



ICKFORD COMBINED SCHOOL

Prospectus

Supported by



ICKFORD COMBINED SCHOOL

Sheldon Road
Ickford
Aylesbury
Buckinghamshire
HP18 9HY

Telephone: ☎ 01844 339261

Facsimile: ☎ 01844 339261

Email: office@ickford.bucks.sch.uk

Website: www.ickford.bucks.sch.uk

Headteacher:	Mr J Ronane MA, MBA, NPQH, FColIT	
Deputy Headteacher:	Mr R Lewin B.A. NPQH	Class 3
Teaching Staff:	Miss J Richards B.S.c	Class 5
	Miss T R Buxton B.A. (Hons)	Class 2
	Mrs C Twinn B.A. (Hons)	Class 4
	Mrs A Carr M.A.	Class 1
	Mrs D Munton B.A.	Class 1
Finance & Admin Officer:	Mrs J Thomas	
Clerical Assistant:	Mrs C Reynolds	
Teaching Assistants:	Mrs J Brunet NVQ2	
	Mrs E Morrison M.A.	
	Mrs G Probets	
	Mrs L Pykett H.L.T.A.	
	Mrs F Seymour Crocnac Level 2 Social Communication & Language Disorders	
	Mrs T Atkins	
	Mrs J Snoek	

Midday Supervisors: Mrs M Munson
Mrs V Walters

Caretaker & Cleaner: Mrs G Rogers
Miss S Prior

Chairperson of Governors: Mrs S. Goard
Vice-Chair of Governors: Mr A. Spence

ICKFORD COMBINED SCHOOL

PROSPECTUS

INDEX

Section	Pages
Admissions.....	4-5
Transfer to Secondary Education.....	6
Home – School Links.....	6
Aims of the school	7-8
The Foundation Curriculum	9
The National Curriculum	10
English.....	11
Science	12
Mathematics	12
History	12
Geography	13
Design & Technology.....	13
Information & Communication Technology	13-14
Art & Design.....	14
Music	14
Religious Education and Collective Worship	14
Sex Education	15
Personal, Social & Health Education.....	15
International Education.....	15-16
Physical Education.....	16
Sporting Aims.....	16
Sporting Activities.....	16
Curriculum Policies	16
School Visits and Journeys	17
Book Clubs	17
School Organisation	17
Special Needs	18
Homework	18
School Opening Times	19
Lunchtimes.....	19
Pastoral Care	19
Discipline	19
Anti Bullying Polices	19
School Dress	20-21
Assessment	21
Parents in School	22
Parent Teacher Association	22
Breakfast Club.....	22
After School Club	22
Newsletters	23
Complaints about the School Curriculum	23
Charging and Remissions Policy	23
Attendance	23
Safeguarding Children.....	24
National Curriculum Assessment Results	25
ASC Prospectus.....	26

Ickford Combined School

Ickford School caters for a four to eleven plus age range. The children enter at the beginning of the second term after they are four, mainly from the villages of Ickford, Worminghall and Shabbington. We work closely with Ickford Pre-School to ensure continuity for the pupils as they move into the main school. Transport from Worminghall to the school is provided by Buckinghamshire County Council, free of charge, from the second term. The intended annual admission number is currently 20. This figure closely matches the admissions to the building's capacity.

We welcome visits, and arrangements to look around the school can be made for parents considering sending their children to Ickford School, by contacting the Headteacher or the School Finance & Admin Officer on Ickford (01844) 339261.

Admissions Criteria

Pupils are admitted using the Buckinghamshire County Council criteria for community schools.

If the school has more places available than applications received, all children will be offered a place.

However, if there are more applications than places available places will be allocated according to the published admission criteria of the school. Ickford is a community school. The Buckinghamshire admissions criteria for community schools are, in priority order:

- Children in **public care** for whom the Local Authority decides that the school is the most appropriate.
- Children **living** within the **catchment area** of the school.
- **Siblings** of children who are attending the school in Reception to Year 5 at the time the allocations are made or who have already been offered a place to start in the current academic year at the school

- Children who have **exceptional medical, educational or social needs**, which can only be met at that school, supported by written evidence from an appropriate professional person.

Once the above criteria have been applied, then any further places will be offered in distance order, using the distance between the family's **normal home address** and the school's nearest entrance gate: offering the closest first. We use the **shortest appropriate route**.

If a school can take some but not all of the children who qualify under one of these rules, we will give priority to children by using the next rule (or rules) in the list to decide who has the priority for places. For example, if all the children in the first rule can be offered places but there are too many children in the second rule then we will use subsequent rules to rank all the children in the second rule and decide who can be offered a place.

The primary school admission criteria are applied in the following order:

- To first preferences
- To second preferences
- To third preferences

To apply for a reception place parents must return the appropriate form to the County Council, from the Buckinghamshire County Council Admissions Booklet by the 'cut-off date', which is in November, for admission in the following academic year.

Transfer to Secondary Education

Ickford and Worminghall are considered to be in the reserved area of Wheatley Park School, which is a comprehensive school in Oxfordshire. If the pupil lives in Ickford or Worminghall he/she would be offered a place at Wheatley Park as long as the appropriate application form is returned by the deadline indicating Wheatley Park School as the first preference. Shabbington is in the reserved area for Lord Williams's School in Thame, which is also an Oxfordshire comprehensive school.

Pupils in Year 6 sit the 11+ tests for admission to Buckinghamshire Secondary Schools. If the pupil reaches the required standard, Ickford, Worminghall and Shabbington are in the reserved area for Aylesbury Grammar School, Aylesbury High School and Sir Henry Floyd Grammar School. Parents can also express a preference for a Buckinghamshire Upper School. Pupils are given familiarisation and practice before sitting the 11+ tests, in line with county policy. Parents can withdraw their child from the 11+ procedure by writing to the Headteacher. The Headteacher arranges for a meeting for parents to explain the 11+ procedures during the school year prior to their child sitting the tests.

The school consults closely with all of the Secondary Schools, at the time of transfer, and academic records are passed on. Pupils do an induction day at the Secondary School in July, before their transfer in September.

Home-School Links

We want to work closely with each family. Both children and teachers benefit enormously from parental interest and contact with the school. The staff are always willing and grateful to meet you so that you can understand your child's education, his/her progress and problems, and so that we can understand and help your child more. We hope that by teaching your child according to our aims, he/she will be happy in school, for an unhappy child cannot be expected to give his best. His/her school life should be bright, purposeful, stimulating and satisfying.

We have a Home-School Agreement which parents & pupils are invited to sign. Our governors have a Partnership committee.

Aims of the School

- to ensure the children of Ickford Combined School have an excellent and enjoyable education and achieve to their full potential in a stimulating and challenging learning environment
- to work in partnership with parents, the community, pre-school and local primary and secondary schools
- to provide a balance of effective teaching and learning experiences so that the children can acquire knowledge, skills and understanding in a variety of ways, and are able to work independently
- to ensure the development of the children's language and mathematical skills and their application across the whole curriculum
- to enable the children to communicate effectively using language, movement, mathematics, information and communication technology and graphics
- to teach the children about science, history and geography, about how our society operates and about our cultural background and its values
- to provide for learning from first hand experience and secondary sources, and to enable the children to sort and classify information; evaluate their own work and that of others; and express themselves creatively through a range of media and experiences
- to develop the children's study skills and to lay the foundations for lifelong learning
- to develop the children's interest and enjoyment in leisure activities, including music, dance, art and craft, computing, reading and sport
- to develop the children's self-confidence by providing opportunities for them to experience success and take responsibility, whilst understanding their strengths and limitations

- to encourage the children to behave well and make a positive contribution to the school and society
- to help the children to adopt a healthy lifestyle and to know how to stay safe
- to promote the children's moral, spiritual, social and cultural development and an appreciation of the positive values of our multi-cultural society
- to help the children to understand other points of view, and to become tolerant and appreciative of other ways of living
- to provide opportunities for staff continued professional development within a supportive environment

The Foundation Curriculum

When pupils start school they are in the foundation stage which is the period of education between 3 and 5. The foundation stage gives the pupils a secure foundation for their later learning.

The foundation stage has its own early learning goals which most children should reach by age 5. Pupils will often have been already working towards these goals at preschool.

The early learning goals cover the six main areas of young children's development and learning.

These are:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

During the foundation stage these areas of learning will be introduced in ways that are suitable for young children, often through play. Adults in school will build on children's existing skills and interests, and on their play activities, in order to help them learn.

The National Curriculum

All children are taught all subjects of the National Curriculum. The school staff are committed to delivering this to the best of our ability, to all pupils. This will ensure all children receive a broad, balanced and relevant curriculum, tailored to the child's ability. Classroom work is planned by all staff on this basis. The National Curriculum encompasses two key stages in the Primary Years.

Key Stage 1 is 5 - 7 years, (Years 1 and 2.)

Key Stage 2 is 7 - 11 years, (Years 3 to 6).

The core subjects of the National Curriculum are:

- English
- Science
- Mathematics.

Foundation subjects are:

- Design and Technology
- Information and Communication Technology
- History
- Geography
- Art and Design
- Music
- Physical education
- A foreign language (in secondary schools).
- Religious education is also taught

English

Great emphasis is placed on the development of reading. We aim to teach children both the skills needed for reading and the satisfaction that can come from reading a good book. In school we, therefore, have a wide range of books to read. We use a combination of several reading schemes, colour coded in line with national book bands, to enhance the teaching of reading. Through a Reading Partnership scheme, which we have developed, parents are encouraged to engage in a dialogue with teachers. The infant children are also using the "Jolly Phonics" materials to help develop their reading and language skills.

In Key Stage 2 (7 - 11), emphasis is placed on the development of higher-order reading skills such as skimming and scanning, also the use of reference books, library skills, catalogues etc. and the development of critical awareness.

In oral language work we aim to develop our pupils' ability to speak with confidence, clarity, fluency and in appropriate forms of speech. Such speaking will be in a variety of situations and groupings for a variety of audiences and will increase progressively in complexity. Pupils regularly participate in school assemblies. We also aim to develop pupils' ability to listen with attention and understanding in a similar variety of situations.

In written language work we aim to develop our pupils' ability to write for a range of purposes, to organise the content of what is written in appropriate ways, to use appropriate styles of writing and to use spelling, punctuation and syntax accurately and with confidence. The school has a handwriting policy and we place emphasis on pupils developing the ability to produce neat, well-formed handwriting. Children generally move from writing with pencil to cartridge pen at about the age of 9.

Children benefit from a daily Literacy Hour with work planned in line with the National Literacy Strategy.

Whenever possible in English we aim to set pupils tasks which require communication for real or realistic purposes and in which particular skills need to be used.

Science

In our science work we aim to teach pupils the scientific skills of observation and recording, hypothesising, the ability to devise experiments, the use of apparatus and materials and to interpret results. We hope to develop an appreciation of the role of science in our lives, and its role in history and the order of nature. Children need to learn about the natural world, elements, forces and energy, materials, the human body and space and technology. The emphasis is on practical, first-hand investigation.

Mathematics

Pupils benefit from a structured daily mathematics lesson in line with the National Numeracy Strategy. There is an emphasis on developing mental maths skills. Pupils are given weekly homework. The scheme is only a part of the maths work undertaken in our school however. In topic work children will often be using and developing mathematical skills in relevant contexts. Calculators and computers are used as important mathematical tools, when appropriate and children undertake much work of a problem-solving or investigational nature throughout the school. We hope our pupils will learn to think clearly and independently and to use maths they already know intelligently and apply it to unfamiliar and challenging situations. Mental maths is taught in all classes, including times tables and other number bonds.

History

In our historical work we aim to help pupils to develop a sense of the past. This will be developed initially by studying the past of our own locality and peoples; later our own country and the wider world. Through history teaching our children should develop:

- a sense of chronology and time
- an appreciation of change
- an awareness of the nature of evidence an ability to view actions and events from the viewpoint of people in the past.

During their time at Ickford School pupils will have the opportunity to undertake historical studies which are drawn from a spread of periods. Work based on actual evidence is encouraged. The work will include an appropriate balance of historical skills and factual information, also British and World history.

Geography

In our geographical work we aim to develop in pupils an understanding of the relationship between people and places. Through geography teaching children should develop a framework of knowledge and understanding about our home area, our country and the wider world. Children should develop geographical skills such as the use, interpretation and construction of maps and diagrams and the ability to handle geographical data in a variety of forms. They should also develop a sensitive awareness of the environment. For the younger children, geographical studies focus on the local community and environment and as the children progress through school there is an increasing focus on studies of a national and global scale.

Design & Technology

In our work we aim to develop in pupils an awareness of the environment and to appreciate that we can affect and control this environment. Through the creative use of materials children will develop initiative and a range of thinking and practical problem-solving skills. Children are encouraged to design, make, and evaluate a wide range of items. The youngest children use materials such as card, paper, lego and wood bricks, and as they progress through the school their skills become more and more developed. By the age of 11 children will be using electric circuits, wood, card, plastic, textiles and various other materials for designing and making. Food technology is encouraged, and parent helpers often assist with this. We have a fully equipped area for cooking. For food technology we ask parents for a voluntary donation towards the cost of ingredients.

Information & Communication Technology

We develop each child's information technology capability. Pupils follow a scheme of work from the Reception Year that progressively develops their Information Technology Skills. Computers are also used as tools in other subjects to help enrich the curriculum. Each class has at least two computers and we have a number of laptops and all pupils use a range of programs to develop their skills and confidence. Applications include Word Processing, Information Handling, Spreadsheets, Simulations, Art, Control technology, and Desktop publishing. In addition, we use multimedia CD-Roms to enhance the pupils' learning.

All classrooms have direct Broadband access to the Internet. Pupils are taught to use E-mail and to search the Internet for information. We have five interactive whiteboards and projectors which aid 'whole-class teaching'. We also have wireless enabled laptop computers which provide flexibility in the number of machines available to the classes.

Art and Design

In our art teaching we aim to develop an understanding and appreciation of the visual world and to provide a means of communicating to others through the manipulation of materials in a purposeful and imaginative way. Throughout the school children work with a wide variety of media such as paint, crayon, pencils, pastels, felt tips, clay, printing, fabric work, collage etc. Two and three-dimensional work is attempted. Much work is rooted in direct observation. This may be first hand, or of the work of well known artists, or in collaboration with local artists.

Music

We have a music specialist on the staff who is able to take all ages of children for music teaching. We also make use of radio and television programmes when appropriate. Emphasis is on composing, performing and evaluating, using voice and instruments. All children learn to play the recorder in Year 2. As far as possible this continues in Year 3. Recorder groups of older pupils play in assemblies and services. Groups of children undertake music tuition with peripatetic teachers who visit the school weekly. This currently comprises violin, woodwind, strings and brass. Parents make a modest contribution towards these instrumental lessons. We regularly have a special assembly where music features prominently. School productions are often musicals, in which all children participate. We have a school choir who practise regularly and perform at functions during the year. Classes participate during the year in music festivals with other local schools.

Religious Education and Collective Worship

The school uses the Bucks Agreed Syllabus as a framework for R.E. and again this forms part of the school curriculum. Assemblies feature hymns and prayers. Spiritual and moral matters are discussed, which we consider to be important. If, however, any parent wishes their child to be withdrawn, then this can be arranged by sending a written request to the Headteacher, following which necessary arrangements would be made.

Sex Education

Sex education is viewed as part of an ongoing Health Education programme. The Governors have decided on a policy for sex education in school. Sex education is intended to fit into our planned curriculum in which children learn about growth and development in a gradual and progressive way throughout the school. For formal sex education we use the BBC television "Sex Education" programmes. These are a series of three programmes shown to the top two-year groups in school.

Personal, Social and Health Education

Personal, social and health education, plus citizenship, help to give pupils the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities across and beyond the curriculum, contributing fully to the life of the school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Time for reflection is provided in assembly, during class circle time, on and after school visits, at school special events and on many other occasions.

Pupils also find out about the main political and social institutions that affect their lives and find out about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective fulfilling relationships that are an essential part of life and learning.

International Education

Pupils are involved in projects with partners in other countries. These encourage a respect for other cultures, heritage and multilingualism. We currently have partner schools in Kiiminki, Finland and Prague, Czech Republic. Pupils do projects on

themes and exchange their work between the countries. Our Year 5 and 6 pupils each have a penfriend in one of the countries.

Less formal links exist between the younger classes in each school. Teachers have had the opportunity to visit partner schools and we have hosted visits from Finnish, Czech and Portuguese teachers.

We feel that these links enrich the curriculum for our pupils. The project was supported financially by the EU Comenius project.

Physical Education

We follow the National Curriculum that provides for pupils to experience a range of activities. These include dance, gymnastics, outdoor games, swimming, plus outdoor & adventurous activities.

We have a scheme of work that progressively develops skills in each area. The swimming takes place at Thame Leisure Centre.

Sporting Aims

We aim for pupils to experience competitive sport, for enjoyment and to experience winning and losing. We aim for pupils to learn to work successfully as a team. We regularly play matches against other schools and take part in local tournaments.

Sporting Activities

A wide range of sports are undertaken at the school, including soccer, rugby, cricket, athletics, hockey, cross country running, netball and various small-sided games. Swimming forms part of the school curriculum. The older pupils visit the Thame Leisure Centre weekly for half of each school year, so as to gain experience of swimming in deeper water, develop their strokes with specialist guidance, improve diving skills, and learning to life save. This is free of charge to parents. The school has a purpose-built Sports Hall, opened in February 2006.

Curriculum Policies

National Curriculum documents, also Bucks Curriculum Policy Statements and school policies are available in school for parents to view.

School Visits and Journeys

When undertaking schemes of work in school, there are often times when it is possible to give children first hand experience through visits of various kinds. Children benefit enormously from these experiences, and they are seen as an integral part of the school's curriculum. Most visits are day trips, but we aim to offer residential visits annually to the older children, to a contrasting geographical location or featuring outdoor adventurous activities. We aim to offer this to all pupils at least once during their time with us. Parents are often asked to accompany the class teacher on day visits, and to help with supervision.

Book Clubs

As well as the periodic arrival of the School Library van, the children at the school have three book clubs to which they belong. Leaflets are sent home once a month, which the children may fill in and return with the appropriate money if they wish to purchase a particular book(s). One-week Book Fairs are also held periodically, and are very popular.

School Organisation

The school at present comprises six teaching areas. Classes are organised on the basis of the ages of the pupils. Sometimes it is necessary to split year groups of pupils between two classes to ensure broadly similar numbers in each class and to keep classes manageable. Where this is necessary it is done on the basis of pupils' ages. Where possible we aim to keep term of entry groups together. We have a protocol to ensure equivalent levels of curriculum provision and expectation of pupils in both classes when this occurs.

The school has a purpose built library opened in October 2002 and a purpose-built Sports Hall opened in September 2006. Among the external facilities the school has a large playground as well as its own good-sized playing field. We also have an arrangement to use the adjacent Ickford Playing Field. Staff and pupils have constructed an environmental studies area in the school grounds, including a pond, hedgerow and woodland.

Special Needs

Children's progress in all areas of the curriculum is regularly monitored. The school has a Special Educational Needs Policy in line with the Department for Education and Employment 'Code of Practice 2001'.

If a child has a special need of an educational or physical nature, we are able to draw on specialist services for advice and assistance. These include an educational psychologist, the Specialist Teaching Service and peripatetic hearing and visually impaired teachers.

Support is generally geared towards helping the pupil in his/her classroom setting, as well as withdrawal from the normal class when appropriate. Our Teaching Assistants also assist with these pupils under the direction of the Class teacher.

Our special needs policy plans a graduated approach to special needs. Parents are informed and involved at all stages. Pupils are consulted and their views are taken into account.

If a child's needs are so great or complex that they cannot be met from the normal resources available to the school, the local authority may issue a 'Statement of Special Educational Needs', after consultation with the parents and all professionals involved.

A full review of progress of pupils with Statements is held annually, and again the parents and pupils are fully involved.

Homework

The school has a policy on homework. All pupils have regular homework, which we expect to be completed.

An outline of the requirements for each class is sent to parents each term.

School Opening Times

Morning Session: 9.00am to 12.15pm

Afternoon Session: 1.15pm to 3.15pm

Morning break is: 10.30am to 10.45am

Key Stage 1 pupils have an afternoon break from 2.15pm - 2.30pm

This represents 22 hours 30 minutes teaching per week for Key Stage 1 and 23 hours 45 minutes for Key Stage 2.

Lunchtimes

If children are eligible, meals in the form of sandwiches are delivered to the school and are picked up by the children from the school office. Most children bring their own packed lunches. Children generally eat in the classrooms, but in good weather sometimes eat outside. There are two dinner supervisors who oversee the children throughout the lunch break. A teacher is also on duty each day.

Pastoral Care

The class teacher has responsibility for the child's welfare whilst in school. The school also has the services of seven Teaching Assistants. The Headteacher has overall responsibility.

Discipline

We aim for the children to behave to others how they would expect people to treat them. Good manners are encouraged. The school has a written behaviour policy. We aim to encourage a respect for other people's opinions and property. Parents are informed of any serious incidents involving their children. Children may be asked to pay for damage to school equipment caused through carelessness or negligent behaviour.

Anti-Bullying Policy

This school treats any incident of bullying seriously and has a school policy to deal with it and prevent occurrences as far as possible.

School Dress

The school uniform is as follows:

1. School sweatshirts in bottle green with gold school logo (available from school). It is also permissible for pupils to wear a bottle green jumper or cardigan.
2. Grey trousers or skirts. (Pupils in Year 6, who need replacement items, may wear black trousers/skirts to save parents having to buy items again when they start secondary school.)
3. Plain white shirt, blouse or polo shirt (i.e. plain white shirt/blouse with a collar).
4. Toning plain socks/tights.
5. In warm weather girls will be able to wear the green and white gingham school dresses in check or stripes.
6. Pupils should wear dark 'sensible' shoes (no trainers).
7. For PE the children will require:
 - A plain white t-shirt (not polo shirt) with no logos or patterns
 - Navy blue shorts
 - Clean white socks
 - Plimsolls/trainers suitable for use inside the sports hall
 - Trainers suitable for use outside (playground, field)
 - Years 5 and 6 will require football boots for some of the year

During the colder weather some children will need warmer outer clothing; we are making no specification about this. But, when deciding what to supply, the tops and bottoms should be safe for use in practical sports – so no flapping, over long trousers or loose fitting tops.

A further clean pair of plimsolls is required for indoor work. Pupils in Class 5 also require a swimming costume and hat. Pupils in Class 5 require football boots, shin pads and socks.

All items of uniform and kit should be clearly labelled with your child's name and please check this from time to time as they do wash out.

All jewellery must be removed by the children before any sports activity. Long hair must be tied back.

When doing Art and Craft any old shirt is often useful as acting as protective clothing. Long hair must be tied back in practical science, craft, cooking and P.E.

Assessment

Pupil progress is continually assessed by the Class Teachers. The Foundation Profile is carried out by the end of Reception Year. The formal National Curriculum assessments take place at the ends of each Key Stage (Years 2 and 6, ages 7 and 11). These are a mixture of Teacher Assessments (TA's) and National Tasks and Tests. Optional National Curriculum assessments are carried out in Years 3, 4 and 5.

The results of these assessments are sent to parents during the Summer Term, and Parent Consultation Evenings are held about one week later, so that the pupils' attainment and future priorities can be discussed. The administration of the assessment is handled sensitively by staff. On other occasions we test children as part of our own internal monitoring, and parents will be informed of any results, on request.

Results of the National Curriculum Assessments at age 11 are, of course, passed on to the appropriate secondary school, prior to the child starting there.

Written reports on children's progress are issued each year in the Summer Term, prior to Parent Consultation Evenings.

Parents in School

It is part of school policy that parents shall be kept fully up to date with what is going on in the school. They will be told in advance if any major changes in organisation are planned.

A considerable number of parents come into school to help with a variety of school activities, such as sewing, reading, craft, games, music and cookery. Parents also assist with transport to sporting events. We value this help enormously. If any parent wishes to see the Head or the child's teacher, unless it is an emergency or a minor affair, please make an appointment by telephoning the school on Ickford (01844) 339261. Please do not hesitate if you are concerned. We would like to know.

The staff are available on Parent Consultation Evenings which take place in February and July each year.

Parent Teacher Association

The school has an active P.T.A. which generally seeks to hold at least two events each term. These may be of a social nature or as a fund raising function.

Committee elections take place at the A.G.M. held early in the autumn term of each year. The support of the P.T.A. proves invaluable in providing equipment that we would otherwise not be able to afford.

Breakfast Club

There is a Breakfast Club, at the school, which runs each school day from 8:00am to 8:45am. The Breakfast Club offers childcare for children from Ickford Combined School before the school day starts.

After School Club

There is an After School Club, at the school, which runs each school day from 3.15pm to 6.00pm. This childcare facility is run in co-operation with the school by an independent committee. It was opened on 30th September 2002.

Newsletters

Regular newsletters are sent out to parents keeping them right up to date with what is going on in school and with future activities and functions. News of Ickford School also appears regularly in the local Parish magazine, 'The Bernwode News' and the "Ickford Informer".

Complaints about the school curriculum and related matters

Complaints should generally be made to the Headteacher and can usually be resolved informally. If this is felt to be inappropriate the Chairman of Governors or the Senior Advisory Officer for Aylesbury Vale may be contacted, in line with the school's complaints policy. This is available to parents on request.

Charging and remissions policy

The regulations regarding charging for educational activities are as follows:

- a) that where activities take place in school session time parents should be invited to make voluntary contributions towards the cost of the activity on a pro-rata basis, but that a pupil should not be debarred from taking part in that activity because his/her parents cannot, or will not, contribute.
- b) that where activities take place outside school session time, charges should continue to be levied, where appropriate.
- c) that any application for a full or partial remission of charges be considered by the Headteacher.
- d) that appropriate charges be made for ingredients and materials where parents have indicated in advance that they wish to own their child's finished work.
- e) that parents be required to meet the cost of breakages and damages where this is a result of their child's behaviour.

Attendance 07/08 School Year

Number of statutory age pupils on roll for at least one session:	125
Percentage of half days missed through authorised absence:	3.8%
Percentage of half days missed through unauthorised absence:	0.3%
Overall attendance:	95.9%

Safeguarding Children

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 that children will 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.

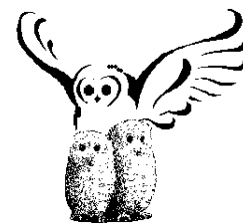
On rare occasions our concerns about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the Headteacher or your child's class teacher.



Results of National Curriculum Assessments 2008

	Ickford School 2008	National 2007
7 Year Olds		
Level 2 and above		
Reading	95%	84%
Writing	90%	80%
Mathematics	95%	90%
Level 3 and above		
Reading	48%	26%
Writing	5%	13%
Mathematics	33%	22%
11 Year Olds		
Level 4 and above		
English	100%	80%
Mathematics	75%	78%
Science	88%	87%
Level 5 and above		
English	31%	33%
Mathematics	31%	33%
Science	25%	46%

Ickford After School Club



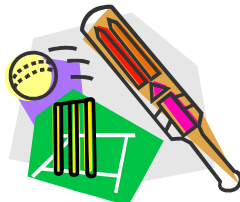
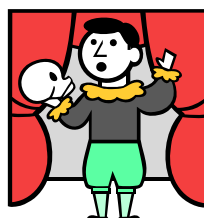
Open Mon-Fri 3.15pm- 6.00pm

After School Club 01844 338785

Only available during sessions

Our aim is to provide a caring and friendly environment where children can play and enjoy themselves and parents feel at ease.

**Arts * Crafts * Drama (Fridays) * Cooking * Indoor Games/Sports *
Outdoor Games/Sports (Mondays) * Homework Corner * PC Games *
Board Games * Snack Provided**



Children are welcome to come along and try a session
FOR FREE
to see if they like it.

Session Rates

Up to 4.30pm - £6.00

Up to 6.00pm - £8.00

A 25p charge is added to all ad-hoc bookings

Bookings

Please contact **Jan Thomas** in the School Office on **01844 339261**.

All children must be registered.

Registered with Ofsted

Registered Charity No. 1036452.

Ickford After School Club promote Equal Opportunities at all times



Breakfast Club now offer 2 sessions:

- 8.00am - **WITH** breakfast £3.25 per session
(includes a simple healthy breakfast, e.g. cereals (unsugared), toast)

or

- 8.15am – **WITHOUT** breakfast £2.00 per session

Why not give it a try!

Open Monday to Friday during term time



The Breakfast Club offers high quality, affordable and accessible childcare for children of Ickford Combined School before the school day starts. All children will need to be pre-registered. You can just turn up on the morning or places can be booked by contacting Jan Thomas, Ickford School, on 01844 339261, during term time.

Registered with OfSTED

Breakfast Club, After School Club and Pre-School Registered Charity No: 1036452

We promote Equal Opportunities at all times.

