

Ickford Combined School Profile



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Sheldon Road
Aylesbury, Buckinghamshire, HP18 9HY
Telephone: 01844 339261
<http://www.ickford.bucks.sch.uk>

Children's Service Authority:	Buckinghamshire County Council
Age range:	4-11
Number of pupils:	122
Head teacher:	Mr Peter Bozier
Chair of governors:	Mrs Sian Goard

What have been our successes this year?

The school achieved the Financial Management in Schools standard.

The school opened a new purpose-built building for the Pre-School and After School Club.

Following a request from our School Council and support from the PTA we raised the money for a new large piece of outdoor play equipment.

The school continues to be part of a very successful Networked Learning Community of schools. This year we provided an outdoor and adventurous activities day for reception pupils, an outdoor problem solving day for Year 1 pupils based on the story 'The Gruffalo' and a sculptor to work in school with all pupils over a 2 day period. This was all provided to help develop the pupils' thinking skills and at no cost to the parents.

The school introduced a 'Wake and Shake' routine to provide a positive and lively start to the school day.

We started a building programme to improve the school offices provision.

We successfully bid for money to start a Comenius Programme, which will enable us to do joint projects with a number of other European schools over the next 2 years.

What are we trying to improve?

We are improving our curriculum planning to make it more cross-curricular and to foster creativity in the pupils.

We constantly monitor pupils' progress and always aim to challenge them to work to their potential and to offer support where this is necessary.

We are always trying to improve the quality of teaching and learning across the whole curriculum.

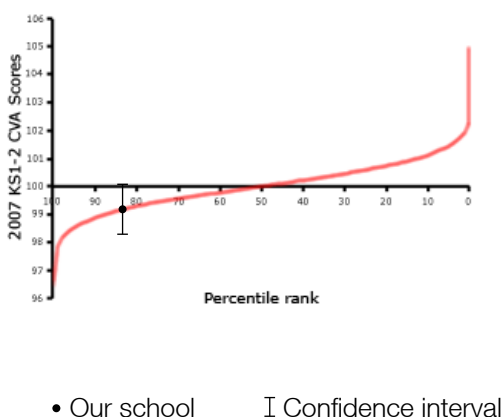
We are trying to improve the environmental credentials of the school by making it sustainable and to increase the pupils' knowledge of this area.

We are trying to further involve the pupils in the development of the school through improving the effectiveness of our School Council.

We aim to build on and further strengthen our partnership with parents.

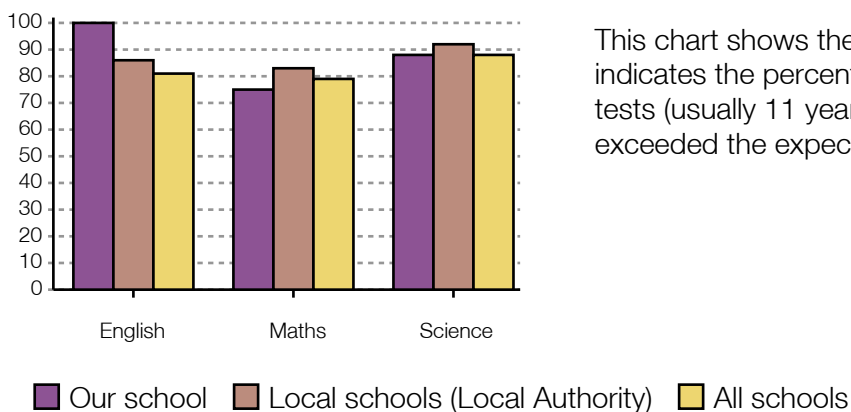
We aim to further improve the range of extra-curricular activities available for our pupils.

How much progress do pupils make between age 7 and 11?



The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

How have our results changed over time?

Results at age 11 are usually above local and national averages. In some years the results have been exceptionally good, as in 2006 and 2007. However, being a small school we have a relatively small number of pupils in each year group, so there will be quite significant variations between year groups. In considering results we look at the pupils as individuals and interpret the results in the light of each child's prior attainment and ability. We are proud that all of our pupils, including those with Special Educational Needs, have achieved at least Level 4 at age 11 in English over the past few years. Our good results at Level 5 are a firm indication that our more able pupils are suitably challenged.

We monitor and record all pupils attainment in the core subjects twice each year and use this to track their progress through the school. The attainment of groups of pupils such as those with Special Educational Needs are studied and this group makes consistently good progress.

Pupils in our reception class are assessed against the Foundation Stage Profile. This gives us sound information on their strengths and weaknesses as they move into Key Stage 1.

How are we making sure that every child gets teaching to meet their individual needs?

We have a register of Able, Gifted and Talented pupils, following nominations from teachers and parents, which is updated at least annually. We work hard to improve our provision for these pupils by ensuring that they are suitably challenged. We are the lead school in a Networked Learning Community of 8 schools working together to develop pupils' thinking skills.

We have a computer tracking system for pupils' achievements in the core subjects of English, Mathematics and Science. This is updated by our teachers twice a year and shows where pupils are making the expected progress or better. If it indicates that a pupil's progress is less good than expected this is investigated and where necessary a plan is drawn up to address this.

The school has an enthusiastic Special Educational Needs Co-ordinator. The school employs the services of a specialist teacher to advise us when we are concerned about a pupil's progress and give suggestions for their Individual Education Plan. We work closely with the child's parents.

We use techniques from Assessment for Learning, where pupils are actively engaged in evaluating their own progress. Where appropriate, pupils are grouped with others of similar ability.

How are we working with parents and the community?

In March 2009 we sent out a comprehensive parent survey. This is repeated this every 3 years. This input is very much welcomed. It feeds into the schools' 3 year development plan.

The PTA provided funding for improving the outdoor environment in the school, which was an issue raised in the parents' survey.

Parents evenings to discuss pupils' progress take place twice each school year.

A number of parents help in classes voluntarily.

Our governors surveyed parents in July 09 in planning an evening for parents on a theme that they would find most useful.

We work with the community and local sports clubs to make the best use of our sports hall. Currently there is tennis coaching, basketball coaching, Tae Kwando, badminton, gymnastics and dancing classes.

We work closely with the Preschool and the After School Club to provide these extended services on the school site. We also work with other local schools on extended services.

We have regular contacts in the community are involved in annual events with the church and the Darby and Joan Club.

We have a School Travel Plan .

We are members of the Wheatley Partnership of Schools and a Networked Learning Community of small Buckinghamshire schools.

What have pupils told us about the school, and what have we done as a result?

Every 3 years we carry out an extensive pupil survey, the last being in March 2009. Pupils wanted the outdoor environment of the school to be improved. We have bought a large wooden gazebo, some climb on play equipment and eight large picnic benches. The pupils have been provided with a good range of active equipment to use at lunchtimes. A fenced vegetable growing area has been created. The School Council has decided on improved playground markings which we intend to provide in Autumn 09.

Pupils wanted more sporting opportunities. We have been able to increase the range of opportunities, through links with local sports clubs, (tennis, cricket, rugby, gymnastics, dance). The pupils would like a wider range of clubs, (not just sport), which we are working on to provide.

Since our Sports Hall was opened in 2006 we have also been able to improve the range of PE activities offered in lesson to include, for example, gymnastics and basketball.

Pupils wanted to be able to start their own lunchtime clubs. This has been allowed subject to groundrules. Successful clubs have been 'Warhammer', 'Bollywood Dancing' and 'Board games'.

The survey indicates that the vast majority of pupils enjoy coming to school.

How do we make sure our pupils are healthy, safe and well-supported?

We encourage our pupils to lead active lifestyles. We ensure at least 2 hours per week PE in school outside and in our purpose built sports hall. In addition a range of out of hours sport clubs are available. These include football, netball, cricket, tennis, dance, gymnastics, cross country running and hockey.

The school takes bullying very seriously and we have an anti-bullying policy.

We are part of the infant free Fruit and Vegetable scheme and are members of the Milk for Schools scheme. A healthy eating policy was introduced in consultation with parents and pupils.

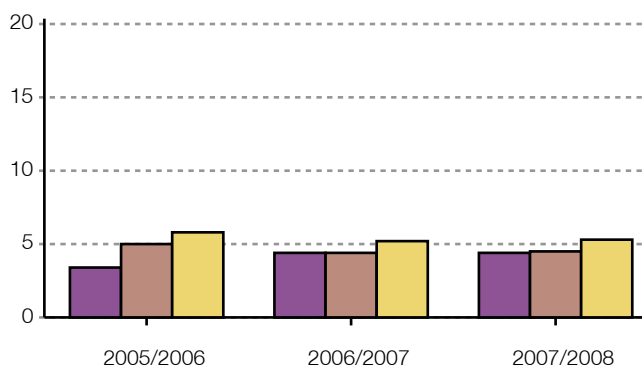
At lunchtimes a good amount of active outdoor equipment is available for the pupils to use.

We have an excellent team of teaching assistants who support the teachers in their pastoral role. The Teaching Assistants also regularly meet together and with the head teacher. Our School Council has a buddy scheme to help pupils at playtime. The school has a School Travel Plan and takes part in regular walk to school weeks.

The Deputy Head is Health and Safety Co-ordinator. The school has a number of staff trained to administer first aid.

All staff and regular volunteer helpers are CRB checked.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

Our absence rates have consistently been lower than those of local and national schools figures.

What activities and options are available to pupils?

A variety of extra-curricular clubs are available to pupils this school year. They include: choir, ballet, street dance, guitar lessons, football, cricket, gymnastics and cross-country running. Pupils also may start their own clubs.

Pupils learn French from Year 3.

Instrumental music lessons are available in brass, strings and woodwind. Pupils have opportunities at different ages to take part in music festivals with other schools.

We offer at least one residential visit to our pupils during their time here. This is in Years 5 and 6. In 2008 this was an outdoor and adventurous activities trip in Surrey. In 2009 it was a trip to the Opal Coast in France.

Younger pupils have day visits related to their studies, plus sporting events organised with other local schools.

A variety of sporting competitions are arranged through the year by the School Sports Partnership, of which we are a member.

We have an active house system and have inter house sporting competitions through the year, also a general knowledge quiz.

We have successfully bid to work on projects with schools in Poland, Italy, Germany, Slovenia and Estonia for 2 years from September 09.

What do our pupils do after leaving this school?

Most go to comprehensive schools in Oxfordshire, either Wheatley Park or Lord Williams's.

Buckinghamshire is a selective authority, so our pupils sit the 11+ in the Autumn Term of Year 6. If they achieve the qualifying mark they can gain a place at one of 3 grammar schools in Aylesbury. These are Aylesbury Grammar School, (boys), Aylesbury High School, (girls) and the Sir Henry Floyd Grammar School, (mixed).

All of these schools provide comprehensive induction programmes for new pupils, which starts before the pupils transfer.

A small minority of pupils go on to private schools, usually in Oxford.

Ofsted's view of our school

The school provides an outstanding all-round education so that pupils thrive and learn. Children make a good start in the Reception Year and by the time they start Year 1 standards are above those generally expected. Pupils' achievement through the school is outstanding and, by Year 6, they reach exceptionally high standards. This success is based on the staff's very good self-evaluation. Careful and regular checks are made on the quality of teaching and on pupils' progress. The information about how well pupils are doing underpins the good teaching because it enables teachers to plan work that challenges all pupils. The good curriculum is kept under review and adjusted where necessary to make sure it consistently helps pupils to make very good progress. The school is rightly planning to create more links across subjects to further pupils' enjoyment and achievement.

Pupils themselves make an excellent contribution to the school's success. They are extremely positive about learning, thoroughly enjoy lessons and appreciate what the school offers them. Their behaviour is excellent. Attendance is consistently above the national average. Pupils feel safe and secure because the school provides excellent care, support and guidance. 'The care, attention, variety of subjects, enthusiasm and energy that is shown is second to none', was an endorsement by one parent. Pupils' personal development is outstanding because the school offers them extensive opportunities to develop and sustain good relationships and to develop strong moral values.

Outstanding leadership and management have ensured that high standards have been maintained over several years. The headteacher plays a pivotal role in this. He ensures that new ideas are carefully considered before implementation and there is a shared determination and commitment amongst staff to make them successful. Governors carry out their responsibilities extremely well and play a significant part in monitoring initiatives and evaluating the school's performance. The school's track record, together with the well-established strategic approach, means it has an excellent capacity to improve even further.

Date of last inspection: 02-Jul-2007

Ofsted graded our school as outstanding

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Ickford Combined School](#)

What have we done in response to Ofsted?

The school is developing a more cross curricular and creative approach to planning the curriculum. This aims to enhance pupils' motivation and to make the most effective use of time.

The school continues to be creative in its development, taking into account views of pupils, parents and governors.

We are always actively looking for ways to improve teaching and learning and to broaden opportunities for our pupils.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01844 339261

Our website <http://www.ickford.bucks.sch.uk>
