 tests at the end of year 6. At the end of every year teachers also make an assessment of children's progress, and in years 3, 4 and 5 children at Brookfield sit Qualifications and Curriculum Authority (QCA) tests, which help teachers monitor the children's progress and plan effectively.

Key Stage 1 results

Brookfield's 2003 KS1 results are above both the Camden and the national averages (table 1). Over five years the results have been consistently high, with a slight decline in the results for reading and writing and excellent results in maths over the last two years (table 3). The results at KS1 are higher than at KS2, as are the Camden and national averages, which may reflect inconsistencies in the marking schemes for the two key stages.

Key Stage 2 results

Brookfield's 2003 KS2 results are the highest for five years (table 4). They are well above the Camden and national average

results for English and science and just above the average results for maths (table 2). In 2002 Brookfield's KS2 SATs results were disappointing, for a number of exceptional reasons, including the tragic death of Peggy McCormack, one of the year 6 teachers in September 2001, and high levels of absence during the SATs, but the five-year trend shows an overall rise.

So how much of the variation in results from year to year is simply due to the fact that different year groups vary in ability, and how much does it reflect the strengths of the school?

In 2002/3 the children at Brookfield benefited from highly focused teaching from talented teachers who are committed to making the SATs years as interesting and enjoyable as other years. The school also made good use of appropriate classroom support so that children can achieve their best regardless of the level at which they are working. Other positive initiatives included observations of class teaching by the head and senior management team, focusing on teaching and learning, and a focus on assessment, including develop-

ing the pupil tracking system. The tracking system summarizes test results and teacher assessments to provide information about children's progress, make predictions and target appropriate support.

Targets

All schools have to predict the KS2 SATs results in English and Maths five terms in advance, so at the beginning of Year 5 Brookfield sets targets for the children in that year group, based on their progress up to the end of Year 4. At the end of Year 5 there is one opportunity to adjust the targets to reflect any changes resulting from individual children leaving or joining the school.

The targets set for 2004 and 2005 in Table 5 reflect the fact that achievement varies significantly from one year group to another.

Detailed results

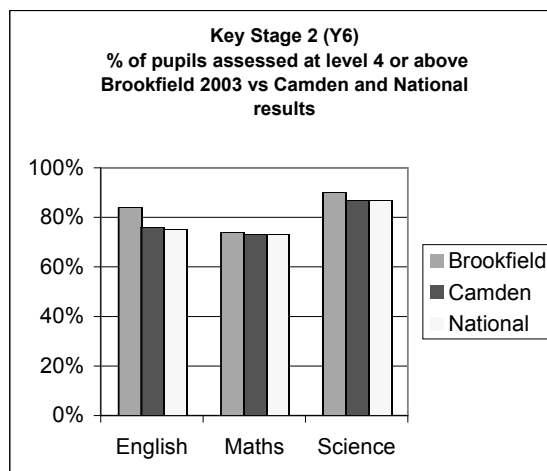
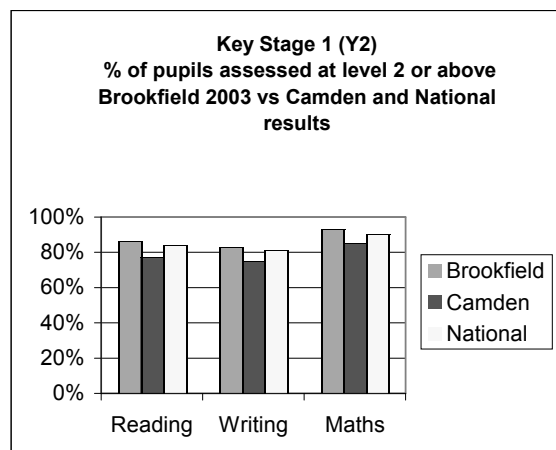
The school is required to publish detailed assessment information for the past year. The tables across give the teacher assessment and test results for the percentage of pupils achieving each level. Tables 6 and 7 show the results for KS1 and Tables 8 and 9 for KS2. Figures may not equal 100% because of rounding.

Table 1: KS1 borough and national comparisons

	Reading	Writing	Maths
Brookfield	86%	83%	93%
Camden	77%	75%	85%
National	84%	81%	90%

Table 2: KS2 borough and national comparisons

	English	Maths	Science
Brookfield	84%	74%	90%
Camden	76%	73%	87%
National	75%	73%	87%



TEST RESULTS

Table 3: KS1 five-year trend

	Reading	Writing	Maths
1999	91%	91%	93%
2000	91%	93%	87%
2001	79%	96%	77%
2002	85%	84%	90%
2003	86%	83%	93%

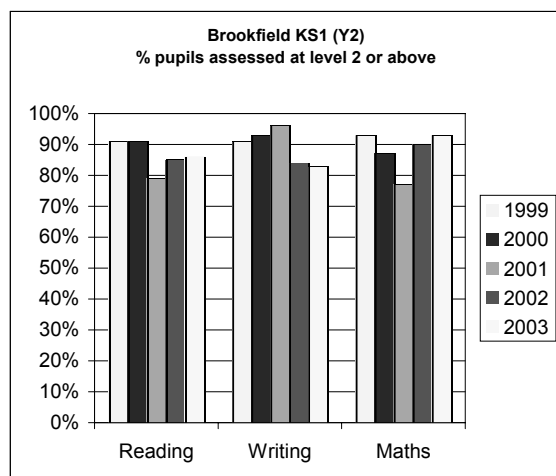
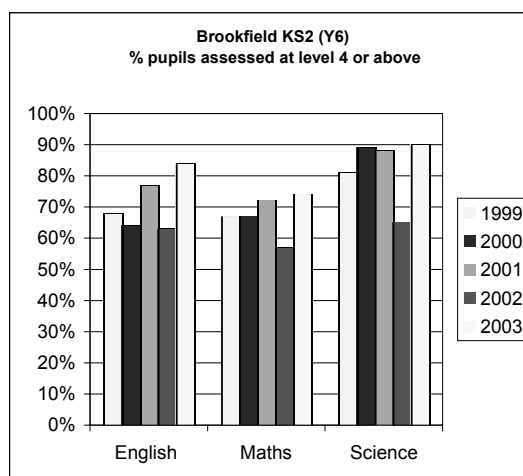


Table 4: KS2 five-year trend

	English	Maths	Science
1999	68%	67%	81%
2000	64%	67%	89%
2001	77%	72%	88%
2002	63%	57%	65%
2003	84%	74%	90%



Of course good SATs results reflect well on the school and are a tribute to all the hard work of the teachers and children. However, SATs are just one piece in the jigsaw of what a school sets out to achieve. Whereas some schools just cram for the tests, it is clear that Brookfield is committed to a broad and balanced curriculum and to a wealth of extra-curricula activities that enrich children's lives and enhance their confidence.

Daphne Tagg
Chair, Curriculum Committee

Table 5: Brookfield KS2 targets

% pupils expected to reach level 4 and above

	English	Maths
2002/3	80%	76%
2003/4	73%	80%
2004/5	66%	64%

% pupils expected to reach level 5 and above

	English	Maths
2003/4	29%	27%
2004/5	27%	29%

Table 6: KS1 - TEACHER ASSESSMENT 2002/3 - % AT EACH LEVEL

	Working towards required level	1	2	3	4	Pupils absent
Eligible - 58 children						
Speaking and listening	0	3	76	21	0	0
Reading	2	10	67	21	0	0
Writing	2	12	69	17	0	0
English	2	9	69	21	0	0
Maths	2	3	74	21	0	0
Science	0	5	79	16	0	0

Table 7: KS1 - TEST RESULTS 2002/3 - % AT EACH LEVEL

	Working towards required level	1	2	3	4	Pupils absent
Eligible - 58 children						
Speaking and listening	0	3	76	21	0	0
Reading	2	10	67	21	0	0
Writing	2	12	69	17	0	0
English	2	9	69	21	0	0
Maths	2	3	74	21	0	0
Science	0	5	79	16	0	0

Tables 8: KS2 - TEACHER ASSESSMENT 2002/3 - % AT EACH LEVEL

	1	2	3	4	5	6	Pupils Absent
Eligible - 50 children							
English	0	4	16	60	18	2	
Reading							
Writing							
Speaking and Listening							
Mathematics	0	0	20	62	18	0	
Science	0	0	24	64	12	0	

Table 9: KS2 - TEST RESULTS 2002/3 - % AT EACH LEVEL

	Below 3	3	4	5	6	Pupils Absent
Eligible - 50 children						
English	0	14	46	38	0	2
Reading						
Writing						
Mathematics	2	24	48	26	0	0
Science	0	10	48	40	2	

FINANCE

A summary of how the school manages its budget is shown opposite. The presentation differs from previous years' reports because of changes to the way the school must present its budget to the LEA. Most significantly, capital income and expenditure must now be split out from non-capital ('operating' or 'maintenance') items. There are also now strict definitions for the classification of types of income and expenditure, which should allow for greater comparability between similar schools in the future.

2002/2003 results

Children's Fund

The successful bid by Brookfield for additional funds from this national initiative results in significant increases to both income and expenditure in the past year and makes strict year-on-year comparisons quite difficult. Additionally, as most of the funding for both years of the programme were received during the 2002/2003 financial year (which runs to 31 March 2003), while the associated costs cover the period to the end of the 2003/2004 academic year (31 August 2004), there is a significant amount of unspent funding included in the reserves at 31 March 2003 (£74,959).

The actual funding under the programme is approximately £60,000 a year for two years. This has been spent on increased staffing levels for a learning mentor, speech and language therapy and counselling, as well as bought in professional services for arts and sports workshops, and other smaller initiatives.

If the effects of the Children's Fund are removed from the 2002/2003 results, along with other significant timing differences, the school had a shortfall of income over expenditure of £12,281, which was funded from the development budget. This

shortfall had been anticipated from the start of the year, but governors last year had approved the shortfall as a 'one-off' due to the fall in school roll.

2003/2004 budget

Many of you will recall the funding crisis which developed nationally in early summer as the school was setting its budget for the current year. Thanks to all of you who wrote letters or signed petitions seeking to increase our original funding allocation.

The crisis arose for a number of reasons, but the most significant was the relatively modest increase in formula funding (4.2%) compared to the increase in staffing costs (12.9%), neither of which can be easily controlled by the school. At the same time, other direct funding for special needs, ethnic minority achievement and standards initiatives was actually decreasing. The overall effect, based on staffing and spending levels consistent with the previous year, was an initial deficit of almost £100,000.

Both the LEA and the government provided 'one-off' additional funds which reduced this deficit by £33,000. The school has had to make savings in a number of areas to further reduce the deficit, but the governors feel that it would be inappropriate to take actions which would compromise the quality of education provided. The final approved deficit was £51,684. To fund this, the school has used up the full amount of the contingency it has been holding in reserves for a number of years (£40,000) and declared a formal deficit of £11,684. This is clearly not a solution which can be used again next year, so continued efforts are being made at many levels to secure increased funding for 2004/2005.

One of the disappointing

aspects of this funding crisis was that the school was unable to proceed with its planned restructuring of the roles of teaching assistants (TAs). This would have allowed more effective use of their time and involved regrading their pay scales to reflect the roles and responsibilities they would assume.

Late-breaking news!

The annual formula funding is based on the school roll - a count of the number of children on the register. Since the count date, the roll has increased by nearly 6% and the school has been pressing the LEA for additional funds to reflect this. As this report goes to print, the school has been awarded an additional £31,000. This will cover the deficit and allow us to proceed with the TA restructuring.

School fund

In addition to its main fund, the school maintains a smaller school fund to allow the headteacher discretion to introduce small-scale initiatives which might not otherwise be possible. The main sources of income are donations and fundraising activities, and expenditure includes special assemblies, small equipment and supplementing class trip travel costs. A summary is provided below:

	2002/2003	2001/2002
<i>Income</i>		
BSA donations	£1,500	£300
Other	£2,770	£3,586
	<u>£4,270</u>	<u>£3,886</u>
<i>Expenditure</i>		
Children's activities	£(1,550)	£(6,066)
Playground improvements	£(158)	£(2,137)
Other	£(1,566)	£(6,228)
	<u>£(3,274)</u>	<u>£(14,431)</u>
Net income/(expenditure)	£996	£(10,545)
Opening balance	£11,520	£22,038
Closing balance	<u>£12,516</u>	<u>£11,493</u>

Nicki Schmiegelow
Chair, Finance committee

FINANCE

	2003/2004 budget	2002/2003 actual	2001/2002 actual
Non-capital			
<i>Income</i>			
General funding delegated by the LEA	£1,320,752	£1,176,841	£1,128,001
Special educational needs funding	£93,386	£113,603	£95,662
Ethnic minority achievement funding	£30,417	£33,168	£37,552
Standards' fund	£34,615	£59,823	£48,549
Children's fund	£10,700	£109,750	£0
Other income	£13,350	£30,642	£44,213
Total income	£1,503,220	£1,523,827	£1,353,977
<i>Expenditure</i>			
Staffing	£(1,325,174)	£(1,169,153)	£(1,094,170)
Curriculum	£(52,925)	£(60,092)	£(54,704)
Bought in professional services	£(62,085)	£(56,714)	£(15,236)
Premises	£(104,876)	£(95,554)	£(91,962)
Administration	£(41,066)	£(15,043)	£(8,410)
Catering	£(56,987)	£(54,443)	£(52,634)
Total expenditure	£(1,643,113)	£(1,450,999)	£(1,317,116)
Net non-capital income/(expenditure)	£(139,893)	£72,828	£36,861
Capital			
<i>Income</i>			
Standards' fund	£28,900	£19,921	£13,668
Grants	£8,000	£8,310	£0
Donations	£0	£10,000	£0
Total income	£36,900	£38,231	£13,668
<i>Expenditure</i>			
School improvements	£(51,204)	£(38,446)	£(53,715)
Unallocated	£(7,821)	£0	
Total expenditure	£(59,025)	£(38,446)	£(53,715)
Net capital (expenditure)	£(22,125)	£(215)	£(40,047)
Net non-capital and capital income/(expenditure)	£(162,018)	£72,613	£(3,186)
Reserves			
Opening balance	£204,891	£132,278	£131,468
Net income/(expenditure) from above	£(162,018)	£72,613	£(3,186)
			£128,282
Camden adjustment			£3,996
Closing balance	£42,873	£204,891	£132,278
Supplementary analysis			
Closing reserves			
Contingency	£0	£40,000	£40,000
Development	£54,557	£57,657	£92,278
Children's Fund timing differences (note)		£74,959	
Other timing differences		£10,150	
Capital income committed		£22,125	
Deficit declared to Camden	£(11,684)		
	£42,873	£204,891	£132,278
Development			
Opening balance	£57,657	£92,278	
Non-capital development	£(3,100)		
Capital development		£(22,340)	
Funds vired to maintenance budget		£(12,281)	
Closing balance	£54,557	£57,657	

Note

The school operates on a cash basis. In 2002/2003 funding for the following year's Children's Fund programmes was received before the end of the financial year and thus shows as extra funding. Furthermore, a number of expenses relating to programmes already in place were not incurred until after the year end.

BROOKFIELD AND THE COMMUNITY

BSA

This has been a great year for the BSA (Brookfield School Association) with nearly £9,000 raised for the school from the summer fair and raffle, and a series of events through the year including a balloon race, a school disco, a jumble sale and numerous cake sales.

These funds have contributed to a number of important projects which will make a real difference to life at Brookfield, in particular the new Croftdown Road gates and Peggy's Ship. The BSA's £6,000 contribution to the latter genuinely made the project possible.

No less important is the school fund, supported by the BSA, which in 2002/3 contributed £800 per term. This is used by Dilys to promote smaller scale initiatives such as dictionaries for Year 6, (and bananas during their SATs - mental and physical sustenance!), arts activities, class trips, PACT prizes, £50 for each class to spend on books and games, and even stilts for the popular circus club.

This major achievement is testament to the efforts of a huge number of people: outgoing chair and secretary, Kate Tyndall and Alison Coult; Ruth Aram, who organised the fair, Melissa Deco, who ran the disco and many others. The new chair is Roxanne Harbour; Susie Barnes and Ruth Aram will share the secretary role, and Alison Oswald will continue as treasurer for a second year. Anyone who feels they might like to help should contact them or just come along to a BSA meeting.

For all the successes, the BSA is not just a fundraising body; it is a place where issues are raised and views shared between parents and the school. The more parents who come the better it will be.

Paul Appleton, Parent governor

Community Links

The school is keen to be an active member of the local community.

We have been invited to attend meetings of the Highgate Newtown Neighbourhood Partnership. This is a grouping of local organisations (the Highgate Newtown Neighbourhood Renewal Area, the Highgate Library Committee, Local Community Police and the Highgate Newtown Community Centre) that meets regularly to explore common ground and to see if there are any areas for further co-operation. The next meeting will be at the end of November.

Brookfield's governing body is represented on a working group at Highgate Library, for example, where plans to improve the building and its facilities are being developed. The first ideas are currently on display in the Partnership office at 60, Chester Road: everyone's comments are welcomed.



The Community Centre on Bertram Street continues to be a valued focus for a lot of Brookfield families and is keen to promote a joint healthy eating campaign, building on the work that has started in the school. The Community Centre would also like to involve Brookfield in arrangements for a homework club initiative for primary and secondary school children.

Paul Appleton, Parent governor

Controlled Parking Zone

As you probably know, the council is pressing ahead with its plan to introduce a Controlled Parking Zone (residents' parking) in Highgate/Dartmouth Park. It was originally due to begin in September but was postponed to November (and now January!). It will operate from 10.00am to 12.00pm and drawings have been issued showing the number and type of parking bays.

The staff at Brookfield are very concerned about the introduction of controlled parking as a substantial number of teaching and support staff currently drive to work. Many of us live far from school or in areas which are not easily accessible by public transport. We often have to carry large bagfuls of work between home and school. The CPZ may also affect the school's future recruitment of staff and outside agencies may be less willing to visit the school.

Unlike other schools, we cannot convert playground space into car-parking, so we have been looking for off-street parking with other local organisations and businesses. Unfortunately at present our requests have been refused.

If any parents are in a position to help staff - for example by lending an unused driveway or suggesting anywhere else where there might be available parking, could they please contact the school office. Brookfield staff would be very grateful!

*Hilla Ravid
Staff governor*

REPORTING BACK

2003/2004 Term dates

Autumn term

Monday 1 September 2003

Tuesday 2 September

Wednesday 3 September

Mon 27 - Fri 31 October

Friday 19 December

Spring term

Monday 5 January 2004

Tuesday 6 January

Mon 16 - Fri 20 Feb

Friday 2 April

Summer term

Monday 19 April

Tuesday 20 April

Mon 31 May - Fri 4 June

Monday 19 July

INSET day

INSET day

First day of term

Half term holiday

Last day of term

INSET day

First day of term

Half term holiday

Last day of term

INSET day

First day of term

Half term holiday

Last day of term

If you have a complaint

As governors, we hope that things always go well for your child at Brookfield. But if there is something you are not happy about we would like you to let us know. The first place for any complaint is usually your child's class teacher, but if you want to take things further you can also speak to Naomi Lever, deputy head, or Dilys Hillman, headteacher.

In case you are still not happy, there is also a formal complaints procedure which is currently being revised - copies are available from the office - or you can contact one of the parent governors to talk through what to do next. If you don't catch us in the playground, our names, addresses and phone numbers are available in the school office.



Attendance

Our whole school attendance figure for 2002/2003 was 91.8% (2001/2002 - 92.2%) which compares to the Camden average of 92.4%.

The rate of authorised absence was 7.6% (2001/2002 - 6.1%, Camden average - 6.8%).

The rate of unauthorised absence was 0.6% (2001/2002 - 1.7%, Camden average - 0.8%).

Secondary Destinations

The 49 year 6 pupils who left Brookfield at the end of the Summer term 2003 went on to the following secondary schools:

Acland Burghley (Camden LEA)	26
Parliament Hill (Camden LEA)	5
William Ellis (Camden LEA)	12
Fortismere (Haringey LEA)	1
Highbury Grove (Islington LEA)	1
Mount Carmel (Islington LEA)	1
North London Collegiate	1
City of London Boys (Independent)	1
City of London Girls (Independent)	1
Other	1

Continuing the successful practice of previous years we again invited teachers from Acland Burghley, Parliament Hill and William Ellis schools into Brookfield towards the end of the summer term. The aim was to maximise the exchange of information and ensure that the schools had detailed profiles of the children's learning needs and styles.

STAFF NEWS

Training and development

As part of their professional development, Brookfield teachers and support staff have attended various courses. Many of these have been in accordance with the school's development plan. The list beside shows most of the courses attended between September 2002 and July 2003.

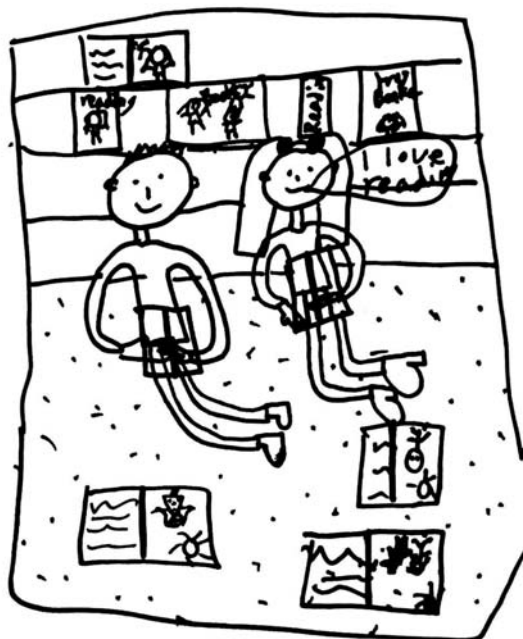
TEACHER	COURSE
Nicky B	FSP – Foundation Stage Profile
Dilys & Naomi	Sustaining Improvement in Primary Schools
Naomi	Assessment, Target Setting, PANDA Analysis
Barbra	Health & Safety on Trips
Chrissy	PE, Key stage 2 SATS, Scientific Enquiry, Conferences: Modern Languages and Leading Literacy
Claire	NQT and PSHE
Hilla	Speech, Language and Listening, Dance
Jo	MFL and Science Co-ordinators
Lizzie	NQT, Phonics Awareness
Lucy	Numeracy, LIFT
Sam	Numeracy, Springboard, SENCO
Sue T	ICT, Foundation Stage Profile

Hilla Ravid
Staff governor

Staff news

There have been a few staff changes during the year.

Dionne St. Matthew Daniel joined us at the beginning of the Spring Term as a Year 3 teacher following her appointment in December. But sadly, we said goodbye to Roma Zierler and Sam Laurie at the end of the Summer Term. Roma retired and was looking forward to spending more time with her family, while Sam left to travel to Peru to teach, before travelling around South America. This term we welcomed Alison Wheeler in Year 5 and Nicki Jaeggi in Year 1. (Nicki Jaeggi sadly resigned at half term and the school is making every effort to recruit a suitable replacement as soon as possible.)



Karen Garrett, previously a Teacher Assistant here, has been pursuing teacher training at Brookfield, as part of the Graduate Teacher Programme, with staff support. Our music teacher, Catherine Dillon, also left at the end of the summer term to take up a job nearer her home in New Cross. However, we were lucky to engage the services of Rachael Turnbull, an experienced teacher in Camden, to replace her. She started working with us at the beginning of the term.

Teacher Assistant, Jill Marsden, has taken a one year leave of absence and will return at the beginning of next term. We replaced her with Matthew Bateman and also welcomed Andrew Geen, also as a Teacher

Assistant. Andrew has now left to follow a PGCE course and hopes to qualify as a teacher next summer. Sarah Selatna joined us during the Summer Term and is at present working across Year 6.

Our office has also seen some change. Jaz Lall left in January to move out of London with her family and we were joined by Cee Rowlands as Office Manager, responsible for Finance, with PA responsibilities.

Leanna Brown joined us in January of this year as a Learning Mentor courtesy of the Children's Fund Initiative. She works with individuals and groups of children on self-esteem and developing positive attitudes to learning.

Dilys Hillman
Headteacher

WHO'S WHO 2003/2004

Teaching Staff

Senior Management Team

Dilys Hillman	Headteacher
Naomi Leaver	Deputy head, Assessment and More Able Children Co-ordinator

Teaching Roles and Additional Responsibilities

Susan Ali	Nurture - KS1, Literacy Co-ordinator
Jo Arnold	Year 6 class teacher, Science Co-ordinator
Claire Attfield	Year 5 class teacher
Nicky Barrett	Reception class teacher
Polly Bradford	Year 2 teacher
Felicity Bryan	ICT Co-ordinator
Lucy Cliff	Year 4 class teacher, KS2 Maths Co-ordinator
Chrissy Duerden	Year 6 class teacher, PE Co-ordinator
Donna Gordon-Apeagyei	Year 1 class teacher
Nicki Jaeggi	Year 1 class teacher (resigned Oct 2003)
Barbra Landes	Year 3 class teacher, Clubs Co-ordinator
Karen Leithead	EMAG teacher
Viviane McGrath	SEN Co-ordinator
Lizzie Munday	Reception class teacher
Hilla Ravid	Year 2 class teacher
Ruth Sabey	Year 4 class teacher, Humanities Co-ordinator
Dionne St. Matthew	Year 3 class teacher
Sue Turner	Head of Nursery
Alison Wheeler	Year 5 class teacher

Support Staff

Teachers' assistants / Learning Support

Matthew Bateman	Pat Robertson
Sue Case	Mandy Sanderson
Linda Goodman	Sue Scott
Pam Holloway	Sarah Selatna
Pat Moriarty	Trudy Tabone
Janet O'Carroll	Sue Turrell
Debby O'Hara	Val Ward
Claire Pattison	

Nursery nurses

Michelle Lee
Seana Tweed

Administration and Premises

Carole Bush	Admissions / Admin Officer
Carrie Conlon	Admin Officer
Derek Hayden	Site Services Officer
Cee Rowlands	Finance Officer / PA to Headteacher



Governors

Helen Martyn (Chair)

Parent governors - elected

Paul Appleton, 6/02
Ursula Barnes, 5/00
Helen Limb, 12/02
Daphne Tagg (co Vice Chair), 11/01
Vacancy

Camden appointments

Frances Haig, 10/02
Helen Martyn (Chair), 9/02
Maureen Robinson, 9/02
David Snewin, 3/01

Staff

Dilys Hillman, ex-officio
Jo Arnold, Teacher governor, elected 10/03
Derek Hayden, Non-teaching staff, elected 5/02
Hilla Ravid, Teacher governor, elected 06/03

Co-opted

Anuradha Awasthi, 3/03
Nicki Schmiegelow (co Vice Chair), 3/01
2 vacancies

Pascal O'Donoghue
Governors' Support Officer and Clerk to Governors
London Borough of Camden
Education Department
220 Eversholt St
London NW1 1BD
020 7974 4536

Brookfield governing body consists of 17 governors including Dilys Hillman, the headteacher. All, except the headteacher, are appointed for a period of 4 years. Our aim is that the Brookfield governors are broadly representative of the community. Please see our photos in the infant tunnel.

Contact us

You are welcome to contact any of the governors direct or you can write to the Chair c/o the school.

Alternatively, you can contact us via the governors' support officer at his address above.

PARENT GOVERNOR ELECTION

Would you like to be a parent governor?

Brookfield has a vacancy for a parent governor. This is an opportunity to get really involved in the life of the school. You don't need any special qualifications: just enthusiasm, an interest in the school and the availability to attend meetings (most are held in the evening and some before or after school).

Ideally the governing body should reflect the diversity of the school community - so we encourage nominations from men and women of all social and ethnic backgrounds.

If you are interested, why not come along to our annual meeting for parents on Thursday 4 December at 7pm where you will have the chance to meet the governors and hear something about our work. You could also attend one of our regular meetings as they are all open to observers.

Alternatively, if you have any questions, you might like to talk to Daphne Tagg, 020 7485 3154, Helen Limb or Ursula Barnes, 020 7681 0884. They are all parent governors and can tell you about the role.

All parents* are entitled to stand. We plan to hold the election early next term. There will be a ballot box in school during the school day and you will also be able to vote by post. The election will be a secret ballot and the result will be determined by the 'first past the post' system.

Please hand or post your nominations - in writing - to the school office and mark them Parent Governor Election. If possible, please accompany your nomination with a photograph and brief personal statement to be circulated before the election.

Nominations open on Monday 1 December and close on Friday 12 December. You may nominate yourself or ask another parent to do it.

*There is an exact legal definition of parenthood in the Children Act 1989 and this defines who may stand and vote in the election

- Birth parents, whether or not living with the child, unless there is a court order in force prohibiting contact
- Birth parents' partners living with the child
- Persons having actual or legal custody of the child.



This report was compiled by Ursula Barnes and Nicki Schmiegelow.

Many thanks to Melissa Deco, Ursula Barnes and David Rosie for their work in compiling the questionnaire.

Dilys asked the children to provide drawings of some of the clubs at Brookfield. We're sure you'll agree they look inspiring. Many thanks to all who contributed.

NOMINATION FORM

I would like to nominate the following as parent governor: (You may nominate yourself.)

Name
 Address
 E-mail Tel no. Home. Work
 I am parent/guardian* of
 Name of child Class.
 Signature of candidate
 * delete as appropriate

If you are nominating someone else, please check first that they are willing to stand and ask them to sign above.

Signature of proposer
 Signature of seconder
 Date

Please hand or post this form to the school office, marking it Parent Governor Election, by 3.30pm on Friday 12 December. If possible, please include a photograph and brief personal statement.