

Ickford School

An Academy in the Ickford Learning Trust

www.ickford.org.uk



Headteacher

John Ronane MA, MBA, NPQH, FCCT

“Inspiring to Learn, Motivating to Achieve”

Welcome from the Headteacher

I would like to extend a very warm welcome to Ickford School, a friendly, ambitious and outstanding school set in the heart of West Buckinghamshire countryside in the picturesque village of Ickford.

At Ickford, we value each child as an individual with special abilities, gifts and needs and encourage all of our pupils to reach their full potential academically, personally and socially. Our pupils are well behaved, polite and care for each other and their environment and our school is full of happy pupils inspired by the challenges we provide for them.

The teachers at Ickford are highly qualified and conscientious and work hard to ensure that the curriculum is broad, stimulating and engaging for all of our pupils. We believe that parents and guardians play a vital role in successful education therefore, in order to get the best out of our children, we endeavour to work in partnership with parents to ensure each child achieves the very best.

We have excellent support staff and superb facilities allowing us to provide an abundant range of co-curricular activities including art and sports to supplement the curriculum.

This prospectus can only provide an outline of what we offer at Ickford School and I would encourage you to come and pay a visit. I can assure you will be very welcome and I look forward to meeting you.

Mr Ronane





The School Aims

- To value each child as an individual with special abilities, gifts and needs and to ensure that they have equal access to all aspects of school life and an enjoyable education.
- To create a stimulating yet orderly and safe environment conducive to learning in which children are encouraged to be creative, independent and confident, lifelong learners.
- To foster an environment that allows for creative and dynamic teaching where every member of staff feels valued and supported and has the opportunity for professional self-development.
- To work in partnership with parents, the community, and local primary and secondary schools embracing trust, understanding and mutual support.
- To encourage children and staff to adopt healthy lifestyles by promoting physical activity as part of a life-long healthy lifestyle, encouraging them to eat sensibly and helping them to form positive relationships.
- To provide a safe and nurturing environment that allows for the development of the academic, cultural, physical, moral, spiritual and social dimensions of each pupil.
- To promote integrity, honesty and self respect in each pupil and develop compassion, tolerance and respect for others.



The School Ethos

Ickford School is a non-denominational Primary Academy with a strong Christian ethos catering for children from four to eleven years of age. The school is situated in the picturesque village of Ickford on the border between Buckinghamshire and Oxfordshire with the closest, main town being Thame, about 7km away.

The school is a vibrant and happy place and we work hard to ensure that the school is very much part of the village community. We have four values that pervade all that we do; kindness, honesty, respect and determination and the children recognise the importance of manifesting these values beyond school and in the wider community.

We enjoy good facilities, with bright, clean classrooms, a school library, small computing suite and ample outdoor space. We also have the benefit of a purpose built sports hall enabling us to provide excellent PE facilities for the children and the local community. We have high expectations of our children and we are proud that their behaviour is very good both inside and outside of school.



The Early Years Foundation Stage (EYFS)



The Early Year Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. It is made up of 17 early years goals, which children are expected to achieve by the end of their reception year. These goals are divided into two areas of learning; the

specific and the **prime**. The specific areas of learning include; Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The prime areas of learning are; Communication and Language, Physical Development and Personal, Social and Emotional development.

Our EYFS is designed to support children's development through exploration, curiosity and play as well as provide outstanding teaching and learning. The children engage in activities which not only inspire but challenge and support them through their learning journey.

During each day, children have access to a range of activities where they move between the indoor and outdoor learning environment. We encourage them to learn and play together in a calm and happy environment where imagination and conversation are key elements of their development.



Key Stages 1 and 2

Teaching and Learning

At Ickford School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential, irrespective of socio-economic background, ethnicity, gender or religious persuasion.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring, independent and reflective learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people.
- Enable children to understand their community and help them feel valued as part of this community.
- Enable children to grow into reliable, independent and positive citizens.

Monitoring and Assessment

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment (against NC and set targets) and test results. Strengths and areas for development are identified to inform planning and to initiate intervention as appropriate. Data is collected on a regular basis and is shared with the staff, pupils and parents.

Pupil progress is managed through the School's information management system (INTEGRIS). Parents are kept informed of their child's progress each term with a printed data update and throughout the year with parent/teacher meetings and an annual school report. The full Assessment Policy is available on the school website (www.ickford.org.uk)



Parents in Partnership

We welcome parents and carers into Ickford School believing we are partners in the education of your children.

There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' time and expertise can be used in many ways in school and is greatly valued. In accordance with our Safeguarding procedures all adults are fully DBS checked being able to work within the school.

Communication with parents/carers

The school communicates with parents/carers in various ways e.g. newsletters, questionnaires and parents' consultation evenings. Information is also placed on our website (www.ickford.org.uk).

Parents/carers are invited to a range of events: assemblies, Parents' evenings, open evenings, sports afternoons, coffee mornings and year group productions.

The school has a Home School Agreement in which we outline the expectations of the partnership and every effort is made to ensure it is effective.



Safeguarding

Under the **Education Act 2002 (section 175)**, schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer and where possible inform them of the referral to Social Care.

This will only be done where such a discussion will not place the child at increased risk of significant harm.

In accordance with **GDPR** guidelines, we will ensure that any permissible and necessary information is shared effectively and sensitively. Information will only be shared with other services where it is deemed proportionate to ensure that children and young people are safe and receive the right service.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the Designated Safeguarding Lead (DSL) carries out their responsibilities in accordance with the law and acting in the best interests of all children.

The **Designated Safeguarding Lead (DSL)** in school is the Headteacher.

Behaviour

At Ickford School we have high expectations of behaviour. Matters of discipline are dealt with initially by the class teacher or the 'on duty' member of staff. When a situation demands it, the Headteacher takes responsibility for disciplinary measures. At all times pupils are encouraged to consider and be responsible for their own actions. Our aim is to make the pupil more aware of the necessity for self-discipline, self-awareness and self-control.

In the case of a serious breakdown of conduct, the Headteacher always seeks to assess the situation with parents/carers.

The school has a Behaviour Policy, which is reviewed annually.

All members of the school team, Trustees, parents/carers, staff and pupils are expected to implement and abide by the Code of conduct in the Behaviour Policy. We believe that adults are role models for behaviour in our school.



Pastoral Care



At Ickford we put the happiness and safety of our children above everything else and we have enhanced our pastoral provision by appointing a children's well being leader who provides a 'listening service' and acts as a 'Champion' for any individual child who may, for whatever reason, be in need of support.

The aim is to create a sustainable, long-term wellbeing ethos in our school. One that is passed on from every pupil, staff member and even parents.

In addition to our work on mental health and happiness, we also have positive and proven strategies to empower children to deal with adverse behaviour including our Steps to Stop. We embrace a 'culture of telling' and are a school where the phrase, "Don't tell tales," is prohibited amongst staff. Everyone is listened to and everyone's feelings are valued.



Inclusion – Pupils with Special Educational Needs or Disabilities (SEND)

We do our best to support every within our care as an individual and pupils with Learning Support Needs or Disabilities are supported within the normal classroom environment as much as possible through quality first teaching delivered by the class teacher. We also employ Teaching Assistants who may help support these children within the normal classroom environment under the guidance of the class teacher. Advice and support are provided from the Cognition and Learning team, an Educational Psychologist and other agencies where appropriate.

We believe that every child has different needs and endeavour to ensure that each child's achievement is measured in terms of progress from their personal starting points. We monitor the progress of every child and try to provide as much personalisation of teaching and assessment as possible within the constraints of a normal maintained school. Interventions used are specific and, whilst a child may be supported within the classroom, they are not withdrawn from curriculum lessons. We make every attempt to ensure that any individual interventions, which may require being delivered outside of a lesson, are delivered as additions to normal learning and not 'instead of'.

More Able and Gifted Pupils

It is important to understand what we mean by more able and gifted pupils. More able pupils can be defined as pupils who demonstrate a significantly higher level of ability than most pupils of the same age in one or more of the curriculum areas or in any of the following:

- general intellectual ability
- specific academic aptitude
- creative thinking
- leadership qualities/social skills
- artistic abilities
- ability in the expressive arts
- physical ability



Gifted children can be identified as pupils who achieve two years beyond their age group in a certain subject. This would be about 1-2 % of the school population. More able and gifted children are identified through teacher assessment and judgements based on a variety of assessments.

If your child has a problem at school

From time to time, in the children's lives, events may take place that are upsetting for them. If you are able to share information about your child's personal life with us, it can be extremely useful in helping us to offer understanding and support. This will always be dealt with in the strictest confidence.

If you think your child is experiencing any kind of difficulty at school, or if you have any concerns about aspects of school life, then you should talk to your child's teacher or the Headteacher first.

Equality

The school promotes equality of opportunity between males and females regardless of race, socio-economic status or physical ability and endeavours to eliminate all unlawful discrimination and harassment. The school also endeavours to ensure that conditions for learning such as, the physical environment, quality of teaching and learning resources provide equal access and opportunities to both boys and girls.

The school aims to ensure that, wherever possible, those with physical disabilities have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

We recognise that the duty to make reasonable adjustments for disabled pupils is anticipatory. To meet this duty we will review policies, practices and procedure to ensure that we do not discriminate against disabled pupils.

Staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools.

Sports and Games

At Ickford we are fortunate to have a purpose built sports hall and lots of outdoor space enabling us to provide opportunities for all children to take part in healthy activities and competitive sports.

Every child receives lessons in PE each week with both the class teacher and a specialist PE teacher and there are opportunities to increase this participation through before and after school clubs and lunch time activities.

We have a thriving House system and children gain house points throughout the year for academic success, sporting success, effort and displaying the school values. We also have inter House sports competitions and the year culminates in the presentation of two House Cups.



We actively seek to compete against other schools either through fixtures arranged between single schools or through our membership of the Schools Sports Partnership. We also take part in inter-school Athletics Tournaments in Buckinghamshire and Oxfordshire.

In spite of being a small school we have achieved great success in recent years particularly in Netball, Badminton and Athletics and hope to continue to maintain high standards in the future.



School Uniform

Boys Winter

Green polo shirt with school logo

Green school sweatshirt with logo

Long or short grey trousers

Grey socks

Sensible Black shoes (no boots or trainers)

Optional school beanie or bobble hat (No other hats to be worn)

Girls Winter

Green polo shirt with school logo

Green school sweatshirt with logo or dark green school cardigan with logo

Grey skirt, pinafore dress or trousers

Grey socks or grey tights

Sensible Black shoes (no boots or trainers)

Optional school beanie hat or boater (no other hats to be worn)

Boys Summer

Green polo shirt with school logo

Grey shorts

Grey socks

Sensible Black shoes or sandals if closed toes (no boots or trainers or open toed sandals)

Optional school baseball cap or boater (No other hats to be worn)

Girls Summer

Green gingham dress

Grey socks or grey tights

School Rucksacks

All children from Year 1 onwards must have a school rucksack and PE bag other bags are not permitted.

Earrings and jewellery

Girls are permitted to wear plain studs in both ears but all jewellery including earrings must be removed for PE. Boys are not permitted to wear earrings. Children will not be permitted to miss PE due to having ears pierced so it is essential that this is done during summer break and that the girls are able to remove them independently.

Hair

Any children with long hair must have it tied back and long fringes must be clipped away from the face. Hair products of any kind are not permitted and hair must be of a suitable style for school. Razor cuts and patterns are not permitted neither are 'fashion' haircuts where the hair is much shorter at the sides than on top of the head.

Cosmetics of any kind (including nail varnish and fake or henna tattoos) are not permitted.

P.E. KIT

Boys and Girls

School PE shirt

Plain dark blue shorts

Trainers suitable for indoor use in sports hall and outdoor use

Clean sports socks or long green football socks (Key Stage 2)

Green school tracksuit (Hoodie and bottoms)

Swimming

Pupils in year 5 and 6 will require swimming costumes and a hat.

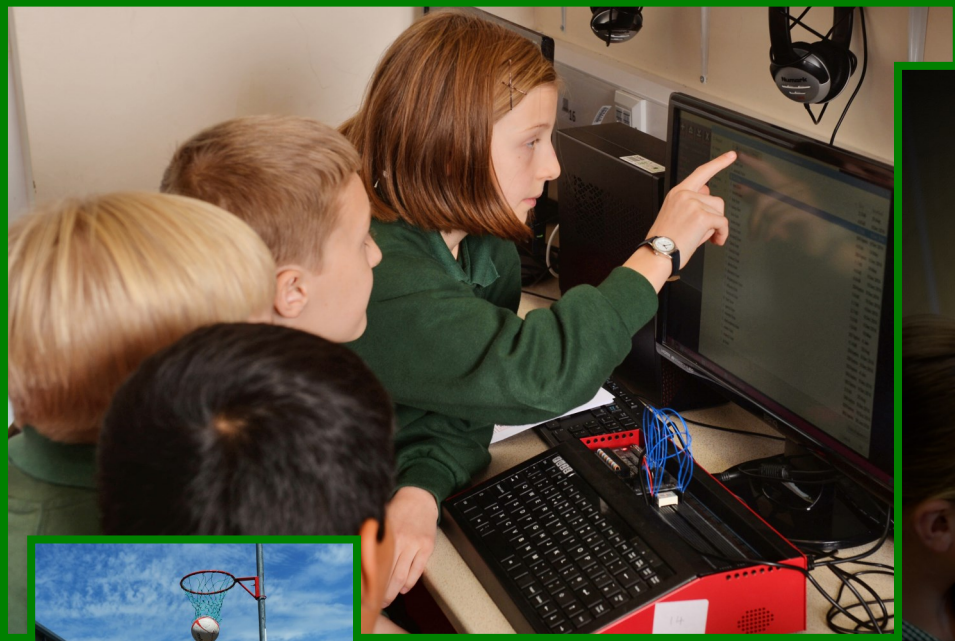
Football, Rugby and Hockey

Children taking part in football and rugby activities will require shin pads and football boots with moulded studs. Shin pads are also required for Hockey and gum shields are also recommended.

Lost property

Please note that all items of uniform and PE kit must be clearly labelled with the child's name. We do have a lost property box but cannot be held responsible for any items that go missing.





Outings

School outings and visits to places of interest are used to enhance the learning experiences of all children and supported by the PTA. Recent visits include; the Ashmolean Museum, Warwick Castle, Holdenby House and our annual Pantomime trip.



Residential Trips

The school organises a residential trip for the pupils from Year 5 and 6 each year. In alternate years, we visit Northern France where a range of cultural visits and enjoyable excursions take place and we visit PGL on the Isle of Wight for a range of outdoor activities. Both trips are designed to create memorable experiences and we ensure that parents in need of financial support receive it in confidence.



General Information

School Office Hours

The office is staffed from 8:30am until 4:00pm but there is an answer machine service to take any messages.

School Hours

Morning Session	9:00am – 12:15pm
Afternoon Session	1:00pm – 3:30pm
Break Times	10:30am – 10:45am
	12:15pm – 1:15pm (Lunch)
	2:00pm – 2:15pm

The school gates open at 8.45 am and children go straight to their classrooms where they are greeted by staff. They should not arrive at school before 8:45am unless they are at the Breakfast Club. At the end of the day, each class is brought to the playground by the teacher and lined up to be collected.

Absences

If your child is absent through sickness or any unavoidable cause, parents must phone the school before 9:00am on each day of the absence. If a phone call has not been received, the school will contact the parents.

Holiday Requests

No authorisation will be given for holidays during term time. The Headteacher however has discretionary powers to grant leave of absence in exceptional circumstances. These can be found in the school's Attendance Policy on our website. A request form for leave of absence is available through the school office and must be submitted at least two weeks prior to the absence.

www.ickford.org.uk

School Lunches

We do not have any facilities for the provision of hot school lunches so every child brings a packed lunch to school. We ask parents to consider children's diet and to try and provide a healthy lunch that supports a balanced diet.

Snacks in School

We are happy for children to bring in fruit or a healthy snack for break-time. Sweets are not allowed.

School Fruit and Vegetable Scheme

Government programme that entitles every child ages four to six in LEA-maintained schools to a free piece of fruit or vegetable each school day. The aim of the scheme is to increase fruit and vegetable consumption among children. The fruit and vegetables are provided free of charge. The Department of Health is responsible for all payments.

Nuts

In order to keep every child safe, we are a NUT Free School. No products containing nuts are permitted in school.

Contacting the School

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Aylesbury

Buckinghamshire

HP18 9HY

Telephone: 01844339261

e-mail: office@ickford.org.uk

‘Contact Us’ link on the School Website (www.ickford.org.uk)

