

Ilchester Community School Profile

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Ilchester Community School

Somerton Road, Illustrious Crescent

Yeovil, Somerset, BA22 8JL

Telephone: 01935 840328

Children's Service Authority:	Somerset
Age range:	4-11
Number of pupils:	295
Head teacher:	Mr N Heath
Chair of governors:	Mr P D'Arcy

What have been our successes this year?

At KS1 children have attained standards significantly higher than the national average in maths, reading and writing.

Pupils continued to build on their KS1 achievements in KS2 and achieved good 'value-added' progress by the end of their primary school education.

A new school vision developed by the newly appointed headteacher alongside pupils, parents, staff and governors sets out shared aims and values.

Both the infant and junior sites have been wireless networked. This, alongside 32 new wireless laptops, has allowed for the integration of ICT into all areas of learning.

Ilchester School has gained the following national awards:

Active Mark 2008

Financial Management Standard in Schools

Healthy School Status

A School Achievement Award

Eco-schools

The Basic Skills Quality Mark (renewed October 2009) recognises our continued dedication to and high standards in supporting pupils in their reading, writing and maths.

Sport continues to be a great strength of the school; our swimming, football and cross-country enjoying a good level of success

Close links were maintained with RNAS Yeovilton and other local organisations.

What are we trying to improve?

.Priorities for this year are to:

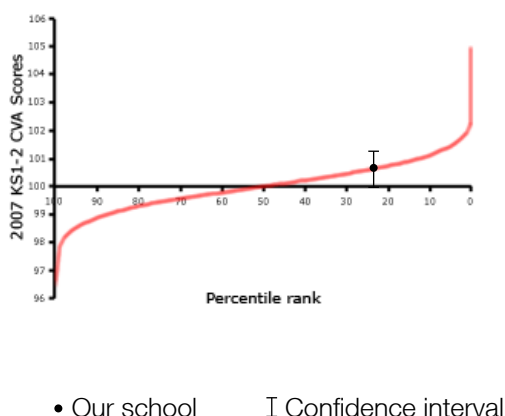
- further raise standards of writing at KS2
- use assessment outcomes even more effectively to plan the next stages in learning.
- ensure 'value-added' progress is made in each year-group.
- develop our curriculum to include planning for skills and teaching through engaging topic areas- to make learning at Ilchester even more fun!
- develop our home learning policy to allow parents to enjoy helping their children with their learning.
- develop the school premises to facilitate access for a child who is a wheelchair user.
- gain recognition for our provision for children with dyslexia (Dyslexia School Friendly Status).
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develop the use of the Somerset Learning Platform as an on-line learning space.

-

pilot a forest school approach to learning with a view to a whole school programme in 2010

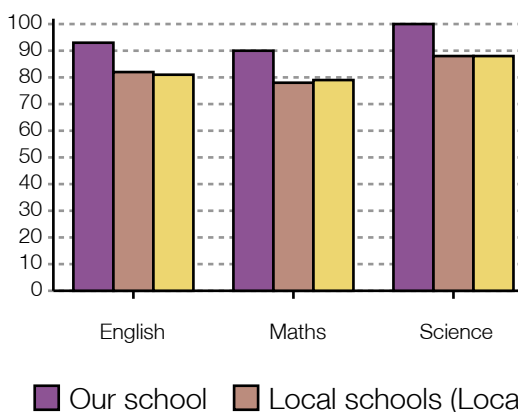
How much progress do pupils make between age 7 and 11?



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.

The above chart compares current with past pupil attainment in English, Mathematics and Science. It clearly demonstrates the exceptional progress that our children make after they leave KS1 (Infant Department) and move up through KS2 (Junior Department). Fewer than 10% of schools nationally achieve higher 'value-added' progress.

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)

Ilchester School's KS2 results were outstanding in 2007 and a further improvement on those achieved in the previous year. The graph clearly shows that our pupils exceeded the performance of Somerset and national schools in English, Mathematics and Science.

Although not shown, the percentage of pupils who achieved level 5 (approximately two years above the expected level) in each subject was equally impressive and far higher than that achieved in virtually all other schools nationally. We should be very proud of our pupils' achievements and the contributions of our teaching and support staff that made this possible.

How have our results changed over time?

Standards at Key stage 1 (age7) have improved and are now at their highest level for some years. We are confident that the recent improvement in standards will be maintained.

Standards at KS2 (age 11) have been consistently good in maths and excellent in Science. Although English results have declined over the past two years we are confident that this year (2009) we will see an improvement.

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

At Ilchester School we strive to meet the needs of every child by:

monitoring the curriculum to ensure that it is appropriate and stimulates enjoyment in learning;

reviewing each child's progress every term and directing resources to give all children the best opportunity to make progress;

using outcomes from assessments to plan the next stages of learning and sharing these targets with our children;

ensuring that need and not age is the driving force for future learning;

linking the performance targets of staff with the needs of our children;

adopting challenging school targets;

gathering the views of parents and their children;

sharing information with parents;

providing guidance to enable parents to support children's development;

ensuring that we address all aspects of children's development;

being aware of and sharing with staff, the special needs and circumstances of every child;

recognising and making provision for the strengths, talents and interests of our children;

developing and maintaining a register of Gifted and Talented Children and by making appropriate provision;

developing staff expertise, in order that teaching and learning accommodates the needs of all children;

recognising and celebrating pupil achievement.

How are we working with parents and the community?

We are committed to working in partnership with parents and the local community. This involves:

consulting with and responding constructively to the views of parents;

informing parents, at least each half-term, of the progress and attainment of their children;

providing parents with guidance on a range of school issues;

actively seeking to work with families before their children enter school;

supporting an extended school provision;

working closely with RNAS Yeovilton and responding to the needs of service families;

seeking opportunities to support and collaborate with other local organisations;

provide accommodation etc to support local groups in the evenings, weekends and holidays;

work closely with local pre-school organisations and schools;

providing a wide range of extra-curricular enrichment activities;

organising varied enrichment activities for children;

securing school or charitable funding to support families who are unable to contribute to activities where a voluntary financial contribution is requested;

actively contributing to the work of the Friends of Ilchester School.

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

The views of pupils are always sought when lesson observations are conducted. Our research shows that most pupils find lessons both interesting and appropriate to their perceived needs.

Pupils regularly contribute in the forum of the School Council. This now involves pupils from KS1.

Pupil focus groups are established to explore areas of school life; marking, bullying and homework have all been explored in the past year.

Pupils helped shape the new homework policy so that home learning tasks are more interesting and are set so that they can be completed either during the week or at the weekend according to individual preference.

When considering the marking policy pupils told us that they like to have time to respond to the teacher's marking and that they like having the chance to 'mark' their own and other children's work.

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

Ilchester School was recently awarded Healthy School Status. Health related issues are regularly discussed. A Fun Food Week is planned for later in the school year involving, involving players from Yeovil Town Football Club.

Parents are being consulted on the possible introduction of hot meals.

Our behaviour policy includes anti-bullying procedures that have recently been reviewed by staff and with children. Parent and governors were also consulted in this policy development.

Our External Visits Coordinator monitors risk assessments for all educational visits.

Designated staff cover first aid at each site including paediatric first aid.

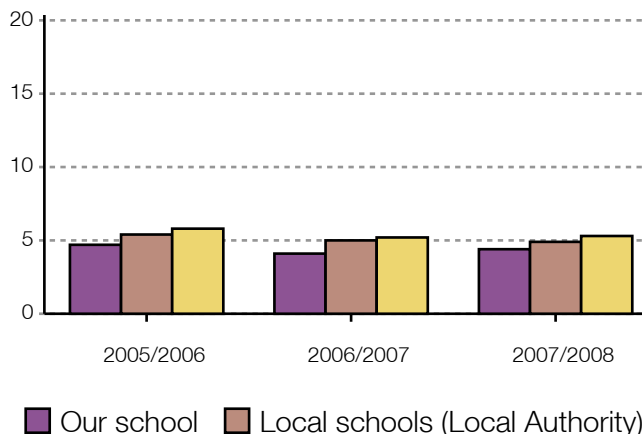
Emergency drills are regularly completed.

To ensure the safety of our children, a self-closing / locking gate and CCTV camera were recently installed at the front entrance to the Infant Department. The system is shortly to be extended to both sites.

All mobile classrooms have panic buttons and combination door locks. Directional signs, new door locking mechanisms and additional fencing have also improved safety.

Our Health and Safety Policy is in line with the recommended County procedures.

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.

Pupil attendance is consistently good at Ilchester School.

If a child does not arrive at school in the morning and the reason is unknown, staff always endeavour to contact the parents / guardians. If a child's attendance falls below 85% the Attendance Social Worker will contact his / her parents. This seldom happens.

Due to the numbers of Service families at school, we have an unusually high number of term time holidays. Often, members of the armed forces have no say over when they can take leave or, understandably, seek to take leave on returning from deployment.

What activities and options are available to pupils?

An extensive range of extra-curricular clubs are available to our children. In the past year more activities were introduced for our younger children. Information is sent to parents at the beginning of each term.

Many children represent teams in athletics, cricket, cross country, football, netball and swimming. We are one of the strongest local schools in inter-school match competitions.

Music is another great strength of the school. The KS1 Singing Club performed at St Mary's Church at Christmas and will take part in the Somerset Schools Spectacular at the Octagon Theatre later in the year. Several peripatetic instrumental teachers visit the school each week. In addition, our own staff also provide expertise. Tuition currently covers piano, keyboard, drums, recorder, guitar, horn and flute. The school orchestra rehearses each week. A KS2 Instrument Evening took place in March.

French is now taught as a part of the KS2 curriculum. Mrs Haddon is a Leading Teacher for MFL and has represented Somerset LEA at the National MFL Conference in Manchester.

Enrichment visits are a natural part of our curriculum. In addition, pupils in years 5 and 6 are invited to take part in residential visits to Exmoor and London respectively.

What do our pupils do after leaving this school?

The majority of our year 6 pupils transfer to Stanchester Community School. Approximately 22% of our pupils are drawn for beyond our designated catchment and, consequently, many move on to their local comprehensive schools. A significant number also transfer to Sexey's School or move into the independent sector. Staff attend regular liaison meetings with Stanchester School (Ham Hill Federation) and, more recently, Sexey's School.

Mobility is higher at Ilchester than experienced by most schools and only approximately 35% of our children remain with us throughout the primary phase. This makes our excellent academic results even more impressive.

Pupils transferring to Stanchester and other local schools follow a well-established transition programme of visits and work study. Anxious children are often taken on additional visits by our SENCO.

Ofsted's view of our school

This is a good school that successfully overcomes a number of challenging circumstances. The headteacher and staff's strong emphasis on valuing all pupils as individuals is the foundation of the school's work. The school has well-honed procedures to make newly arrived pupils feel very much at home and part of 'the family'. As a result, all new arrivals, whatever their need, settle quickly into the school. Parents appreciate that the school is a 'warm and caring' place to learn. This, together with very good relationships between staff and pupils, makes an effective platform for learning. The same welcoming family atmosphere also provides the foundation for good behaviour. An interesting curriculum taught well, in a friendly, supportive climate successfully helps pupils grow in confidence, enjoy learning and behave well. Consequently, pupils display responsible attitudes, develop a mature community spirit and learn successfully how to make sensible and generally healthy choices. As a result of these many good features, pupils cultivate a deep respect for all members of staff, the wider community and each other, and are well prepared for future life.

Children in Reception make good progress because staff are supportive and plan a range of meaningful activities. As a result, after only a few days in school the children are already settled and happy learners. At the end of Year 6, standards are above average. Overall, pupils make good progress and achieve well during their time in the school because teaching is good. Pupils like their teachers and describe them as 'friendly and helpful'. As a result, the great majority try hard to do well. However, several boys commented that they don't find writing 'interesting' and have difficulty with spelling. This may be a factor in the fact that, throughout the school, boys don't do as well as girls in writing.

The school collects a great deal of information about pupils' learning and the monitoring of school performance results in actions to make improvements being targeted in the right areas, such as to improve writing. Given the high pupil turnover, the current satisfactory arrangements to check on pupil progress require further development. Assessments are not carried out frequently enough to ensure that teachers always have sufficient up-to-date information to adjust their planning to help make teaching and learning even more effective.

Date of last inspection: 27-Sep-2006

Ofsted graded our school as good

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



[View the Ofsted page for Ilchester Community School](#)

What have we done in response to Ofsted?

Writing: We have introduced a number of strategies to make lessons even more stimulating in our quest to raise standards still further. These ranged from adapting the FLS Intervention Strategy to involve all pupils in year 5 to the introduction of Flying High, a year 2 boys' writing programme, based at RNAS Yeovilton. The quality of pupils' writing is also rigorously monitored each half-term by senior staff. A study conducted earlier in the year indicated that boys were certainly enjoying writing more. This year, 2009, has seen a significant improvement in writing standards at the end of KS1; our focus is now to replicate this success at KS2

Ilchester School has always kept extensive records of pupil progress. At the end of each academic year analysis of pupil progress in key subject areas has taken place and the results for pupils in each class have been discussed with class teachers. This data has enabled us to set school and staff targets. Additionally, termly teacher assessment in reading, writing and maths now help us to identify areas in which children are in danger of falling behind and allow us to plan provision to help these children catch up.

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 01935 840328

Our website