



Histon & Impington
Brook Primary School

Prospectus 2025/2026



Histon & Impington Brook Primary School

WELCOME WELCOME

Welcome to Histon and Impington Brook Primary School. All the staff are delighted that your child/ren will be joining us. Our school is a busy and vibrant place of learning where we all work together to enjoy a friendly, caring and safe school community.

We strive to set the highest of standards and enjoy seeing the children develop as confident and independent young people during their time at our school.

We also seek to build and develop strong relationships with our parents/carers and the wider local community. By working in partnership, we can help the children to become positive and engaged members of society.

In particular, we work very closely with Histon and Impington Park Primary School to ensure that children in either school in our community have the best opportunities provided by dedicated and committed professionals.

We hope you will find the contents of this prospectus useful and that it will provide you with the information you need about our school.

All the staff look forward to working with you and your child/ren during their time at Histon and Impington Brook Primary School.

Mr Richard Bakker and all the Staff at Histon and Impington Brook Primary School



CONTENTS

CONTENTS

School Aims

General Information

The School Site and Buildings
School Organisation
A Typical School Day
Start and End of the Day
School Security
Admissions
Arrangement for Secondary Transfer
Admission Policy
School Waer
School Meals
Free School Meals
Payments
Packed Lunches
Water
Break Time
Wrap Around Care
School Council
Eco Team
Our Four Houses

The Curriculum

Our Curriculum Aims
Reception
National Curriculum
English
Mathematics
Science
Computing
World Views
History
Geography
Design Technology
Physical Education
Music
Art
French
Personal Social & Heath Education
Relationships Education
British Values
A Healthy School

Assessment
Educational Visits
Recreational Ground links

Parents/Carers and School

Parent/Carer Helpers
Home School Links
Homework
Reporting to Parents/Carers
Parent Teacher Association (PTA)
Community Involvement

Other Information

Collective Workshop
Inclusion
Equal Opportunities
Extra Curricular Activities
Swimming
Safer Cycling Course
Charing and Remissions Policy
Complaints Procedure

Health and Welfare

Support for Children's Wellbeing
Absence and Illness from School
Dental/Medical Appointments
Holiday Absence
Medication
Head Lice
Asthma
Sun Protection
Accidnet and Illness at School
Safeguarding and Children Protection Procedures
Behaviour in School
Positive Handling

Governance

Structure and Committees

SCHOOL AIMS

SCHOOL AIMS



Histon & Impington
Brook Primary School

At Histon and Impington Brook Primary School we aim to prepare every child for their future. We will do this by providing a broad and balanced education that offers challenge in a safe and stimulating environment. This involves developing every child's personal, social, academic and community life. We aim to:

Personal

- value and share all children's efforts and achievements to develop each child's self-confidence and their self-esteem;
- ensure children appreciate, care for and explore the environment around us as well as having an awareness of the changing world;
- promote health related activities to enhance the development of every individual's physical and emotional wellbeing.

Social

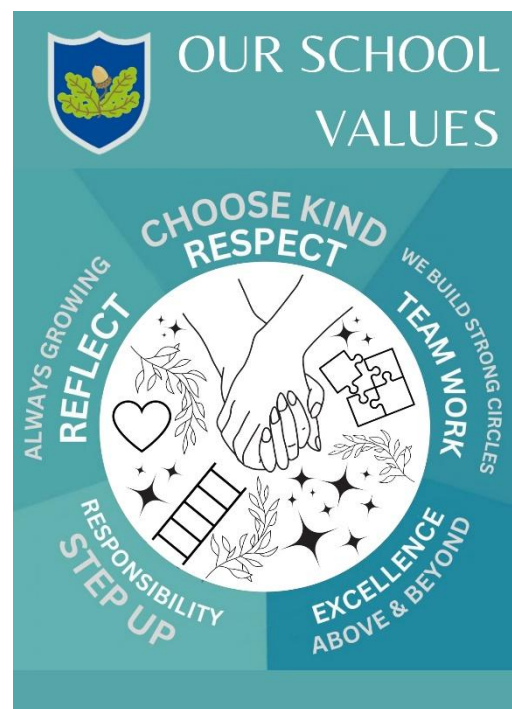
- promote a happy, welcoming, friendly, inclusive and purposeful atmosphere where children and adults are respected, supported and listened to;
- ensure equality of opportunity for every child and adult;
- develop an understanding of and respect for religious beliefs and moral values of other people and cultures as well as their own, appreciating the diversity of the world around us;
- help our children be kind, polite, honest and trustworthy and to become caring, responsible members of the school, the wider community and a positive global citizen.

Academic

- foster high standards of achievement and encourage all children to work hard and to strive for excellence;
- provide an engaging curriculum which helps each child to be flexible in their approach to learning, open minded and innovative in their thinking and keen to investigate.

Community

- be welcoming and accessible to parents/carers;
- encourage partnerships and involvement with parents/carers, school advisors and the community and value their contribution to the life of the school;
- encourage children to take part in the range of extra-curricular activities provided.



WORKING IN PARTNERSHIP

Working in partnership

When your child joins the school we aim to work in partnership with all families to support for your child's education.

The School

- We will teach your child a broad curriculum, which includes all statutory requirements, educational visits, extra-curricular opportunities, visitors from our community and home learning.
- We will consider your child as an individual, track their progress and give every opportunity to learn as much as they can.
- We will have high expectations of your child, help them to be hard-working and independent, and praise their achievements.
- We will keep you informed about your child's curriculum, progress and welfare, offer you advice and listen to yours.
- We will keep an attractive learning environment.
- We will do our best to keep our school a safe, gentle and happy place.



The Family

- We will ensure that our child attends school regularly, on time and is suitably dressed and equipped.
- We will tell the school about any concerns or difficulties that might affect our child's work or behaviour.
- We will support our child with his/her home studies and encourage an interest in learning.
- We will attend parents' evenings and discussions about our child's progress.
- We will become familiar with and support the school's positive behaviour policy.
- We will find out about our child's life at school.
- We will support the school by attending events and helping when possible.

The Child

- I will always do my very best and ask for help when I need it.
- I will be ready for all my lessons.
- I will work hard and help others to work hard too.
- I will finish my school work and home learning on time.
- I will take good care of myself, my things and our school's things.
- I will be kind and polite to others.
- I will tell if someone hurts me or upsets me.
- I am responsible for my own actions.



GENERAL INFORMATION

The School Site and Buildings

The school was opened as a Junior School in the late 1970s. In recent years, the site has been transformed into a primary school. It converted to an academy on 1st December 2012 to become a member of Cambridge Primary Education Trust (CPET). From April 1st 2022, the school is now part of Meridian Trust.

The school is situated behind the Village Green in the centre of Histon. There are two main buildings that ensure we can provide excellent learning facilities for the children. There is a two storey teaching block comprising of twelve classrooms and a sports hall. The re-furnished older building has several classrooms, a library, a food technology room, a hall, offices and group rooms. In addition, there is a 'Studio' (activity space) which is used for a variety of purposes including assemblies, dance and music sessions.

There is a significant amount of outdoor space for the children to enjoy at break times and for PE lessons. There are two hard playground areas, two field areas, a large MUGA (multi-use games area) and an outdoor swimming pool that is used in the summer term.

School Organisation

The school is organised in classes of same age mixed ability, predominantly in year groups. Sometimes mixed age classes are a feature of the school's organisation (e.g. children from two year groups in one class) and this is acknowledged in the planning and delivery of the school's curriculum.



A Typical School Day

The day starts at 08:45 and finishes at 15:15 for all children at Histon and Impington Brook Primary School.

Children in Reception

During the day, the children engage in a range of adult-led tasks as well as opportunities to explore the learning environment independently. Lunchtime enables the children to enjoy eating lunch and have some playtime. Snacks are also provided throughout the day.

Children in Key Stage One and Two

Children enjoy a structured day with three lessons in the morning and two lessons in the afternoon. There is a morning break and a longer lunchtime allowing the children to eat their lunch and have some playtime with their peers.

Registration

For all children, the day starts with registration. It is important that all children arrive on time for school. The school gates open at 8:35am. Children who are late for school often find it unsettling and they miss the calm start to the school day.

Start and End of the School Day

We hope that as many children as possible will be able to enjoy an active journey to and from school by walking, biking or scooting. There are spaces at school for the children to safely leave bikes and scooters during the school day. Where a car is needed for part of the journey, we ask that you park respectfully on roads near to the school and then walk the final part of the journey.

GENERAL INFORMATION

School Security

Ensuring the safety of all children and adults is of paramount importance.

There is a Traffic Regulation Order (TRO) in place on the approach road to school. Parents/carers are asked to avoid driving to and from school between 08:30–09:30 and 15:00–16:00. During these times we aim to keep all vehicle movements to a minimum.

The School Office is open Monday to Friday 08:30 to 16:30. If you have any general queries, please consult the Office Staff.

If your child is late for school or should you need to collect your child during the school day, please report to the School Office. Children are signed in and out if they are arriving or leaving the school after morning or afternoon registration.

If your child has forgotten something, again please report to the School Office.

Admissions

Choosing your child's school is a very important decision and we encourage you to come to visit us. Please contact the school to make an appointment.

Admission to Histon & Impington Brook Primary School is in line with the Cambridgeshire Local Authority Policy and is dependent on the availability of places.

More information on the admissions policy can be found on the next page along with a link to the Local Authority website.

Arrangement for Secondary Transfer

The school has good links with Impington Village College (IVC).

There is close liaison between our school, the other local feeder schools and the College to ensure a smooth transition for the children from primary to secondary education.

The children transferring to the College or another secondary school, follow an induction programme during Year 6.



GENERAL INFORMATION

Our Admissions Policy

Admission to our school is in line with the Cambridgeshire Local Authority (LA) policy and is dependent on the availability of places.

Children who have an Education Health Care Plan (EHCP) that names the school will be admitted. Those children with an EHCP that does not name the school, will be referred to the Statutory Assessment Team (SAT) to determine an appropriate place.

If the school is over-subscribed in any school year and unable to meet all the requests of the parents/carers, then places are allocated in line with the LA admissions criteria, listed in priority order below.

For academic year 2025/2026, the following criteria apply:

1. Children in Care (CIC) and children who were previously in care (CIC) but ceased to be so by reason of adoption, a residence order (now known as a child arrangement order) or special guardianship order.
2. Children living in the catchment area with a sibling at the school at the time of admission.
3. Children living in the catchment area.
4. Children living outside the catchment area who have a sibling at the school at the time of admission.
5. Children living outside the catchment area who have applied and been unable to gain a place at their Cambridgeshire catchment area school because of oversubscription.
6. Children who live outside the catchment area, but nearest the school as measured by a straight line.

In cases of equal merit in each set of criteria, priority will go to children living nearest the school as measured by a straight line.

Information about admissions can be found at:

www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/apply-for-a-school-place

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access. There is a lift in the two-storey building.



GENERAL INFORMATION

School Wear and Uniform

Our official school wear is as follows:

Skirts/culottes (knee length):

Charcoal grey/black or navy blue.

Trousers:

Charcoal grey/black or navy blue.
(Not jeans or tight fitting trousers)

Polo shirts:

Pale blue or white (school logo or no logo).

Sweatshirt/cardigan/jumper:

Royal blue.

Summer shorts:

Navy, grey or black.
(Shorts should be at least mid thigh.)

Summer dresses:

Blue gingham or stripes.

Footwear:

Black flat shoes or boots (*preferably not trainers but plain black trainers are acceptable if necessary*).

Summer sandals (*without heels or with very low heels*).
No high heels, backless footwear or heavy boots.

No open toe sandals for health and safety reasons.

Socks:

White/grey/black socks or tights.



Hair Accessories:

If needed, these should be plain, small, simple and reflect our school colour. Children with long hair will need to have it tied back for learning and all P.E. lessons.

All clothes should be clearly labelled with your child's name.

In addition, the children require:

PE Kit:

T-shirt (in house colour):

Beech	–	yellow
Cedar	–	red
Maple	–	green
Willow	–	blue

Shorts: black or navy shorts, fitting closely enough to be safe.

Trainers: white or black.

Track suits, sweatshirts or jogging bottoms are advisable for outdoor activities in the colder months. A one-piece swimming costume/swimming trunks and a towel are needed when the pool is in use in the summer term.

Please ensure all PE kit is named. Jewellery, make up or nail varnish may not be worn in school. The only exceptions are watches and studs for pierced ears, which must be removed for PE lessons and swimming.

Lost Property

To avoid any lost property, please ensure that all items belonging to your child are clearly named/labelled.

Ordering School Uniform:

Our uniform supplier is Total Clothing. School uniform can be ordered via our website www.histonimpingtonjunior.co.uk or directly from this link: <https://www.totalclothingshop.co.uk/hijs> Please note that hooded sweatshirts are for P.E. use and are not to be worn in school. School fleeces are only for outdoor use too.

GENERAL INFORMATION

School Meals

School meals are currently freshly prepared on the premises by 'Caterlink', a company dedicated to providing quality school meals for children.

The daily menu includes a salad bar and a range of fresh fruit and vegetables in season. These are locally sourced wherever possible. There is a three weekly rotating menu which is changed termly. Parents/carers and children are invited to view the menus which are available on the school website and pre order meals for the following week.

A range of dietary needs can be catered for by the kitchen staff. Please inform the school as soon as possible of any requirements.

Lunches cost £2.80 per day unless your child is eligible for a free school meal – please see below.

Free School Meals

In line with current government policy, free school meals are available **for all children in Reception and Year One**.

If you feel that your child, regardless of year group, is eligible for free school meals because of family finances, you can apply online.

www.cambridgeshire.gov.uk/freeschoolmeals

Your child does not need to have the school meal, they can still have a packed lunch. (Please refer to the section on 'Packed Lunches'). Being eligible for free school meals means the school receives additional funding which may help your child.

Payments

Any payments that maybe asked of you while your child is at our school are completed through Pupil Asset, our management information system that includes a secure on-line payment system. This includes payments for any school lunches when a child is in Key Stage Two.

When your child starts at our school, information will be shared with you on how to access the payment system.

Packed Lunches

Children not having a school meal, can bring a packed lunch in a named box. We ask that you provide a healthy, balanced lunch. Drinks should in a named non-breakable container.

We have a number of children who suffer from potentially serious nut allergies, so please do not send any food containing nut or nut products into school.

In addition, lunches should not contain any sweets or fizzy drinks.

Water

It is important that children stay hydrated throughout the school day. We ask that all children bring a named water bottle to school each day. They are encouraged to drink water at regular intervals during the day.

GENERAL INFORMATION

Breaktime

We are a health promoting school and encourage children to bring a snack of **fresh or dried fruit**. If your child has a packed lunch, please pack the snack separately.

For all children in Reception, Year One and Two, a piece of fruit is provided by the government each day.

A portion of semi-skimmed milk is also available for children in Reception and Year One and Two. There is a small cost for the provision of milk for children who are over 5 years old. You can register for this via the Cool Milk website: <https://coolmilk.com/parents/>

Wrap Around Care

We work with an external 'wrap around care' provider, Kids Club, who use a space on the school site. More information about this provider can be found via the links below.

Kids Club: www.cambridgekidsclub.com or email info@cambridgekidsclub.com

We also work with Mad Hatters, another wrap around care provider which is based at Histon and Impington Park Primary School. The children who attend Mad Hatters are walked to school in the morning and collected at school at the end of the school day. More information can be accessed via the links below:

Mad Hatters: www.mad-hatters.org or email enquiries@mad-hatters.org



School Council

Each class elects two members to represent their class on the School Council, which meets fortnightly with members of staff. Within the School Council, school issues are discussed. Then class representatives talk to their class so that everyone has the opportunity to contribute ideas and suggestions for improvements in school.

<https://www.brookprimary.co.uk/school-council/>

Eco Team

We also have an Eco Team. Representatives from across the year groups work together to promote ways in which we can be more eco-friendly as a school. We are working towards achieving the Green Flag Eco Award.



Our Four Houses

All children are put into one of four houses when they start with us:

Willow – Blue

Cedar – Red

Beech – Yellow

Maple – Green

We aim to ensure that siblings are in the same house. During the year, children collect house points for success in the classroom and in many sporting events.

GENERAL INFORMATION

Our Curriculum Aims

We aim to provide a broad and balanced education for the children through the teaching of the curriculum. Statutory requirements and the needs of individuals are taken into account. The curriculum is taught in a variety of ways, reflecting the needs of different curriculum areas and of the children themselves at their different stages of development.

We aim to:

- ensure that all children have the opportunity to learn the skills and knowledge that create active, interested and lifelong learners;
- provide a knowledge-rich curriculum for our children;
- provide a variety of exciting, flexible, enjoyable and engaging learning experiences for all children whilst fully implementing the statutory expectations;
- enable depth of coverage and effective sequencing in order to build progression of skills;
- ensure that all children make at least good progress;
- actively seek and plan for creative links between subjects to further understanding;
- plan for opportunities to write for real and experienced purposes across the curriculum.

Reception – the first year at school

In Reception, children learn through play-based activities that are both adult guided and child initiated. The activities are planned both indoors and outdoors to meet the needs of every individual child through a wide variety of learning experiences.

The Reception year at school is the final year of the Early Years Foundation Stage (EYFS). EYFS is made up of seven areas of learning and development. All areas are connected to one another and are equally important.

The three prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The four specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Fundamental to the Early Years curriculum are the Characteristics of Effective Learning, which are the ways in which a child engages with other people and their environment and how they are motivated to become an effective learner. These areas underpin the Early Years Curriculum:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

In Reception, we strive to provide the children with rich learning experiences and resources to become confident and independent learners.



GENERAL INFORMATION

National Curriculum

The National Curriculum for Key Stage Two children (7–11 years of age) consists of the following subjects:

English
Mathematics
Science
History
Geography
Design Technology (DT)
Art and Design
Physical Education (PE)
Music
Computing
Languages – French is taught across the school

World Views (covering our Religious Education curriculum) and Personal, Social, Health Education (PSHE) are also taught to all children in all year groups.

We aim to make learning enjoyable, interesting and relevant. Children learn many of the National Curriculum subjects through a series of thematic units. Linking subjects through a common theme makes the learning meaningful and allows the children to make connections. Where it is not appropriate to make explicit links, elements of some subjects may be taught discretely.

An outline of themes and subjects to be covered is sent home to parents/carers at the start of each term and is also put onto the school website.

In addition to teaching the curriculum, we provide the children with opportunities to think about themselves as learners. We encourage them to develop as confident individuals with a 'growth mindset' which we hope will provide them with life-long, positive learning habits.

Throughout the curriculum, we promote the development of spiritual, moral, social and cultural (S.M.S.C.) learning and understanding.

Information about the statutory content of each National Curriculum subject can be found at www.gov.uk/national-curriculum

English

Our curriculum is based on the National Curriculum for English. We aim to promote high standards of literacy by equipping children with a strong command of the written and spoken word. Central to this is our commitment to develop a love of literature.

Phonics:

We have chosen to adopt the Little Wandle phonics as it follows a systematic and comprehensive approach to phonics instruction, ensuring that children develop strong foundational skills in reading and spelling. The programme emphasises the explicit teaching of phoneme-grapheme correspondences and provides ample opportunities for practice and application. Little Wandle incorporates a range of engaging and interactive learning tasks that cater to different learning styles, making phonics lessons enjoyable and effective. The scheme also provides teachers with well-structured resources, facilitating consistent and high-quality instruction. This equips our children with the necessary tools to become confident and proficient readers.

Reading:

We place great emphasis on the development of reading skills across the curriculum, not only in English lessons. There are two main areas of focus: word reading and comprehension. All children are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, and to establish an appreciation and love of reading. The teaching of reading is supported by reading schemes and texts from a range of genres. Children experience reading individually, in pairs, in small groups and as part of a whole class. There are regular events such as World Book Day and book fairs which promote and encourage our children to read for pleasure.



GENERAL INFORMATION

Writing:

The curriculum for writing includes transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, children are also taught how to plan, revise and evaluate their writing. We encourage children to write with an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Children are encouraged to write in a wide variety of forms – fiction and non-fiction – including stories, poetry, plays, diaries, letters, discussions, articles, reports and many more. A range of spelling rules and strategies are taught and homework set to support these during the year.

Speaking and Listening:

We aim to develop children's development of spoken language across the whole curriculum, ensuring the continual progression of children's confidence and competence. Skills are taught through drama lessons, class discussions and year group performances. Children are also encouraged to become careful listeners and to understand the importance of effective communication.



Mathematics

Our Mathematics teaching is delivered through a daily Maths lesson to implement the requirements of the National Curriculum. This aims for the children to become fluent in the fundamentals of mathematics, to be able to reason mathematically and to solve problems by applying their learning. The curriculum covers different aspects of number, measurement, geometry and statistics.

Throughout the year, there is an emphasis on developing the children's mental skills, such as multiplication tables, number facts, doubling and halving. Regular collaborative planning allows us to be flexible in our teaching approach. This, along with matching learning tasks to the ability of each individual, ensures that we meet the needs of all our children. Once taught, new mathematical concepts are regularly revisited, practised and extended once secure.

The 5 Big Ideas of Teaching for Mastery (fluency, variation, representation and structure, mathematical thinking and coherence) are at the heart of Maths at Meridian. In every lesson, children are learning to understand mathematical concepts and the structures that underpin them. Through adaptation, we ensure that all children are able to access learning independently, achieve success and be challenged in every lesson.

We want children to leave our school as competent, independent and enthusiastic mathematicians.

Children use a wide variety of mathematical resources to support their learning.



GENERAL INFORMATION

Science

Our Science curriculum is carefully matched to the requirements of the National Curriculum. It covers the disciplines of Biology, Chemistry and Physics, as well as 'Working Scientifically' where children are taught practical scientific methods, processes and skills.

We aim to encourage a sense of interest, enjoyment and an awareness of the relevance of science in everyday life.

A great emphasis is placed on developing:

- an enquiring mind that will help children to answer questions about the world around them;
- skills such as observing, predicting, reasoning, identifying and classifying, pattern seeking, fair and comparative testing, researching and questioning;
- scientific knowledge, including the appropriate scientific vocabulary;
- the ability to co-operate in a group, sharing ideas, as well as discussing and comparing answers with others.

Science is taught as a discrete subject weekly and links are sometimes made to other subjects in the curriculum through our themed units. Children are also given the opportunity to work with various scientists throughout the year in order to enrich our curriculum.

The school grounds and surrounding areas are an excellent resource for scientific investigation. Children are encouraged to develop an understanding and caring attitude towards their environment, and take an active part in improving our school grounds.

Computing

Computing prepares children with the necessary skills and understanding to engage with our rapidly changing digital world. Children use a range of digital devices to solve problems, explore different possibilities, find information and communicate with a wider audience.

Computing is taught across all subjects, taking many different forms, and is also taught in its own right as an important 21st Century skill.

All members of the school have access to their own digital learning environment through Microsoft Teams.

Our teaching of e-safety provides children with the tools they will need for safe on-line communication.

There are three aspects to the Computing Curriculum: computer science (CS), information technology (IT) and digital literacy (DL).

The core of computing is computer science, in which children are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that children become digitally literate – able to express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

We have interactive whiteboards in all our teaching areas, four trolleys of wireless networked laptops and two sets of iPads. These resources allow children to be taught computing across the whole curriculum. There is a range of other equipment to support the teaching of the computing curriculum. Our school benefits from links with organisations that promote computing such as 'Computing at School'.

World Views

The school's World Views curriculum follows the Cambridgeshire Agreed Syllabus for Religious Education. We have developed the traditional subject of Religious Studies into a more inclusive and dynamic exploration known as "World Views." Our curriculum ensures the children have an understanding of diverse perspectives, beliefs, and cultural practices that span the globe. Our curriculum is designed to teach knowledge but also to develop essential skills that empower children to navigate a culturally diverse world. It is a journey that prepares children to embrace empathy and open-mindedness, essential qualities for navigating the interconnected and culturally diverse world they are growing up in. Through this educational experience, we aim to nurture global citizens who appreciate and celebrate the richness of our shared humanity.

THE CURRICULUM

History

Through chronologically sequenced units, our aims Our History curriculum aims to equip our children with both a breadth and depth of knowledge and the skills required to be a successful historian. We embed the themes of Cultural Development, Technology and Science, Religion, Co-operation and Conflict, and Individuals in History in each unit of learning. This enables the children to gain an understanding of progress and change over time and to be able to talk confidently about chronology as they make comparisons between eras.

History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We believe that children benefit from first-hand historical experiences, such as visiting museums or archaeological sites. They utilise a variety of resources within lessons and learn about significant people from history who have helped to shape the world today.

Geography

Through our Geography curriculum, the children investigate a variety of people, places and environments in the United Kingdom and abroad. They find out about how people affect the environment and how they are affected by it. We want the children to be able to ask geographical questions as they carry out geographical enquiry inside and outside the classroom.

Children are taught to use and interpret pictures, photographs, maps and atlases. They learn about physical features, weather and climate and how land is used. They study localities both in this country and other countries and they are introduced to ideas about caring for our environment on a local, national and global scale.

Links with other subject areas are vigorously explored and first-hand experience, is used wherever possible.

Design Technology

Our aims in the teaching of Design Technology are for the children to be able to think about what products are used for and the needs of the people who use them. They work on their own and as part of a team on a range of designing and making activities including projects involving food.

We want the children to be able to plan what has to be done, identify what works well and what could be improved in their own and other people's designs.

The children investigate and evaluate a range of products, considering how they work, their purpose and who will use them. Focused practical tasks develop and extend a range of techniques, skills, processes and knowledge. The children then apply their knowledge and skills on a variety of tasks. They use a range of materials including electrical and mechanical components, wood and textiles.

Design Technology may be integrated into other lessons or taught as a stand-alone lesson. Elements are taught alongside control procedures from the Computing Curriculum and food technology sessions allow for practical application of several areas of mathematics.

The school has a Food Technology classroom which enhances the teaching and learning of this aspect of Design Technology.



THE CURRICULUM

Physical Education

At our school we believe that Physical Education makes a valuable contribution to the whole school curriculum. We are a health promoting school and have attained distinction in the Physical Education Quality Mark as well as Platinum School Games Mark Award.

Children are involved in developing their skills, knowledge and understanding within a range of physical activities so that they can perform with increasing competence and confidence. Physical Education provides the opportunity for children to be creative, competitive and work co-operatively in different contexts. Physical Education teaches children the importance of physical activity and its contribution to a healthy lifestyle.

Children in our school participate in at least two hours of P.E. per week so that they can improve their skills in all of the areas of the subject as laid out in the National Curriculum: gymnastics, dance, games, athletics and swimming. Usually the lessons are led by specialist P.E. teachers who are part of our staff. Other P.E. activities also feature each week, such as our version of the 'Daily Mile'.

Numerous clubs and competitive activities are run in our school by staff members and other adults and these focus on refining children's skills and techniques as well as giving children more opportunities to enjoy sport.

In addition, children in Years 5 and 6 participate in some Outdoor, Adventurous and Team Building activities, both at school and on a residential trip. Every child in the school has the opportunity to take part in competitive activities at local secondary schools and other local sporting venues.

We believe that all children have the right to participate and improve in all areas of P.E., enjoying learning new skills and joining in all activities regardless of their ability.



THE CURRICULUM

Music

Music plays an important part in the life of our school. As part of themed learning, some of which is based on the 'Charanga' music scheme, children have the opportunity to listen, compose and perform, in an engaging, exciting and innovative way. Through appraising, children learn to appreciate many different styles of music from other cultures and times. In composition work, the children learn to improvise and become more aware of musical elements such as rhythm, pitch, temp and form. For performance, and especially with singing, the children progress from developing accuracy of melody, rhythm and diction to increasing control of breathing, articulation and awareness of phrasing. After each unit, children are encouraged to evaluate and reflect on their progress and identify areas of strength and development. Together with this, all children are taught the Glockenspiel, learning some music notation in conjunction with recital skills.

In addition to our class music, all children are involved in weekly singing assemblies, year group productions and a variety of events throughout the year. The school often hosts visitors who provide music workshops to enhance musical awareness. There are also several ensembles in school run by staff including Choir and String Band.

All children have the opportunity to learn a selection of musical instruments taught by visiting peripatetic staff for which there is a charge. The instruments available are: violin, cello, drums or one of several brass and woodwind instruments.

Art

Through challenging projects provided by the Art curriculum, children are able to experience and explore different aspects of Art. To inform their work, children look at the work of artists, craft makers, architects and designers and make careful observations of the

natural and manmade world. Children go on to develop their skills by using a wide range of media in both two and three dimensions to produce a range of different pieces. Children's work is displayed in classrooms and throughout the school. They are encouraged to appreciate the work of others and develop a critical awareness.

Each child is provided with a sketchbook to record their observations and explorations and emphasis is placed on the value of each stage of the Art process. Each year, we celebrate and share our art work with parents/carers and the wider community.

French

French is taught from Year 3. The teaching is led by a trained languages teacher who specialises in French and the children have weekly lessons. In our teaching of Languages, we want children to have an understanding of the importance of learning another language, the enjoyment this can bring and the access this brings to our wider world avoiding cultural insularity. Through our curriculum, we focus on teaching the three pillars of language learning (phonics, vocabulary and grammar) and aim to develop children who are confident to communicate in another language by the end of Key Stage Two.



THE CURRICULUM

Personal, Social & Health Education

Through our Personal, Social and Health Education (P.S.H.E.) curriculum, we aim to help the children to manage themselves and their feelings in personal and social situations. This helps to prepare them for opportunities, responsibilities and experiences in their adult lives, as well as enhancing our school community.

P.S.H.E. is at the very heart of our teaching and learning. It shapes our school ethos in a positive way, raising the self-esteem and expectations of all those within the school community.

Every class has a P.S.H.E. lesson each week. The school follows the Cambridgeshire scheme of work for P.S.H.E. This includes topics such as financial capability, personal safety (including e-safety and road safety), diversity and community, friends and family and managing change. Occasionally, issues arise that need discussion as a class or as a whole school and time will always be found to do this. Our whole school assemblies often closely reflect the children's P.S.H.E. learning to reinforce the school's sense of community.

In addition to the formal curriculum, everyday interactions between the children and adults in the school help to foster positive spiritual, moral, cultural, mental and physical development. The children are encouraged to take increasing responsibility for themselves and take a full and active part in the life of the school, in preparation for their roles in the wider community.

Relationships and Sex Education

Relationships and Sex Education is a statutory requirement in Primary Schools and is included as part of the curriculum in P.S.H.E. (and Science) as appropriate to the age and physical and emotional maturity of the children. Please contact the school to view our policy.

British Values

We place a high importance on educating children about Britain and what makes our country special. We model the British Values and expect all staff and children in our schools to do the same. We seek opportunities to embed the principles behind the values into our everyday teaching and learning through our curriculum, assemblies, literature, events (such as elections) and visitors from our school community.

The British Values include:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance

We support a range of personal and cultural identities amongst children, staff and parents/carers and enjoy a sense of international awareness. We explore the importance of being a global citizen, recognising the impact on our environment, of the choices we make every day.

A Healthy School

As a school, we support the promotion of healthy lifestyles for adults and children alike. We make every effort to improve and maintain the healthy development of all our children and staff, physically, emotionally and mentally. To that end, we aim to ensure that the school environment is healthy and positive at all times and that children are aware of how to maintain a healthy and balanced lifestyle.

Assessment

The children are regularly assessed during the year using a variety of methods including formal tests, self-assessment by children and feedback from the teacher so that the children know their next steps. Assessment helps the teacher plan future work and provides information for achievable and rewarding targets to be set. Ongoing assessment also identifies any potential difficulties which are then dealt with.

THE CURRICULUM

Educational Visits

During your child's time at our school, they will participate in educational visits such as:

- Local walks around Histon and Impington
- Day visits out, for example to museums, art galleries, environmental centers
- Sporting events
- Residential visits

Educational visits are linked with the curriculum and are planned by class teachers.

Parents/carers are informed in advance of visits and asked to make a voluntary contribution.

When your child starts at the school, parents/carers are asked to sign a permission slip giving permission for their child to make local visits within walking distance of the school. Visits are always supervised by an appropriate ratio of adults to children.

Children have the opportunity to participate in a residential visit in Year 6.

Recreational Ground Links

We also have a close partnership with our community through 'Friends of Histon and Impington Community' who often provide activities for our children to attend at the Recreation Ground.



PARENTS/CARERS & SCHOOL

PARENTS/CARERS & SCHOOL

Parent/Carer Helpers

We greatly value your involvement and support in school. Parents/carers are encouraged to play a positive part in their child's education at all times. Parental help during the school day is welcomed and appreciated. You can be involved in a variety of activities. Please liaise with your child's class teacher regarding any help you can offer.

If you are able to help in school, please contact the School Office to arrange an appointment to complete the Disclosure and Barring document (D.B.S.) online.

Home School Links

We want to work in partnership with you while your child is at our school. We aim to ensure regular communication with you through emails, a weekly newsletter and through information on our school website.

Homework

All children are encouraged to share their learning with their parents/carers. Reading is a key part of home learning for all children. Class teachers will recommend patterns of reading with you as appropriate to the age of the child and any specific needs.

Learning multiplication tables, spellings and other facts are some of the tasks set for homework as appropriate for the age and stage of the child. We hope you can help your child with practising these necessary skills. Further homework tasks that support the learning in school are set for the children to complete weekly. More information about homework is shared with parents/carers at the beginning of the academic year.

Reporting to Parents/Carers

This is regarded as a very important part of home/school liaison. There are formal consultation sessions in the autumn and spring terms. A written report is sent to parents/carers at the end of the summer term.

Parent Teacher Association (PTA)

We have an active Parent Teacher Association, who work hard to support the school and enhance the sense of community.

The PTA run a number of fundraising events including a summer fête and a village firework display in conjunction with other schools in our community. It also organises discos for each year group and social events such as quiz nights.

Some of the areas which have benefited from PTA fundraising are: outdoor play equipment, technology and digital resources, and contributions to whole school activities that benefit all the children.

New members are always welcome on the PTA Committee; the PTA Annual Meeting takes place in the autumn term. Even if you do not want to join the committee, we hope you will want to get involved by supporting or helping at PTA events. It is a great way to get to know the school, whilst at the same time raising funds to enhance your child's education.

If you would like further information, or would like to become involved in the PTA, please contact us on the PTA website:

<https://www.brookprimary.co.uk/pta/>

Community Involvement

We welcome and encourage community involvement in our school in many different ways. Visitors are invited into school on a regular basis and children make visits within the local community. We want children to see community involvement as a two-way process.



OTHER INFORMATION

Collective Worship

We have a daily act of worship as required by the Education Act. Children assemble as a whole school, in year groups and in their classes at different times during the week. There are weekly themes for our assemblies and a time for reflection. In addition to the staff of the school leading assemblies, we also invite representatives from the local clergy and community to contribute at different times throughout the year. The content of our scheme of worship is multi-faith, but mainly of a broadly Christian character.

Parents/carers do have the right to ask for their child to be withdrawn from Religious Education and collective worship. Parents/carers should consult the headteacher to discuss this.

Inclusion

All children are special, but some need a little more help to achieve their best at various times. At our school, we give high priority to children with Special Educational Needs and Disabilities (SEND). Regular liaison between feeder schools ensures continuity and progression at the ages of transfer, be it at 4 years old, 7 years old, 11 years old or in between.

Children with Special Educational Needs and Disabilities participate fully in lessons ensuring equality of access to all subjects. Teachers and Teaching Assistants are suitably briefed and trained to support the children. As a result of the adults working together closely, the children make progress, have a positive attitude towards work and are proud of their achievements.

The Special Educational Needs Code of Practice is fully implemented in order to identify children who need extra support and to provide appropriate programmes of work.

Children identified as having Special Educational Needs have an Action Plan that outlines each child's targets which are carefully monitored, assessed and reviewed regularly.

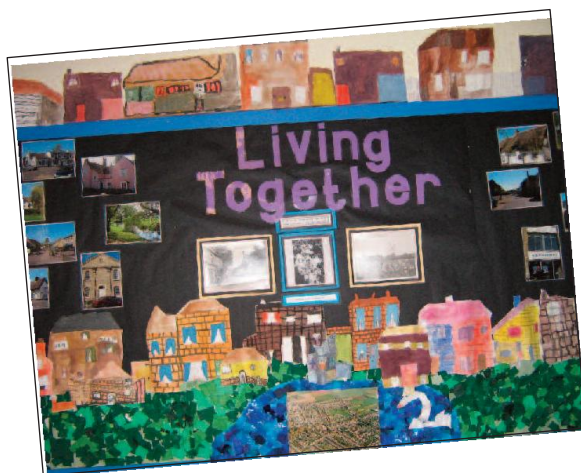
Parental support and input is invaluable in helping children to succeed with their targets.

Close liaison between the school and outside agencies is maintained. The Educational Psychologist, Speech and Language therapists and the Specialist Teaching Service are some of the groups that visit the school.

The Special Educational Needs Co-ordinator (SENCo) works with all agencies to support the class teachers in their work with children, which is overseen by the Headteacher.

If you have any concerns about your child, please contact your child's class teacher initially. It is vital that we all work together and understand how best to help your child. A copy of the SEND policy is available on request.

Our Special Educational Needs Local Offer is to be found on our website with a link to the Cambridgeshire County Council Local Offer for Special Educational Needs.



OTHER INFORMATION

Equal Opportunities

The ethos of the school supports the development of self-respect and self-esteem in all children, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual. In this respect we aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

Extra-Curricular Activities

Staff, parents/carers and trained instructors run a wide variety of lunchtime, before and after school hours clubs for the children. The programme of activities changes from year to year, but currently includes the following clubs: French, Choir, Football, Dance, Spanish, Art and Triathlon. Numbers of children may be limited and places are allocated on a first come, first served basis. Some clubs enter and compete in external competitions, achieving results of which we are very proud.

Our weekly newsletter provides information for parents/carers about our extra-curricular provision. Also more information is available on the website.

Swimming

The school has an outdoor swimming pool. During the summer term, children from Year 4-6 have regular lessons. The children are divided into groups and given instruction in water safety and in stroke technique.

Safer Cycling Course

Using a team of trained instructors, the school is able to offer Bikeability, a Safer Cycling Course.

This consists of practical sessions on the playground for Year 4 and on local residential roads for Year 5. The sessions take place during school hours.



OTHER INFORMATION

Charging and Remissions Policy

Schools are not allowed to charge directly for activities during the school day, apart from residential visits.

However, we do invite voluntary contributions to fund activities additional to the normal school curriculum, for example trips outside school, theatre groups in school etc.

There are many such activities during the year, which help to make the children's time at school more enjoyable and purposeful. We hope that parents/carers will be willing to pay the costs involved. We do make every effort to keep costs low.

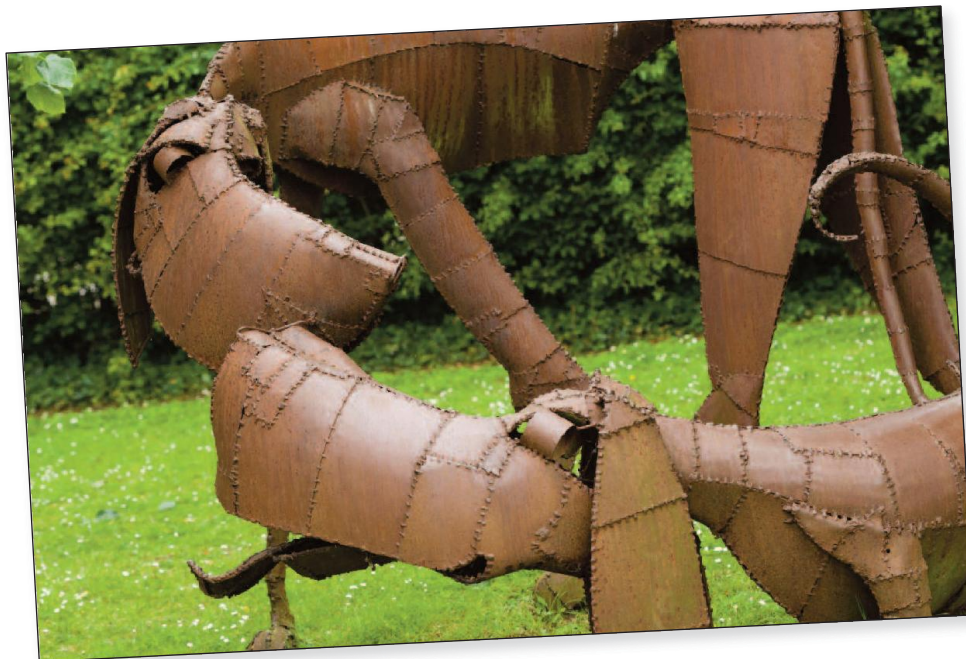
Whilst sufficient voluntary contributions are necessary to allow such activities to go ahead, children will not be precluded from taking part if a voluntary contribution has not been paid. Contributions can be paid in instalments if necessary. If parents/carers have temporary or long-term financial difficulties regarding payment for visits, please contact the Headteacher in confidence.

Complaints Procedure

We are committed to working in partnership with parents/carers, and the wider community. Occasionally, there are breakdowns in communication, misunderstandings, or concerns about actions that have been taken, or not taken.

By adopting a clear written complaints procedure, we hope that issues can be resolved quickly and smoothly, and as close to the source of the misunderstanding or problem as possible. Information is available from the school website www.histonimpingtonjunior.co.uk

Please come and talk to us if you have a concern. Appointments to see the Headteacher can be made at the School Office. Class teachers are available to see parents/carers at the beginnings and ends of days for small matters or when an emergency arises. If you want to discuss a matter at length with a class teacher, please arrange an appointment in advance.



HEALTH & WELFARE

Support for Children's Wellbeing

As well as the ongoing support and encouragement by their class teacher and the promotion of the 'Five Ways of Wellbeing' across the school, some children and families benefit from additional support. The school is fortunate to have 'blue smile' counselling available – please visit their website to find out more <https://www.bluesmile.org.uk/>. There is also a Family Support Worker and input from the Histon and Impington Mental Wellbeing Coordinator. At times, other outside agencies can be called upon for support.



Absence and Illness from School

The school has a statutory responsibility for accounting for absence and coding registers accordingly, and parents/carers are asked to follow the procedures indicated below. The attendance and punctuality of most of our children is very good. If children arrive after registration, an unauthorised absence is recorded until a reason for the absence is known. All children who arrive after registration closes must report to the Office. Please try to ensure that your child arrives on time.

In the event of absence, please telephone or email the School Office on the morning of each day of absence.

If your child has been ill with sickness or diarrhoea, please do not send him/her to school for at least 48 hours after the symptoms have ceased.

Dental/Medical Appointments

If your child has to leave school during the day, please make sure that the school is notified preferably in writing via an email. Please ask a member of the Office Staff to sign your child out as you leave with them and likewise ask them to sign your child back in on your return. We would be grateful if dental

and medical appointments are made outside of school hours. If your child needs to attend an appointment in the morning, please return them to school for the afternoon session.

Holiday Absence

The law does not grant parents/carers an automatic right to take their children out of school during term time and holidays taken during this period will NOT be authorised by the school and could be subject to a Penalty Notice (fine) for each child. If you choose to take a child on holiday during term time, it will be recorded as an 'unauthorised absence' in the register.

However, where there are exceptional circumstances, such as family bereavement, funeral, wedding etc, an Exceptional Leave of Absence Request form should be filled in at the School Office. The Headteacher considers these applications on an individual basis.

Medication

Parents/carers are very welcome to come into school to give your child medicine if needed. If you cannot do this and it is vital that your child has medication during the school day, we will usually do this for you, but only at our discretion.

- Send the medication in the original container, labelled with your child's name and class. Complete the appropriate proforma at the School Office. There is one for prescribed medicines and one for other medication (non-prescribed, for example, Calpol, cough sweets). Please make sure that any storage instructions are also included on the form.
- Please ensure that the medication is delivered to the School Office by an adult. An adult should also collect the medication at the end of the school day. We do not allow your child or class teacher to keep medication in the classroom or cloakroom. Asthma inhalers and EpiPens are the only exceptions.

HEALTH & WELFARE

HEALTH & WELFARE

Head Lice

If your child has head lice at any time, please let the School Office know so we can distribute a letter to the class ensuring that everyone is aware of the need to check their child's hair regularly.

If your child has long hair, we do ask that it is tied back.

Please work with us to detect head lice. Early detection prevents spreading.

Asthma

The school keeps a register of children with asthma and parents/carers are asked to inform us on the Medical Profile if your child has asthma. Children with inhalers usually look after their own which should be labelled with their name and class. We expect your child to keep them readily available, including on educational visits.

Sun Protection

We encourage you to provide a hat or cap for your child to wear during hot, sunny weather. As a precaution, please apply sun-cream at home before your child leaves for school.

Accident and Illness at School

In the event of an accident or illness the school will contact the parents/carers in accordance with details kept on file. The appropriate measures may include first aid at the school by a qualified member of staff.

We have a member of staff on first aid duty daily between 08:30 and 15:30, in addition to other qualified first aiders, who deal with illness and accidents.

- If first aid is sufficient, we rest your child and then return him/her to the classroom.
- If after first aid attention your child is feeling too unwell to carry on working at school, we telephone you or the second contact you have given us, to collect your child.
- If we cannot contact anyone, we care for your child at school.

- If your child needs more than first aid, we telephone you or the second contact you have given us to collect your child and advise you to take your child immediately to the doctor or hospital, depending on how ill your child is.
- If your child needs urgent medical help we will contact the emergency services and a member of staff will telephone you, or the second contact you have given us. If we are unable to contact you, a member of staff will accompany your child to the hospital.
- We always inform you by letter if your child has had first aid treatment for a head injury, an asthmatic attack, an allergic reaction, repetitive nose bleeds or a bout of choking.

It is extremely important that your contact details are kept up to date. Please inform the Office of any changes to your child's records.

Safeguarding and Child Protection Procedures

Under the Education Act 2002 (section 175/157) schools must make arrangements to safeguard and promote the welfare of children. We will endeavour to provide a safe and welcoming environment where children are respected and valued.

All staff read the document 'Keeping Children Safe in Education'. Through this they are made aware of the range of child protection and safeguarding issues including the Prevent Strategy.

The school will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

School will seek advice from Social Care when we have reasonable cause to suspect a child may be suffering or likely to suffer significant harm.

HEALTH & WELFARE

HEALTH & WELFARE

Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the Designated Safeguarding Lead for Child Protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Behaviour in School

We expect children and adults to be caring, considerate and courteous in what they do and what they say. We promote positive behaviour expectations with all our children. All staff aim to be fair, clear and consistent in maintaining high standards of behaviour. These standards are essential in creating a culture and environment where teachers can teach, children can learn, and everyone feels safe.

Our approach to behaviour management is centered around a restorative framework that embraces the principles of Therapeutic Thinking. We believe in cultivating a positive and inclusive learning environment where children can thrive emotionally, socially, and academically. Our restorative approach focuses on building relationships, understanding, and promoting responsibility and accountability. By addressing the underlying causes of challenging behaviour, we strive to create a culture of empathy, respect, and resilience. encourages students to take ownership of their actions, learn from their mistakes, and develop the skills necessary for self-regulation and conflict resolution. More information about this approach can be found in our behaviour policy, which is available on the school website or paper copy by request.

Where children have made poor choices, a reflection space is provided at lunchtime which is run by school leaders. The purpose of reflection is to discuss what led to poor choices being made, and what can be done differently to prevent the same behaviours being repeated. Where we notice that children are regularly coming to reflection, we contact parents to make them aware.

Teachers also liaise with parents/carers as appropriate on behaviour issues. Where necessary, we invite parents into school to meet with teachers and leaders to discuss ongoing difficult/dangerous behaviours and what might need to be put in place to help address them.

If a child's behaviour is continuing to show as difficult or dangerous after a range of strategies have been implemented, then it may be necessary to suspend a child either temporarily or permanently. This is rare, but we feel you should know that this could happen.

Positive Handling

Our school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare deal with all incidents involving aggressive behaviour appropriately and only use physical intervention (positive handling) as a last resort in line with Department for Education (DfE) and Local Authority advice.

If used at all it will be in the context of a respectful, supportive relationship with the child. We aim to ensure minimal risk of injury to children and staff.



GOVERNANCE GOVERNANCE

The School has an active, committed School Academy Council (AC). It includes Parent representatives and Trust appointed representatives.

The AC meets at least once a term. Minutes of meetings are available to parents/carers on request – please contact the School Office.

With a focus on Teaching and Learning, the AC deals with the following issues: safeguarding, monitoring of the curriculum, child achievement and attainment, test results, monitoring provision for children with special educational needs and class organisation.

There is also a Health & Safety Committee led by the Headteacher with AC representation. Monitoring and reviewing the health and safety policy and procedures are part of its remit.

The AC works in partnership with Meridian Trust – a multi-academy trust comprising of several local schools. Meridian Trust is responsible for overall strategic management of the schools. Financial and Personnel issues are addressed by committees of the Trust Board.

For more information about Meridian Trust, please visit the website:

<https://www.meridiantrust.co.uk/>



IN CONCLUSION IN CONCLUSION

We hope that you have found the prospectus interesting and informative. We realise that at times you may need more information about specific events or procedures. These are mostly covered in our weekly newsletter or a specific letter. The newsletter is posted on the school website, where information regarding the school, letters, clubs and activities can be found.

Please go to <https://www.brookprimary.co.uk/>

You can also follow the school on Facebook to find out more about what goes on at our school:

<https://www.facebook.com/HIBrookPrimary>

We look forward to welcoming your child to Histon & Impington Brook Primary School and to working with you in the future.

Mr Richard Bakker – Headteacher

