

Buckinghamshire County Council Education Department

## MILLBROOK COMBINED SCHOOL



## PROSPECTUS

2017 / 2018

Headteacher : Miss D Mansfield  
Chair of Governors : Mr S Kearey  
Telephone : 01494 524791

## HEADTEACHER'S INTRODUCTION

Welcome to Millbrook Combined School which includes Millbrook Nursery and Millbrook Children's Centre. We are an exciting school for children between the ages of two and eleven years. This prospectus provides information for parents, prospective parents and friends about the aims, values and working practices of our school.

Here at Millbrook we get to know our children well as every child is special. We expect children to do their best and we have high expectations in relation to appearance, attitudes, behaviour, courtesy and work. We also demand high standards of ourselves. We pledge to provide high quality teaching and resources to help children learn. All staff keep up-to-date with educational developments in order to benefit children's learning. We pride ourselves on the professional and personal qualities of our staff. We are approachable, friendly and always pleased to talk to you about your children.

Our carefully planned and structured curriculum, along with care and support systems and the Children's Centre, help to ensure that children and families reach their potential and have a happy and purposeful time at Millbrook. We value highly a positive and supportive partnership between parents and the school.

Millbrook is an Extended School; our extensive accommodation provides a base for a wide range of learning support services. These organisations are linked through the concept of The Millbrook Centre, which together provide valuable resources and benefits for the local community.

This prospectus can only give you a glimpse of the school and its work. If you would like further information please contact the school office. We would be happy to discuss any points with you and show you the school at work. Alternatively, you are most welcome to attend our open days and other school events.

Debra Mansfield, Headteacher

June 2016



## GENERAL INFORMATION

Name of school:	Millbrook Combined School
Address:	Mill End Road High Wycombe, Bucks, HP12 4BA
Telephone:	01494 524791
Email:	<a href="mailto:office@millbrook.bucks.sch.uk">office@millbrook.bucks.sch.uk</a>
Web page	<a href="http://www.millbrookcombinedschool.org.uk">www.millbrookcombinedschool.org.uk</a>
Headteacher:	Miss Debra Mansfield
Chair of Governors:	Mr Simon Kearey
School Staff:	A list of staff names, roles and responsibilities is included in Appendix 1
Type of school:	Combined / Primary
Classification:	Community
Type of control:	County
Local Authority:	Buckinghamshire County Council
Age range of children:	2 - 11 years
Gender of children:	Mixed
Number on roll:	555 (including 78 place Nursery and 15 place Nursery Plus Two)
Annual admission limit:	60
Catchment area:	To find out if you are in the Millbrook School catchment area, please contact the school office.  Alternatively you can use the postcode checker on the Buckinghamshire County Council website;  <a href="http://www.buckscc.gov.uk/education/schools/admissions-and-moving-school/catchment-areas/">www.buckscc.gov.uk/education/schools/admissions-and-moving-school/catchment-areas/</a>

## BRITISH VALUES

At Millbrook, British Values already underpin everything we do and our school's mission statement reflect democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Our mission statement provides the basis of everything we do at Millbrook and is the foundation of the Millbrook Message.

## THE MISSION STATEMENT

### 'Aiming for Excellence - Learning for Life'

The primary purpose of Millbrook Combined School, Nursery and Children's Centre is to promote learning. In doing so we will strive to uphold individual liberty and ensure all members of our community maximise their achievements and realise their potential. We offer a broad and balanced range of activities and experiences designed to engage and enthuse learners, and their parents, at all levels. The provision is enhanced by a wide range of extended services and unrivalled facilities.

Millbrook is a unique organisation serving a diverse community. We celebrate the richness of this diversity at every opportunity. We promote equality, mutual respect and tolerance, challenge stereotypes and ensure we take account of differences\*. We will comply with all relevant legislation fostering democratic processes and respecting the rule of law.

As an organisation we expect the highest standards in all we do. We endeavour to exemplify good practice in every aspect of our work and be recognised as a leading primary school and early excellence hub at the forefront of current educational thinking and innovative practice.

We offer each other mutual support and respect, nurturing health and wellbeing, so that we can all give of our best.

\*disability, gender, race, religion, sexual orientation, social context and vulnerable children



## OUR SCHOOL AIMS

At Millbrook Combined School we aim to achieve positive outcomes for everyone through:

- Inspiring a love of learning
- Nurturing resilience, self-belief and confidence
- Equipping our community with knowledge, skills and understanding for life
- Recognising and celebrating individuality
- Developing a lively and enquiring mind
- Providing a broad, balanced and fully inclusive curriculum
- Offering stimulating opportunities beyond the classroom.
- Working in partnership with families to meet their needs
- Enabling children and families to participate in and contribute to our local community
- Promoting tolerance, understanding and respect for all
- Ensuring high expectations through encouragement and challenge
- Encouraging healthy choices and lifestyles
- Developing children's ability to work independently and collaboratively
- Raising awareness of the importance of engaging in decision making processes

## THE SCHOOL DAY

The school day is organised into two sessions, a morning session and an afternoon session. Breaks are arranged and managed in accordance with the age of the children. The timing of the school day along with school term and holiday dates can be found in Appendix 2.

Parents should ensure that children arrive punctually at school. Key Stage 1 and 2 children should be on the playground by 8.40am when the doors open, ready to go into school for an 8.50am start. Reception and Nursery children should arrive at Reception and Nursery entrances with parents who settle them into the classrooms. The playground doors and gates are locked at 8.55am when the children have gone into school. Parents or children arriving after 8.55am should use the main entrance.

To ensure a smooth start to the school day, once children are in Year 1, we expect them to walk in from the playground without their parent present. Staff are always on duty at the start of the day if messages need to be passed on.

## ATTENDANCE AND CHILD ABSENCE

Regular attendance is essential if children are to fully benefit from the educational opportunities provided by the school. Millbrook Combined School believes that regular school attendance is the key to enabling children to make good, consistent progress to achieve their full potential. As a result the school places great emphasis on attendance.

Parents are asked to confirm a child's absence on the first day by telephoning the school before 9:30 am and sending a brief letter of explanation on return. If we do not receive a satisfactory explanation, the absence is recorded as unauthorised. The school follows up all absences with parents. As a school, we are well aware of the detrimental effect that poor attendance and punctuality have on a child's education. Persistent lateness and absence are taken seriously and will be followed up with the Education Welfare Officer, and may even result in legal action to protect the child's education.

As unnecessary absence disrupts children's education and has an adverse effect on children's progress, the government changed the law surrounding taking children out of school during term time. At Millbrook Combined School, any request for holidays during term time **will not** be approved. Children, who are taken out of school for extended leave during term time, for example for visits abroad, will be reported to the Education Welfare Service Specialist Unit who may issue parents with a penalty notice. In addition the child may be removed from the school register after consultation with the local authority and we cannot guarantee a place on their return.

The school may grant leave of absence during term times for **truly exceptional** circumstances. Requests for Leave of Absence should be made to the Attendance Officer who will consult with the Headteacher.

## PUPIL DATA AND CARING FOR SICK OR INJURED CHILDREN

The school maintains confidential information about each child. This includes information about how to contact parents in an emergency, medical information, annual reports, disciplinary action and special achievements. This data you provide is reviewed and updated with you annually when we send you a copy of the information that we hold. It is essential that we maintain up to date information to contact parents in the event of an emergency. Please let us know immediately of any changes. Qualified staff attend to sick and injured children and parents are notified of any injury sustained at school. The school's welfare staff manage the school's First Aid provision.

## **TRANSPORTING PUPILS TO AND FROM SCHOOL**

Children's safety is our first priority. Children should cross Mill End Road with the Crossing Patrol Office and walk down the access lane on the south side of the building to enter the playground.

**Parents are not permitted to drive onto the forecourt to drop off or collect their children as this area is for staff and official visitors only.** Visitors are reminded that it is illegal to park on double yellow lines or on the zig zag lines identifying the crossing point. It is also illegal to block the pavement. These restrictions are now being enforced by Police Community Support Officers in partnership with school staff. There are a number of nearby roads that have limited or no parking restrictions. These roads include Gilletts Lane, Eaton Avenue, Fryers Lane and Grafton Street. There are no yellow lines further along Mill End Road towards Dashwood Avenue.

## **PARKING PERMIT SCHEME**

The school operates a parking permit scheme. Only cars that have a Millbrook Centre Permit badge are permitted to park on the site. All visitors must be issued with a parking permit between the hours of 8 a.m. and 4 p.m.

## **LUNCHTIME ARRANGEMENTS**

Almost all of our children remain at school during lunchtime and are supervised by dining room assistants, playworkers, teaching assistants and teachers.

At Millbrook, we are very fortunate to have a purpose built kitchen and dining room called 'The Global Café'. Food is managed and prepared onsite by our Head Chef and his team of skilled experienced kitchen staff, who create healthy, tasty and nutritious food on a daily basis. Menus are published each term and the main courses includes a range of fish, poultry, meat, halal meat and vegetarian dishes with bread rolls and salad always available. In addition to this, children can select a dessert, fruit or yoghurt. Menus can be accessed daily on our website. We have Marvellous Mondays and themed lunches for the children to enjoy.

From September 2014, all children in Reception, Year 1 and Year 2 in state funded schools in England are eligible for free school meals. This includes pupils here at Millbrook. Free school meals are also available to pupils in Years 3 to 6 whose parents receive certain benefits. If you think you qualify and would like to register for Free School Meals, please complete the application form available from the school office.

If your child is in Reception, Year 1 or Year 2 it is still important to complete this form. Registering for free school meals could raise additional funds from central government which can be used to raise the attainment of pupils from lower income families and to close the gap between them and their peers. Furthermore, even if you don't want your child to receive a free meal, we would still encourage you to register so that the school receives as much funding as possible. Children who attend Nursery Plus 2 receive free school meals.

We are also proud to offer "Bring Parents and/or Grandparents to Lunch" on a Tuesday. Bring Parents to Lunch is a great way to enjoy lunch with your child, providing a social experience enjoyed by children and also enables parents to sample the food we have to offer. Dates are communicated each term by newsletter and invitations home to parents. Tickets can be purchased from the School office; however we do ask if they can be purchased in advance to provide our Head Chef with catering numbers.

The cost of a meal is currently £2.00 per day, except Marvellous Monday when it costs £1.50, included in the cost is a choice of a two course meal. Here at Millbrook we operate a cashless system using ParentPay, this system offers parents the freedom to daily review the food their child has eaten and manage their accounts online. When a child joins the school, parents are issued with a changeable username and password.

Children who do not wish to have hot lunches may bring in their own packed lunch. This should provide a healthy and balanced midday meal. Glass bottles and cans of fizzy drinks are not permitted. Children **must not** bring in sweets, chocolate bars or chewing gum to school. Nuts, or anything containing nuts, are also not permitted due to allergies of some pupils.

We ask to be informed in writing if you wish your child to go home for lunch and whether they have your permission to walk home or how they will be collected. Children must always inform the school office of their departure and return.

Children must have a bottle of water to drink in class. The bottle should be plastic and have a 'sports top'. These are available from the school shop for £1.10.



## THE SCHOOL SHOP

The school provides a school shop that sells stationery equipment at cost price. A timetable of opening hours is available to the children.

## MONEY AND VALUABLES

Money brought in to school for school purposes (e.g. educational visits) should be placed in a sealed envelope showing your child's name, class, amount and purpose. This should be given to the class teacher at morning registration. We would prefer large sums of money and valuables not to be brought into school. If children do so, then they must accept sole responsibility for their safekeeping. Toys or personal treasures must not be brought to school.

Children are not permitted to bring mobile phones to school. An exception can only be made after a written request from a parent as their child travels to and from school on their own. Where permission is given the mobile phone **must** be handed into the school office on arrival and collected at home time.

## SCHOOL UNIFORM

Millbrook has a distinctive school uniform of purple, grey and gold. Visitors to the school frequently comment on how smart our children look. We believe that the uniform helps children develop a sense of pride in their appearance and their school as well as contributing to setting a disciplined and studious atmosphere. All children are expected to wear school uniform and we have adopted the following options (which have been drawn up in accordance with Buckinghamshire County Council's Minority Ethnic and Traveller Achievement Service guidance):

### Nursery Plus 2 - no uniform

#### Nursery

All: Coloured sweatshirt and T-shirt (depending on their colour group), any trousers or skirt, sensible shoes.

#### Reception (winter)

Boys: Purple sweatshirt, grey trousers, school polo shirt, white or black socks and sensible black shoes.

Girls: Purple sweatshirt, grey skirt or trousers, school polo shirt, white socks or black tights or white salwar and sensible black shoes.

#### Reception (summer)

Boys: Purple sweatshirt, grey tailored shorts or grey trousers, school polo shirt, white or black socks and sensible black shoes, peaked school cap.

Girls: Purple sweatshirt or cardigan, lilac gingham dress or grey skirt or trousers with school polo shirt, white socks or black tights or white salwar and sensible black shoes, peaked school cap.

#### Key Stage 1 & 2 (winter):

Boys: Purple sweatshirt, grey trousers, white shirt, school tie, white or black socks and sensible black shoes.

Girls: Purple cardigan or sweatshirt, grey pinafore or skirt, white blouse or shirt, school tie, white or black socks or tights or white salwar, sensible black shoes.

#### Key Stage 1 & 2 (summer)

Boys: Purple sweatshirt, grey tailored shorts or grey trousers, school polo shirt, white or black socks and sensible shoes, peaked school cap.

Girls: Purple sweatshirt or cardigan, lilac gingham dress or a grey skirt or trousers with a school polo shirt. White socks or white salwar and sensible black shoes, peaked school cap.

Uniform may be purchased from the school office, between 8.30 and 9.15 a.m. Tuesday mornings or between 3.00pm and 3.45pm Thursday afternoon. Alternatively you can purchase school uniform from PMG Schoolwear shop, 5 Church St, High Wycombe, Buckinghamshire HP11 2BN. *Please would parents and children note that jeans, boots or trainers are not part of our school uniform.*

## CLOTHING FOR PHYSICAL EDUCATION (PE), GAMES AND SWIMMING

All children are expected to change into clothing appropriate for PE.

Boys: Black plimsolls for indoor PE, black shorts, house colour T-shirt, grey tracksuit. Swimwear, towel and a house coloured swimming hat.

Years 1 to 6 will also need black trainers for outdoor games.

Girls: Black plimsolls for indoor PE, black shorts or leggings, house colour T-shirt, grey tracksuit.  
Swimwear, towel and house coloured swimming hat.  
Years 1 to 6 will also need black trainers for outdoor games.

Please ensure that all articles of clothing are clearly named and that PE kit is brought to school regularly. Jewellery including rings, earrings and bracelets can be dangerous for many school activities and should not be worn in school. Children with pierced ears may wear 'studs' but these must be removed for PE activities.

## **BEHAVIOUR AND DISCIPLINE**

The Millbrook Message sets out the ethos, values and expectations on which we base our approach to behaviour and discipline.

<p style="text-align: center;"><b><u>The Millbrook Message</u></b></p> <p style="text-align: center;"><b>We always try our best</b></p> <p style="text-align: center;"><b>We take responsibility for ourselves, others and the environment</b></p> <p style="text-align: center;"><b>We make the right choices</b></p> <p style="text-align: center;"><b>We think before we do something</b></p> <p style="text-align: center;"><b>We reflect on our experiences</b></p> <p style="text-align: center;"><b>We try never to do or say anything that makes another person unhappy</b></p>
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This is supported by the Millbrook Message Rules and Consequences.

### **Rewards for good behaviour**

The school follows an assertive discipline policy. Pupils' positive attitudes, good behaviour and achievements are encouraged, praised and recognised. We like to 'catch' pupils making the right choices so all staff have the ability to make awards. Pupils may receive stickers, housepoints or certificates, known as Millbrook Merits. Housepoints are counted weekly and totals shared on a Friday leading to an award for house of the term and year. Certificates are also presented in assembly on a Friday.

The Millbrook Message Rules are:

1. Listen carefully and respond appropriately in order to always do your best.
2. Treat all equipment sensibly.
3. Show respect to all members of the school community and environment.
4. Keep your hands, feet and objects to yourself.
5. Follow instructions given by all adults.

## Sanctions

Sanctions are sometimes necessary. Any child, who fails to comply with the Millbrook Message or rules will be given a consequence card and will miss some of their Golden Time. If poor behaviour is considered to be more serious, we will inform parents and discuss the matter with them. We hope that parents will support us addressing behaviour concerns. Incidents of unacceptable behaviour are fully investigated before any course of action is taken. In some circumstances, it may be necessary to establish a behaviour support programme for the child. This is usually an internal matter and the child is given a behaviour target to meet in a given time. The school may use internal exclusion as part of this programme and parents will be advised of this and consulted.

The Millbrook Message Consequences are:

1. Yellow card (Formal warning).
2. Orange card (Time out).
3. Red card (Stay behind for 10 minutes at break time).
4. Report to another class and parents are called.
5. Report to Key Stage Leader and letter home to parents.
6. Report to the Deputy Headteacher/Headteacher.

Should the school have further concerns about a pupil's behaviour other action may be taken. Fixed term exclusion and even permanent exclusion may be necessary in extreme cases. This is used as a last resort for serious behavioural problems. We work hard to limit the number of exclusions. Exclusion requires the support of other agencies to help the child to improve and re-integrate into school life. The school follows the requirements and procedures of the Local Authority in this matter.

## THE SCHOOL'S CURRICULUM

The school's curriculum is broad and balanced in order to promote children's intellectual, physical, personal, social, spiritual, moral and cultural development. This includes the areas of learning when children begin school in Foundation Stage and the subjects of the National Curriculum, as they become older, including religious and health education. Our curriculum is well planned and structured to meet the different abilities and learning needs of all children. A programme of assemblies and a range of exciting extra-curricular activities enrich the curriculum further. Opportunities are provided to extend children's experiences through day visits to places of educational interest.

## TEACHING ORGANISATION AND METHODS

Teachers use a variety of strategies and methods to help pupils to learn. A blend of whole class, group and individual teaching is used to suit the purpose of the lesson and the needs of the pupils. Our teachers use a range of skills including assessing, demonstrating, explaining, instructing, questioning, evaluating and providing feedback.



## MIXED ABILITY CLASSES AND ABILITY GROUPING

In the first instance, children are organised into registration classes. In most year groups parallel classes are formed. In English and mathematics children are grouped by prior attainment into one of three discrete groups: higher attaining, middle attaining and lower attaining children. This enables teachers to meet the different needs of children more fully. In Key Stage 1 lessons will usually be planned to meet the needs of each attainment group within the class. In Key Stage 2 where there are parallel classes, children may be split into ability groups in order to meet children's learning needs more effectively. Children's attainment and progress is continually monitored and the composition of the ability groups is reviewed regularly and adjustments made. All classes benefit from the support of Teaching Assistants who work alongside teachers and children.

## THE EARLY YEARS FOUNDATION STAGE (EYFS)

The Early Years Foundation Stage includes children who are of nursery age (2 to 4+), and reception age children who will become of statutory school age during that academic year. Children work towards the Early Learning Goals and their progress is tracked and reported to parents at the end of Reception.

We aim to help children learn through practical experience and play, both in and out of doors. High priority is given to supporting language development and promoting positive attitudes towards learning.

The Early Years Foundation Stage Curriculum is planned in seven areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The National Curriculum begins in Year 1 although in exceptional circumstances, very able children may be taught aspects of the National Curriculum in their Reception year.



## THE NATIONAL CURRICULUM

The National Curriculum sets out what children between the ages of 5 and 16 should be taught. From September 2014, the school will be following the new National Curriculum. The National Curriculum for children aged between 5 - 11 years is organised into two key stages:

Key Stage (KS)	Child Ages	Year Groups
KS 1	5 - 7	Y1 and 2
KS 2	7 - 11	Y3, 4, 5 and 6

Within each key stage, the National Curriculum sets out which subjects children should study. At Millbrook, English, mathematics, information and communication technology (ICT) and science are considered the core subjects. Art, design and technology, geography, history, music, a modern foreign language and physical education are known as the foundation subjects. Religious education is compulsory in both key stages but because local education authorities decide what is taught, it is not part of the National Curriculum. The school follows Buckinghamshire's Agreed Syllabus for Religious Education. This has been established in consultation with representatives of all the main faiths. In addition children follow a programme of personal, social, health education and citizenship. French is taught to pupils in Key Stage 2. Our curriculum is further enhanced by Philosophy for Children which is cross-curricular developing spelling, speaking, listening and critical thinking.

## AN OVERVIEW OF THE NATIONAL CURRICULUM SUBJECTS

### English

The National Curriculum for English (2014) is used to plan objectives for the teaching of many different aspects of English, such as writing, spelling, phonics, reading and drama.

Pupils in Reception to Year 2 are encouraged to enjoy *phonics* and to apply sounds and skills learned to their reading and writing. Teachers are expected to plan for and incorporate fun, multi-sensory activities which effectively support the learning objectives. Children start their phonics learning in nursery by working at phase 1 of letters and sounds. In Reception, the classes are split into small ability groups and mainly work on phases 2 to 4 learning sets of phonemes (a letter or group of letters representing a sound) and their associated graphemes (the written representation of phoneme). As they move into Year 1, the children mainly work at phase 5 learning to broaden their knowledge of graphemes and phonemes. The grouping of pupils reflects their needs at different times of year. Finally when they reach Year 2, pupils remain in their classes for phonics and work mainly at phase 6. Reading familiar words automatically and quickly decoding words that they have not yet used.

We encourage children to enjoy *reading* and to become independent readers as early as possible using a structured reading scheme as a foundation (this helps us monitor each child's progress and guide their learning and practice). Alongside this scheme children take books home from our library to pursue their wider reading and develop independence. To help foster confidence and enthusiasm for books and reading, we invite visiting authors into the school and hold regular book fairs.

Children learn *to write* for a variety of purposes and audiences, using appropriate styles and vocabulary, planning, drafting and improving their work before presenting it on paper. We use a variety of core texts and poems to stimulate writing. Certain aspects of grammar and punctuation are covered in each year, so knowledge is cumulative.

*Spelling* is taught and children use word lists, dictionaries, thesauruses and 'spell checks', learning to correct errors in their work. We aim for high standards of *handwriting*, and from Year 4 children move from writing in pencil to writing in pen. Children are encouraged to *speak* clearly and

confidently and to *listen* attentively and critically. Drama is used frequently as a medium for language development. Pupils also develop their language skills by debating different topics that are important to them.

## Library

Millbrook has a very large and well-equipped library. There is an extensive reference section for help with special projects and homework and storybooks appropriate for all ages. The school has its own librarian who provides support during library lessons as well as training pupils to become school librarians. There is access to the Internet from the library to further increase study aids. All children from Nursery upward attend the library on a weekly basis and may take one or two books per week depending on age. Books should be brought back on the correct 'library day' for each class, when children are encouraged to exchange them for new choices. If library books are lost, or returned damaged, the school reserves the right to request money for replacements or repairs.



## Mathematics

Children's mathematical knowledge, understanding and skills are developed through a programme of units from the National Curriculum. Much emphasis is placed on developing number skills. This is achieved through continuous reinforcement relating to the four rules of number and place value. Importance is also given to the acquisition and practice of mental calculation strategies. In addition to number work, children develop knowledge, understanding and skills relating to shape, space, measures and data handling. Central to all of these activities is the development of investigative skills where opportunities are provided for children to use and apply mathematics to solve practical problems. Children are encouraged to use calculators when appropriate and computers to enhance their learning in this subject.

## Science

The school aims to develop children's scientific knowledge, understanding and skills through a planned programme of interesting units, projects and practical work. The principal focus of Science lessons is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. Pupils are encouraged to be curious and ask questions about what they notice. They are supported to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.

Through exploring, talking about and testing ideas about everyday phenomena and the relationships between living things, children are able to develop a deeper understanding of a wide range of scientific ideas.

## Topic

Foundation subjects including, history, geography, art, music and design and technology are taught through topic work. This provides children with the opportunity to draw links between the different areas of the curriculum and to apply their knowledge and understanding to all areas of their work. The topics that have been chosen are designed to be relevant to each year group and celebrate the cultural diversity of Millbrook School. Detailed information on specific topics is shared with parents through the termly Curriculum News.

## Computing

Children develop computer skills through a carefully planned teaching programme in our well-equipped ICT suites. The school has networked and stand-alone computers; we also have Internet access. The ICT skills that children acquire are applied in other subjects. For example, computers are used in English, mathematics, science, history and geography to support children's learning.



Millbrook has an exciting website. Please visit us at: [www.millbrookcombinedschool.org.uk](http://www.millbrookcombinedschool.org.uk)

## French

Our children begin to learn French in Year 3 where the aim is to introduce the language through a range of enjoyable activities. The emphasis is on vocabulary, pronunciation and developing confidence to hold a simple conversation about everyday objects and situations.

## Music

We aim to develop children's insight into the pleasure and power of music. Singing is an essential part of our school day. Children are taught to listen to and interpret music from different times, places and cultures. They are given opportunities to compose and perform their own music using a range of instruments and sounds. Many of our classrooms are equipped with a piano and the school has a strong partnership with the High Wycombe Music Centre, which uses our premises. We are particularly proud of our school choir which regularly participates in collaborative events such as the High Wycombe Music Festival, concerts and performances at The Royal Albert Hall.



Our introduction to music starts with class teachers in Foundation Stage and Key Stage 1. At Key Stage 2 we introduce a degree of specialism. As children progress through Key Stage 2, specialist music teachers from the Music Centre visit the school to lead Sound Start.

Our introduction to music starts with class teachers in Foundation Stage and Key Stage 1. At Key Stage 2 we introduce a degree of specialism. As children progress through Key Stage 2, specialist music teachers from the Music Centre visit the school to lead Sound Start.

Sound Start is an innovative band project in which all pupils in a year group participate. It teaches the music curriculum in Year 4 by introducing children to brass, woodwind and percussion instruments. The project is further developed as the children progress to Years 5 and 6.

Peripatetic instrumental lessons can also be arranged for which a fee is charged. Please direct enquiries about this to the school's Music Coordinator if you are interested in this opportunity for your child.

## Personal, Social and Health Education (PSHE) and Citizenship

PHSE and citizenship aims to promote children's mental and physical development and prepares them for the experiences and responsibilities of adult life and is taught alongside a philosophical view. The planned programme promotes an awareness of a healthy lifestyle, keeping safe and forming good relationships. The school seeks to foster independence, responsibility and self-esteem. Themes include safety in the home, dental health, healthy lifestyles, relationships, healthy eating, drug awareness, lifestyles and cultures, growing up and conflict resolution. The teaching of the concept of

citizenship enables children to be positive and active members of the school community. Roles such as school prefects or school councilors help children to develop an understanding of what is required to be positive and active members of a democratic society.

## **Sex and Relationships Education**

Sex education is always addressed within a moral framework and emphasis is placed on responsible behaviour and the value of family life. Parents have the right to request that their child is withdrawn from sex education within the context of PSHE.

## **Physical Education and School Sport**

Children follow a programme of athletics, dance, gymnastics, games, swimming and outdoor adventure activities. The activities are designed to stimulate and challenge and we aim to promote enjoyable physical activity and healthy lifestyles for the years ahead. The school's facilities for PE include two large halls and an indoor swimming pool. The playground has two netball courts and various games grids. In addition to this, the school has full use of the facilities in the adjacent Desborough sports ground.

The PE programme is complemented by lunchtime and after school sports activities in which all children are encouraged to take part. Various clubs are offered, which enables children to develop their skills and regular sports fixtures take place against other schools. Millbrook competes in local athletics, cricket, football, hockey and netball competitions. We are grateful for the valuable support of Wycombe Wanderers Football Club. Their work with us provides an exciting extension to children's experiences.

Swimming is a statutory part of the National Curriculum for PE and all children are expected to be able to swim a minimum of 25 metres unaided by the end of Key Stage 2. Millbrook is very fortunate to have its own heated indoor swimming pool. The pool has recently been refurbished and provides an excellent opportunity for children to develop their basic swimming skills and understanding of water safety. The pool is used to teach swimming to children in Years 1-6 during curriculum time. The school looks for other opportunities for children and parents to use these facilities during the evenings and weekends.



## **Assemblies and Collective Worship**

The school has a programme of daily assemblies. These are a combination of class, phase and whole school gatherings. Our assemblies cover a range of themes including: environmental issues, celebrating and sharing achievements, moral issues, personal reflection, famous people, festivals and a variety of topics suggested by the children. These acts of collective worship provide a daily opportunity to encourage pupils to explore questions about meaning and purpose, values and beliefs. This may take the form of songs, music, drama or dance, readings from religious texts, meditation or prayer. Parents have the right to withdraw their child from collective worship. Parents are always very welcome to attend our assemblies.

## **Religious Education (RE)**

Religious education is taught mainly through class lessons including spiritual, moral and cultural education (SMCE). Religious education is taught in accordance with the Buckinghamshire Agreed Syllabus. This has been established with the agreement of all the main faiths.

## **International Curriculum**

Millbrook is an international school. The background of our pupils and staff cover every continent in the world. The curriculum is designed to support internationalism by teaching a broad and varied international content, establishing whole school teaching and global awareness.

Children are encouraged to critically reflect and discuss their own choices and how this can impact on others around the world through research, also, challenging stereotypes and teaching children to understand about sustainable living.

The school has achieved International School status through recognition by The British Council. This has stemmed from establishing close links with schools in The Gambia and Uganda by sharing correspondence, working on joint projects on themes like, International Food. Reciprocal visits for teachers are also an important part to this work. These links will be built on with our overall aim to establish connections with schools in other parts of the world too.

## **HOMEWORK AND LEARNING LOGS**

The school believes that regular homework is part of a good education. Each week there are routine tasks to be completed at home e.g. reading, timetables etc. We take care to ensure that tasks set are appropriately matched to the age and abilities of the children. In addition a task will be set for completion in the Learning Log. In Years 5 and 6, further Maths and English tasks will be set. Learning Logs are intended to reinforce and extend what is being learnt in school.

The school has a clear and established homework policy with guidance about how parents can help to support their child. Copies of our Homework Policy are available on request.

## **MONITORING PUPILS' PROGRESS AND ATTAINMENT**

The progress of children at Millbrook Combined School and Nursery is continually monitored and assessed in a variety of ways. The main purpose of assessment is to find out what children know, understand and can do in order to help teachers plan the next stages of their learning. Ongoing records of achievements are kept for each child. The results of assessments are recorded and this information is used to guide curriculum planning and inform the children's annual reports.

In the Early Years Foundation Stage, all staff record observations of pupils' achievements in individual 'Learning Journeys' and assess against the Early Learning Outcomes. At the end of Reception teachers assess against the Early Learning Goals and report this to parents.

Throughout the school pupils are assessed by the class teacher both formatively (through observations, questioning and by moderation of pupils' work) and summatively (through periodic tasks and tests).

Teachers formally record pupils' attainment on (at least) a termly basis. This enables the Headteacher, senior teachers and the Governing Body to carefully track the progress of children. Where a child makes slower progress than is expected, interventions are put in place and carefully monitored in order to overcome any barriers to learning and to accelerate progress.

In addition to this, pupils are required to undertake assessment as directed by the government.

Pupils in Year 1 will undertake a Phonics Screening Test.

At the end of Key Stage 1 (Year 2) when pupils are aged 7 years old their attainment is assessed. Teachers assess pupils' attainment and progress in lessons; these are known as teacher assessments. In addition, children of this age will take Standardised Assessment Tests (SATs) to provide a snapshot of their attainment in English and mathematics.

At the end of Key Stage 2 (Year 6) when pupils are aged 11 years old their attainment is assessed. Teachers assess pupils' attainment and progress in lessons; these are known as teacher assessments. In addition, children of this age also will take the Standardised Assessment Tests (SATs) to provide a snapshot of their attainment in English and mathematics.

Parents receive a comprehensive report of their child's achievements at the end of the summer term. Each report includes:

- comments on the child's attitudes, attainment and progress in all subjects.
- attendance record.
- general progress and the child's contribution to the life of the school.

The school offers opportunities each term for parents to discuss their child's progress privately with teachers.

## **INCLUSION**

**At Millbrook, as stated in our vision, we have a broad inclusion policy that includes equality of opportunity for children with additional educational needs.**

### **Special Educational Needs (SEN)**

The school recognises that some children may have special educational needs and will require additional support to help their learning. The school works in accordance with the Special Educational Needs Code of Practice, meeting the needs of pupils with additional SEN Support or Education and Health Care Plans (ECHPs). When specific needs have been identified, individual pupil profiles are developed in consultation with parents providing children with specific learning targets.

Our Assistant Headteacher (with responsibility for Inclusion) organises, supervises and monitors all areas of SEN provision. Support for children is provided by class teachers and by teaching or learning assistants who work with children in class or withdraw them to focus on specific skills.

Parents are encouraged to work with the class teacher and coordinator to help their child meet the targets set. Parents are regularly informed of their child's progress.

Specialist SEN teachers and the Educational Psychologist work closely with the school, to support our SEN policy and provision.

### **English as an Additional Language (EAL)**

Many of our children speak English as an additional language and some require extra support. Teaching assistants work alongside class teachers or teach specific groups of children. Careful curriculum planning and effective use of our EAL<sub>18</sub> staff is designed to ensure that bilingual children

have opportunities to access, as far as possible, the full range of the Foundation Stage and National Curriculum. The Assistant Headteacher (with responsibility for Inclusion) organises, monitors and evaluates the provision for these children.

## **Disability**

The school treats all members of its community with a disability with the same approach, respect and understanding afforded to everyone who attends or visits the school. Children with disabilities enter the school following the admission.

A considerable amount of work has been undertaken to ensure all parts of the building are accessible. The majority of the site has good wheelchair access. Further improvements are being made in partnership with the Local Authority. Other disabilities are catered for either through the school special educational needs processes or through specific physical aids (hearing loops, vision aids, physical difficulties amelioration equipment).

All our children have an equal voice and this is a central to our vision statement. Actions to support children with disabilities are individually tailored to their needs and circumstances.

The school continues to work in partnership with the Local Authority to ensure better access to the school for all. This has included the provision of disabled toilets and facilities, access points to the school, stair lift and, where appropriate, a lift to the first floor.

## **More able pupils**

The school is committed to recognising the many and varied talents of individual children. The school curriculum is enhanced by additional provision for supporting and encouraging pupils.

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Internal and external assessment (test scores, end of key stage levels, non-verbal reasoning tests, teacher own assessment)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self-nomination
- Parental nomination
- Reading ages - via Salford assessments or Benchmarking

However, the school also recognises that to be able to embrace all aspects of ability we need to have a much more comprehensive idea of the characteristics of a more able child. Such children might:

- Have a wide vocabulary, having often talked early
- Ask lots of questions and learn much more quickly than others
- Set high standards for themselves and are perfectionists
- Lose interest when asked to do more of the same.
- Have a very retentive memory
- Are extremely curious and able to concentrate for long periods on subjects that they are interested in
- Have a wide general knowledge and an interest in the world
- Enjoy problem solving
- Have an unusual and vivid imagination
- Show strong feelings and opinions
- Have an odd sense of humour

## Pupil Premium

We receive Pupil Premium Funding based on the number of pupils in the school who are currently eligible for Free School Meals (FSM) or who have received free school meals at some time within the past six years. Children who are looked after are also eligible for the funding.

The money is allocated to improve pupil attainment and help overcome any barriers to learning. Nationally, the statistics show that pupils who are in receipt of FSM do less well than their peers. The aim of the money is to try to close the attainment gap and enhance their learning opportunities. The latest report on how the school uses the pupil premium grant and the impact it has on the pupils eligible for it can be found on the schools website.

## HEALTHY SCHOOLS

Millbrook continues to work towards the national Healthy Schools standard. This means that the health and well-being of all members of the school community is central to our work. Our behaviour policy shows a commitment to tackling bullying and we encourage the development of self-esteem and confidence in pupils. Children learn to take responsibility for example as buddies to help new children, as Millbrook Messengers, librarians, house-captains and classroom monitors.

## EXTRA CURRICULAR ACTIVITIES

The school offers a wide range of extra curricular activities that take place at lunchtimes or after school. The clubs and activities generally reflect the talents and interests of our staff.

The following are some of the clubs that take place throughout the school year:

Art	Drama	ICT
Board Games	Eco	Junior Road Safety
Book	Film	Lego
Box Modelling	Fitness	Maths
Choir (Juniors and Seniors)	Football	Netball
Circus Skills	French	Phonics
Cooking	Gifted & Talented Literacy	Poetry
Craft	Gifted & Talented Numeracy	Reading
Cricket	Hockey	Sewing

Additional activities, depending on interest and demand, may be run by external providers. Parents are charged at the organisers rates in accordance with their terms and conditions.



## **EDUCATIONAL VISITS**

Throughout the year we hope to be able to enrich the curriculum by providing opportunities to extend learning beyond the statutory school day and beyond the school premises. Pupils in Year 6 are provided with the opportunity to take part in a residential trip.

The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the school:

- Out of hours clubs (e.g. drama, music, sport)
- Sports fixtures
- Local visits (e.g. places of worship, woodlands, library)
- Day visits for particular year groups
- Residential visit

These activities are made available to pupils by written invitation by class or by year groups. Before a visit takes place, the Headteacher and Educational Visits Co-ordinator must approve the initial plan and ensure that all necessary risk assessments have been completed. In order for educational visits to take place, parents may be asked to make a voluntary contribution towards the costs. Further information can be found within the school's Charging and Remissions Policy.

## **PARTNERSHIP WITH PARENTS**

We place great value on the positive and mutually supportive partnership between parents and the school. Parents support the school and enhance children's learning in a number of ways. We work with parents to ensure that the school's Home/School Agreement is upheld. A copy signed by the parent, child and school is maintained in the children's files.

### **New Parents**

Prospective parents are always very welcome at Millbrook. We would ask that they make an appointment. We will gladly give parents and children a tour of the school and answer any questions.

Prospective parents are invited to our Open Day in the Autumn Term. They are also invited to a meeting in the term prior to their child's commencement at Millbrook.

### **Visits and Class Support**

Parents may be invited to accompany staff and children on educational visits. From time to time, other parents help teachers and children in the classroom or library. If you are willing to assist staff on visits, in the classroom or library then please let us know. Your support in these areas will be gratefully received. However, as part of our commitment to safeguarding, you will be asked to complete a Disclosure and Barring Service form.

### **Newsletters**

Parents receive regular newsletters giving information about the school's achievements and forthcoming events. Much of this information and more can be found on the Millbrook School website: [www.millbrookcombinedschool.org.uk](http://www.millbrookcombinedschool.org.uk)

Each term, parents are provided with jigsaws; an outline of the work that their children will be studying in each subject. We hope that this enables parents to support their child's learning.

## **Parent/Teacher Consultations and Major School Events**

The school offers parent/teacher consultation each term. These provide the opportunity for parents to discuss, in private, their child's progress with the teachers. The school expects teachers to have talked to parents each term.

## **Parent Support Adviser**

The school employs a Parent Support Adviser, who works directly with parents and carers to ensure the best possible outcomes for children, by providing advice and information on issues such as: attendance and behaviour, parenting strategies; supporting parents in their children's learning and transition through school; organising family learning opportunities, and signposting families to a wide range of services that are available to them.

## **Parent Council**

The Parent Council is a body which enables parents to meet, share ideas and feed back to the school, and helps to develop a partnership between parents and school. The Parent Council provides a valuable forum for parents to have a voice and provide feedback about key initiatives within the school. They frequently provide a direct conduit for the governing body to engage with parents.

## **Friends of Millbrook**

This is a school association and registered charity which parents automatically belong to when their child is admitted to the school. The purposes of this association are:

- to raise funds for the provision of education equipment and facilities which will benefit the children at Millbrook,
- to promote and foster closer school-parent links,
- to organise both social, fund raising and educational evenings for parents.

There is a committee elected by parents at the Annual General Meeting of the Association which is held in September. Please ask at the office for the names and telephone numbers of contact persons.

Major school events such as Open Day and Evening, end of term productions, Sports Day and the school fete are well attended by parents and friends of the school. An annual events calendar is sent to all parents.

## **KEEPING CHILDREN SAFE**

At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is for children to enjoy their time as pupils in this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including Criminal Records Bureau checks, as recommended by Buckinghamshire County Council in accordance with current legislation.

In accordance with our responsibilities under section 175/157 of the Education Act 2002, we have a Designated Safeguarding Lead who has responsibility for Child Protection (Miss Mansfield, Headteacher) and has received appropriate training for this role. It is their responsibility to ensure that all staff in contact with children receive child protection awareness training on a regular basis.

The Deputy Designated Safeguarding lead is Dr Collins (Deputy Headteacher) who is also a member of the Senior Management Team and has received appropriate training for this role.

There are occasions that our concern about a child may mean that we have to consult other agencies. Whilst we would always aim to work in partnership with parents there may be exceptions to this when concerns are raised for the protection of a child.

On very rare occasions Social Care, whilst undertaking an investigation under Section 47 of the Children Act 1989, may want to speak to a child without parents' knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

The procedures, which we follow, have been laid down by the Local Safeguarding Children's Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher, Miss Mansfield or your child's class teacher: the policy can be found on our website.



## THE GOVERNING BODY

The governing body has an important strategic role in the development of Millbrook Combined School. It meets regularly and its work is governed by legal requirements. The full governing body meets twice a term and copies of the meeting notes are kept in a file in the school entrance. The governing body conducts its work through a number of committees which also meet termly or more frequently as necessary.

## USE OF IMAGES

Occasionally, we may take photographs of the children at our school. We may use these images in our school's prospectus or in other printed publications that we produce, as well as on our website. We may also make video or webcam recordings for school-to-school conferences, monitoring or other educational use. Photographs or film footage by parents or guardians of their children at school events is permitted under an exemption in the Data Protection Act 1998. There is also a journalistic exemption with regard to the media and occasionally pupils' images may appear in local or national newspapers, or on televised news programmes. All parents/guardians are asked to sign a consent form for the use of images when children start at the school.

## EXTENDED SERVICES

### Children's Centre

Our Children's Centre provides support to children and families from pre-birth to 5 years. We aim to support all parents and carers in giving every child the best possible start in life and to become a valuable community resource.

We offer a range of services and support for young families, some of which include Family Support, Parenting Support, Local Childcare Information, Benefit and Housing Advice plus much more! For further information please see Appendix 7.

### **Millbrook Activity Club (MAC)**

We are proud that we offer a full programme of wrap-around care through Millbrook Activity Club. A fee is charged for each child. It is not anticipated that a child would necessarily attend all sessions. Please contact the school office for further details.

- **Breakfast Club (8:00 - 8:45am)**
- **Nursery Plus (*Wrap-around nursery care*) (11:45am - 3:15pm)**
- **Nursery Plus Two (*Funded 2 year old provision*) (12:00pm - 3:00pm)**
- **After School Club (3:15pm - 6:00pm)**
- **Holiday Club (8:00am - 6:00pm)**

Holiday Club sessions are available for children 3 - 11 years. Please contact Millbrook Activity Club (MAC) on 07903 583954 for more information.

### **Swimming Pool**

We are proud to offer an indoor heated swimming pool. The pool is used during school time by all children from Year 1 and Year 6 and other local schools. During evenings and weekends the pool can be used by members of the local community for private hire.

The swimming pool is 14 metres long and 6 metres wide, it deepens from 0.8m to a maximum depth of 1m. The pool is filtered continuously and is regularly monitored to ensure that it is kept crystal clear and sparkling at all times.

Our swimming pool has male and female changing rooms, a separate changing facility for people with disabilities, as well as its own access, making it an ideal place for pool parties, sub aqua clubs or those learning to swim.

### **Adult Learning**

Adult Learning provides inclusive learning opportunities that promote well-being and inspire people living or working in Buckinghamshire to achieve their potential. If you would like further information please visit: [www.adultlearningbcc.ac.uk](http://www.adultlearningbcc.ac.uk).

### **High Wycombe Music Centre**

High Wycombe Music Centre has been established for over 40 years, and enjoys a national reputation for excellence, achievement and enjoyment earned through a prestigious history. They offer a carefully constructed programme of nearly 30 ensembles, singing and musicianship, taking young musicians from beginner level to those attending the London conservatoires of music. Students can also take their instrumental lessons at the music centre. For further information or to see their website please visit: [www.learningtrust.net/music-service/music-centres/high-wycombe-music-centre](http://www.learningtrust.net/music-service/music-centres/high-wycombe-music-centre)

## **COMPLAINTS PROCEDURE**

We aim to provide a quality education for all our children and we are continually trying to improve our provision in order to benefit children's learning. We therefore hope that few parents will have cause to complain. We would love to hear from you when things are going well!

If any parent has a complaint or concern about any aspect of the school, we would like to be informed as soon as possible. **Most concerns are resolved simply and effectively through discussion**

**between parents and the child's class teacher.** Ideally, parents should contact the school, express their concern and make an appointment with the class teacher. It might be necessary to see the Head of Key Stage. With matters of a serious nature or those requiring immediate attention, the Headteacher or Deputy Head will usually be available at short notice.

There are formal procedures for dealing with complaints about the school as required by the 1996 Education Act. These include complaints about admissions, charging, the curriculum and assemblies. Complaints about any of these areas should be made to the Headteacher in the first instance who will normally be able to resolve any difficulties. If you feel that your complaints are not being handled satisfactorily, you can refer the matter to the school's governing body. You should direct your correspondence to the Chair of the Governing Body, c/o the School Office. If you are still unhappy, complaints can be taken to the Secretary of State for Education. A full copy of the Complaints Procedure is available on the school's website.

## CONCLUSION

Educating children for life presents an exciting challenge. This challenge is approached with commitment and professionalism by our staff to ensure that all children receive a quality education, which prepares them for future years. We are confident that our children will have a memorable and successful time at Millbrook.

We place great value on the supportive and positive partnership that exists between home and school in the education of our children. The school would like to thank parents for their continuing support.

We hope that you have found this prospectus useful and informative. To find out more, do visit our website at [www.millbrookcombinedschool.org.uk](http://www.millbrookcombinedschool.org.uk)

<p>This prospectus is not a legal document and does not form the basis of a contractual obligation. It is used for information only and is as accurate as it can be at the time of publication.</p>
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# MILLBROOK COMBINED SCHOOL

## APPENDICES TO THE 2017 - 2018 PROSPECTUS

APPENDIX 1	Staff list
APPENDIX 2	Term dates and school hours
APPENDIX 3	Admissions arrangements
APPENDIX 4	National Curriculum results
APPENDIX 5	Privacy notice from the LA
APPENDIX 6	Governing Body
APPENDIX 7	Charging and Remissions
APPENDIX 8	Children's Centre