

# The Ickniel Primary School



## School Prospectus 2024 - 2025



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## Welcome to The Icknield Primary School



Mrs Diane Mitchell  
Headteacher



Mrs Claire Arnold  
Deputy Headteacher

Thank you so much for taking the first step towards choosing The Icknield Primary School as your child's future primary school. Whether you are a prospective Reception Class parent, an in-year applicant, coming from abroad or a parent who is thinking about choosing The Icknield Primary School again - a huge welcome from us all here at Icknield. We know that making the decision about the best school for your child is one of huge significance; the changes that your child will encounter from Reception to Year 6 are innumerable.

Over the primary years your child will be learning to read, write, handle numbers, make secure friendships, and learn to work as a team - to name just a few key milestones over these crucial years. At Icknield, we aim to provide the right environment for skills like these to develop in order to establish the foundations necessary for a successful future and believe wholeheartedly that we are the best setting to achieve this for our local community.

Since April 2021 The Icknield Primary School has been part of the Anglian Learning Academy Trust.

Our school motto reflects what makes The Ickniel Primary School special:

## Thrive and Achieve Together

### Our Ethos

Our ethos is at the core of everything we do. It underpins our teaching and learning, and provides an environment which prepares our pupils to be confident, happy citizens. In our school every child matters and every individual is valued for the unique contribution he or she makes to our community. We strive to provide a learning environment where children can flourish, and achieve the best of which they are capable because they feel happy, safe, cared for and able to discover and celebrate their different strengths and talents. We aim to develop an environment that promotes children's self-esteem and equips them with the skills and confidence to build happy and successful futures. By working closely with parents and carers we aim to build strong and effective home-school partnerships, which help children to thrive and to achieve their full potential at Ickniel.

### Our Aims

We aim to:

- ❖ provide exciting and engaging learning experiences, which enable all children to become active and effective learners who achieve their very best.
- ❖ foster strong partnerships with parents and carers, actively encouraging them to become involved in their child's learning, and valuing the contributions they have to make.
- ❖ develop pupils' understanding of their responsibilities as members of a community, encouraging a positive, respectful and caring attitude towards others & the environment.
- ❖ enable all our children to become responsible, resourceful, resilient and reflective young people, ready to face life's challenges with confidence.
- ❖ create a nurturing environment which supports the well-being of every pupil and which enables children to learn how to manage their emotions and develop positive and fulfilling relationships.

## Our Values

At Ickniel Primary School our children are at the heart of everything that we do. Ickniel is a caring and inclusive place where we live and work by the Ickniel values of being:

- ❖ Ambitious
- ❖ Caring
- ❖ Creative
- ❖ Honest
- ❖ Inclusive
- ❖ Resilient
- ❖ Unique

They underpin all that we do and are our guiding principles. We are an aspirational school where learning is exciting, challenging and creative. We aim to foster a sense of self belief and purpose in our children to equip them for the opportunities and challenges that life presents.

## Early Years Foundation Stage (EYFS)

At Ickniel, we aim to 'Thrive and achieve together'. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. We truly value the huge importance of those first steps into our Reception class and how creating a safe, fun and engaging environment sets the tone for a love of learning.

Children in the Reception class follow the Early Years Foundation Stage curriculum, where there are six areas of learning – Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the world and Expressive Arts and Design. As well as following well-structured schemes for mathematics, English and phonics, we use a range of approaches to suit the children in our cohort. We are led by the children's learning and when they are enthused by a topic, we will embrace it and bring it into our daily learning. We will also cover key themes through the year such as the seasons, special events in the calendar or just topics to excite and enthuse such as space, fairy tales and dinosaurs! This means that the adults are always engaging meaningfully with the children, responding to their immediate needs and interest whilst also ensuring that they have a strong foundation of key skills to be transferred into mainstream schooling.

Our Early Years setting is an amazing place to be and the staff and children are all very proud to be part of the Ickniel. Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter Key Stage 1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey.

## English

### Speaking and Listening

These are the first language skills learned by children. We teach a range of speaking and listening skills to develop confidence, accuracy, and the ability to express ideas, opinions, and feelings. Speaking and listening paves the way to successful understanding of all areas of the curriculum.

The National Curriculum forms the basis for planning in English which is taught daily in Key Stages 1 and 2. Opportunities for using these skills in all other areas of the curriculum are fully exploited. Our cross-curricular approach to teaching and learning ensures pupils practise and define their literacy skills in all learning situations.

### Reading

Promoting a love of reading features highly in our school, as we believe that an enjoyment and love of books is a key feature to future satisfaction in life. Hence, from the first day of school your child is encouraged to value and love books and as parents you are encouraged to share your child's reading and to use their Reading Record to help build their confidence and enjoyment. Reading can take on many forms, books, comics, posters, instructions, packets etc. and the wider use should be encouraged alongside the books provided by school. Phonics is taught throughout Reception and Key Stage 1 daily.

### Writing

Children will be taught writing skills that will be developed and refined in all subject areas. Accurate spelling, grammar and a high level of presentation are always encouraged, with the school's chief objective to encourage creativity in written work. Children will have the opportunity to learn about and write in fiction, non-fiction, and poetry contexts, with links made to their current topics. Children learn spelling patterns and are encouraged to take greater responsibility for their own learning of spellings in the older years.

### Mathematics

We believe that the vast majority of children can attain sound understanding of the key concepts in mathematics. We present mathematics in a positive light and avoid labelling children as good/no good or high/average/low ability in maths. We encourage a 'can do' approach to foster in all curiosity, enjoyment and confidence in this essential and fascinating subject. Mathematical talk, using accurate vocabulary, is encouraged in order to communicate mathematical thinking and share strategies and efficient ways of working, from the earliest stage. Models and images are used with children of all ages to represent mathematical ideas in multiple ways and in a range of contexts; we cater for different learning styles and promote the aims of the National Curriculum for Mathematics:

- ❖ fluency,
- ❖ conceptual understanding,
- ❖ reasoning
- ❖ problem-solving.

At Icknield, we cover all strands of the National Curriculum (Number, Measurement, Geometry and Statistics) using a scheme of work that includes all of the above elements in our mathematics lessons, so that all pupils are frequently challenged to apply the skills they have been learning.

We have adopted the 'maths mastery' approach where the emphasis is on ensuring that the vast majority of pupils develop secure understanding of age-appropriate expectations and once this is achieved, they further develop their skills by learning how to use and apply their mathematics through reasoning and problem-solving, rather than moving onto the next year's expectations without any depth of understanding.

An additional element of our daily maths experience in school is devoted to developing number sense and building fluency in mental and written calculation, and ensuring that concepts are re-visited on a regular basis.

Whilst the emphasis in the 2014 National Curriculum has moved towards earlier development of written methods of calculation, we still teach mental calculation strategies and encourage children to be mental mathematicians first, with a secure grasp of the size and properties of numbers, only relying on written methods when they provide the most efficient way of solving a problem.

Any help parents/carers can give their child with learning number facts at home will be of great benefit to him/her as he/she moves through the school, providing a firm base on which to build more demanding calculations. At Icknield, learning and recalling number facts appropriate to each year group, beginning with addition and subtraction bonds, starts from the Reception class. The expectation of the 2014 National Curriculum is for all children to be able to recall all multiplication tables up to  $12 \times 12$ , and all corresponding division facts, by the end of Year 4.

Opportunities to develop mathematical language and thinking are everywhere in our daily lives - counting toys/sweets/placemats/cutlery; identifying shapes on the walk to school, playing dominoes, card games, Snakes and Ladders, Monopoly; reading house numbers, prices, times, clocks, timetables, scales and graphs; estimating, comparing and measuring length, mass and capacity and calculating percentages and sale prices - to give just a few examples. Immerse your child in maths - and have fun!

## Science

At Icknield, children learn the practical, working scientifically aspects of science, as well as the fundamental knowledge required. Children are encouraged to ask questions and design experiments to answer them, especially as they progress through to Key Stage 2. Children are encouraged to work together in science to ask questions and carry out investigations. We use a variety of materials and equipment, as well as visuals, to support learning. We are continuing

to work to increase the range of practical and inspirational work for the children as well as developing relationships with the local community and research parks nearby.

### **Art and Design**

At Ickniel, individuality of expression and imaginative creativity are at the heart of our art and design curriculum. We aim to teach children skills that enable them to be confident and expressive artists, using a wide variety of different mediums to develop a love of art and artistic expression.

### **Design and Technology**

In DT, even the youngest children engage in independent problem solving, collaborative exploration of design and construction and imaginative expression of individual design concepts. Children are taught skills and knowledge in a way that encourages them to explore ideas and build on experience.

### **Computing**

Computing is an important part of everyday life and it is essential that children gain confidence and understanding in how to use technology safely. During Computing, children will develop their digital literacy skills and understanding of computer science. Children use a mixture of iPads and Chromebooks during Computing, as well as across the whole curriculum to enhance their learning.

### **Geography**

In geography, children develop their understanding of the world and their local area. We focus on the four main strands of the national curriculum for geography: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

### **History**

In Key Stage 1 children will be taught the history of these islands from the earliest time is to the present day and how Britain has influenced and been influenced by others. The children develop an awareness of the past using common words and phrases relating to the passing of time. They will be looking at changes within living memory, events beyond living memory but of national significance, eg. the Great Fire of London, and events commemorated through festivals and anniversaries. Children will also learn about significant events/ people and places in our local environment, and aspects of life and different periods using biographies of people such as Florence Nightingale.

Our curriculum covers a range of cultural, historical and ethnic backgrounds, offering purposeful and meaningful experiences to apply, share and develop this knowledge. The approach has a coherent, chronological and rigorous structure that ensures that links are not only made across the individual subjects but also across each of the topics covered. Our diverse,



culturally rich, wide-scoping and rigorous/coherent curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way.

This means that knowledge is gradually and successfully built upon and that the children can make explicit links using their previous knowledge.

Our history curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Through our scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time.

In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Children will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time.

History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

## Languages

At Ickniel we begin teaching a foreign language more formally in Key Stage 2. The children will be taught Spanish by a specialist language teacher.

## Music

Music is taught across the school using Charanga Musical School; this scheme enables children to learn about different genres, instruments, musical history, composing, performing and improvising.

Music is then enhanced through opportunities to enjoy performances by professional musicians both in school and at other venues. We host some instrumental teachers and Rocksteady where parents are able to sign their children up for lessons. Opportunities are created within Anglian Learning for our pupils to participate in cross-trust performances; for example, in June 2024, we joined other primary schools at the Corn Exchange in Cambridge to perform alongside the poet, Michael Rosen, as part of a refuge fundraising concert. Some of Michael Rosen's poems had been set to music and we sang as part of a massed choir.



## **Physical Education**

We believe that Physical Education (PE) is a vital part of school life and ultimately our children's future well-being. It is therefore our intent to provide an inclusive, well-structured, broad, balanced and ultimately a fun and fulfilling PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

Physical Education is taught by both the class teacher and specialist coaches, who we work alongside to provide extra expertise to upskill our already excellent teaching staff. We have a wide range of equipment for the children to use in (and outside of) their PE lessons and we have a large field, hall and 3 playgrounds. Throughout the year, we teach the children to the National Curriculum and beyond by offering a range of sports, active learning opportunities and we love to introduce new sports, such as Korfbal. Children have plenty of opportunities to take part in extracurricular clubs and competitions, including Dodgeball, Tag Rugby, Football and Table Tennis. Sports Day is a big highlight of the year for children at Icknield where we invite our parents to come and support their children in a range of sporting activities.

## **Religious Education (RE)**

Our approach to the RE curriculum enables learners to understand what drives people of faith to live the way they do. This builds each child's 'religious literacy' helping them understand the nature of religion and belief, in the world in which they live. Our scheme of work is based on an enquiry cycle: pupils are introduced to a concept e.g. salvation, they engage with it in a way they can relate to, they explore the concept through text/ narrative, community practice and how people live and then, enquire by asking and answering questions about an aspect of the key concept, evaluate and express their learning. Through this cycle and the key concepts, children learn about and compare aspects of the major world religions (Christianity, Judaism, Hinduism, Islam, Sikhism, Buddhism) as well as Humanism.

## **Outdoor Learning**

Our wildlife area provides us with an outside classroom, accessible to all year groups. Lessons take place throughout the year, allowing the children to observe the changing seasons.

The trees provide opportunity for climbing and den-making. Rope work, cooking on an open fire and craft activities add to the experience. Sessions are child-led and built on individual interests.

## **Inclusion**

All children are unique and special and have different learning needs. We strive to ensure that the needs of all children are met appropriately. Sometimes it becomes apparent that a child has specific needs, either because he or she has a learning difficulty, physical disability or

because he or she is gifted or talented in certain curriculum areas. In such cases we work closely with parents to identify the best sources of guidance and support.

Our school aims to be an inclusive school. We strive to give all our children a sense of belonging, to make them feel happy and to enable them to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

Ways in which we aim to foster our inclusive community include:

- ❖ Planning learning which is appropriate and relevant to the individual needs of pupils.
- ❖ Ensuring that our curriculum is adapted so that all pupils can access it.
- ❖ Providing support for teaching staff from our Special Educational Needs and Disability Coordinator, (SENDCo), and Teaching Assistant team to meet the needs of pupils with barriers to learning.
- ❖ Drawing up Independent Learning Plans using the Assess, Plan, Do, Review (APDR) approach which track the progress each child with SEND makes against their SMART targets. These are shared with parents and pupils and offer an opportunity to hear the views of both.
- ❖ Seeking to obtain advice, guidance and support from the Specialist Teaching Team, Educational Psychology Services and a range of professionals for those children who require more specialist support.

### **Trips and Community Involvement**

Our school is at the centre of the local Sawston community. We actively get involved in village activities such as charity fundraising and receive good support from the local community.

Our pupils go on a wide range of trips from residential and day trips through to local walks within the village, which helps to develop knowledge of the world around them and their own skills.

### **General Information**

#### **The School Day**

The school day starts at 8:50am and we encourage parents and children to access the site from 8:40am to enable a timely start to the day. One of our Senior Leadership Team will be at the gate each morning to welcome everyone on site.

Registration is at 8:50am and the school gates are locked at 8:50am. If you arrive late, you will need to come to the school office and your child will be signed in by one of the office staff.

Morning break is from 10:30am to 10:45am for Key Stage 1 (Years 1 and 2) and from 10:45 to 11:00 to Key Stage 2 (Years 3, 4, 5 and 6).

Lunchtime takes place from 12:00pm to 1:00pm.

The school day ends at 3:20pm for all children. We expect children to be collected by their parents, or the parents to make sufficient arrangements for their child to be collected. The school office should be informed of any arrangements for collection at the earliest opportunity.

### Classes and Year Groups

There are 7 classes/year groups across our school. Each class is named after an animal, bird or insect.

Reception: Duckling	Year 1: Ladybird	Year 3: Squirrel	Year 5: Badger
	Year 2: Hedgehog	Year 4: Fox	Year 6: Owl

### Admission to Early Years Foundation Stage at our School

During the summer term before your child is due to start school, we offer pre-school children and their parents several opportunities to come into the school so they can acclimatise and get used to their new surroundings before September.

### In Year Admissions

We welcome visits to our school from parents who are looking to move child/ren from their current school. Please contact the school office to arrange a visit.

Parents need to contact the Local Authority Admissions Office to request a place at The Icknield Primary School.

### School Uniform

In order to promote pride, self-confidence and a feeling of belonging within our school community we ask all parents and children to adhere to the following school uniform guidelines. Children should come to school dressed in school uniform as outlined below:

- Red sweatshirt, jumper or cardigan
- White polo shirt or shirt
- Grey or black skirt, trousers, dress or shorts or a red gingham summer dress
- Black shoes or plain black trainers

Please note leggings or cycling shorts are not part of the school uniform.

PE kit:

- White t-shirt
- Black shorts or joggers

- Black jumper or tracksuit top
- Trainers

We do not require any of these items to be school-logged and all of the non-logged items are available cheaply through supermarkets and other low-cost outlets.

Friends of Ickniel Primary School (FIPS) often hold second hand uniform sales for parents to access cheaper, good quality school clothing.

We do offer a range of branded, embroidered uniform which can be bought online through Price and Buckland. Here is the link:

[The Ickniel Primary School \(pbuniform-online.co.uk\)](http://The Ickniel Primary School (pbuniform-online.co.uk))

For safety reasons, long hair should be tied back and earrings (small studs should only be worn in school) must be removed for all PE and swimming lessons independently. Jewellery or make-up is not allowed to be worn in school.

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

### **Dress Down Days**

The school will have dress down days every half-term or so, to raise funds for specific things, such as school trips or to purchase scenery/props for productions or specific charity events. We will let you know in advance which days are to be dress down days.

### **School Meals**

All children in Foundation Stage and Key Stage 1 are entitled to a free cooked lunch. Our school lunches are provided by Innovate IFG. School meals are also available to Key Stage 2 pupils, but these are chargeable.

There is a wide range of meals available to the children and our current menu for the term is available on the school website under "Useful Information".

All school lunches must be pre-ordered using the Innovate online booking system [www.ifg-psm.co.uk](http://www.ifg-psm.co.uk)

We encourage families to apply for Free School Meals if they believe they meet the criteria and applications can be made using this link:

[Cambridgeshire County Council - help with school and learning costs](#)

Children may bring in a packed lunch, which will be stored in the dining hall until lunchtime. We are a nut-free school and any items found containing nuts will be removed and disposed

of. The school encourages parents to support healthy eating when providing a packed lunch for their children. Useful information and ideas can be found on this link:

[NHS Healthier Lunch Box Recipes](#)

### **Attendance and Absence and Term-time Holidays**

Please notify the School Office by email ([attendance@icknielprimary.org](mailto:attendance@icknielprimary.org)) or by telephone before 9:30am on the first day of absence, and each consecutive day following. It is our policy to follow up any unexplained absences with parents and we ask parents to co-operate with the school.

As an Anglian Learning School we continue to focus our attention on attendance. We are keen to ensure that we promote the highest attendance possible for all our young people as this is a fundamental life skill that will ensure young people's future success. Not only is it vital that our young people establish the very best habits and routines to ensure their success as future employees but there is also very clear national data that clearly shows the impact that poor attendance has on young people achieving the best possible outcomes and educational achievements. In short, if pupils are not at school, we cannot teach them and this will affect their academic achievement at all levels.

All parents can expect that all requests seeking permission for leave of absence for their child will be refused and therefore unauthorised except where there are exceptional circumstances.

Should the length of an unauthorised absence reaches the threshold for a fixed penalty notice, parents will be informed by the school prior to the penalty notice being issued.

If parents wish to apply for leave during term-time, please request an Exceptional Leave of Absence form which is available from the school office or on our website, along with the current attendance procedure.

### **Security**

All staff and voluntary help in School have had DBS checks. All visitors must report to the main door and sign in. Side gates and doors are locked once children are in school. Children are trained to not open a door to any adult without first seeking out a member of staff. If your child is late for school, or there is a need for you to collect them early, we would ask that you come into the office to sign them in/out.

### **FIPS - Friends of Ickniel Primary School**

We have an active parent/teacher association who get involved in supporting school activities. With fund-raising for pupils' needs. Please contact them if you would like to be involved:

[chair@icknieldpta.org](mailto:chair@icknieldpta.org)

### Wraparound Care

Premier Education provide a full wraparound care service for children in all year groups, Monday to Friday from 07:30-08:40 and 15:20-18:00.

Parents need to book directly with Premier Education using this link:

[Premier Education - Wraparound Care at The Ickniel Primary School](#)

### Key Contacts and Governing Body

Staff and governor positions can be seen on our website.

All contact with the school should initially be via the School Office by email or telephone:

Email: [office@icknielprimary.org](mailto:office@icknielprimary.org)

Telephone: 01223 508750

*This document is available as a PDF download from our school website under the Key Information tab.*

### Ofsted Report

During the most recent school inspection in November 2023, we were proud to receive substantial praise, highlighting many positive aspects of the school. These included the variety of opportunities for pupils' personal development, our approach to pupil wellbeing and mindfulness, and the positive relationships pupils have with staff. The report celebrated our "clear expectations for pupils' behaviour" and our "ambitious, well-planned curriculum", in which "pupils enjoy the wide-ranging opportunities the school provides."

Overall, inspectors felt there should be no change at this stage to our 'Good' rating, however, they would like to see us improve in early reading development and phonics in order to maintain this rating in future inspections. We have already started to make progress in these areas for improvement and the report serves as a foundation for us to continue to grow, building upon the positive feedback from Ofsted and addressing the areas that could further enhance the learning experience for our pupils.

With our dedicated colleagues who are said to "provide good support for the school", we are well-positioned to push forward and be ready for the next inspection which will take place in the next 12-24 months. Some of the highlights of the report include:

- “Pupils have positive relationships with staff, which helps them to feel safe. They know that trusted adults will help if they are worried about something. Pupils show respect to their teachers. They show this by behaving well in lessons. Pupils are confident to answer questions and ask for help if they need to.”
- “Staff have high expectations of pupils’ achievement, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). This means that pupils try hard in lessons.”
- “Pupils enjoy the wide-ranging opportunities the school provides. They contributed to a review of the school’s values, which include resilience, and being unique and ambitious. Opportunities are planned to develop pupils’ broader development, such as supporting charities and taking part in school productions as well as musical and sporting events.”
- “The school has an ambitious, well-planned curriculum. The trust and the school have identified what they want pupils to know and remember in each subject, for example mathematics and history. Leaders have used appropriate checks to assess where there are gaps in learning and in many subjects, pupils are helped to keep up or catch up quickly.”
- “Children in Reception enjoy their learning and respond well to all adults. They learn to count and recognise numbers and have many opportunities to use this knowledge. Children learn about the recent past and show an understanding of historical events. For example, they could explain why they stood silently for the recent Act of Remembrance along with the rest of the pupils.”
- “The school sets clear expectations for pupils’ behaviour and pupils adhere to these well. This means that classrooms are calm and disruption to learning is rare. Children in Reception learn quickly about these expectations. Any pupils with additional emotional needs receive effective support. This enables them to engage in all areas of school life.”
- “The school identifies and supports pupils with SEND effectively. Staff make sure that the curriculum is broken down into small steps when necessary. They make sure that pupils with SEND learn alongside their classmates and that they access the same ambitious curriculum. Pupils have meaningful targets. Some pupils work on these outside the main classroom when this helps them. Pupils learn and achieve well because of this support.”



- “The school provides a range of personal development opportunities that support pupils’ personal development well. Pupils are taught about mindfulness and this prepares them well for lessons and the tests they take in Year 6. The school celebrates a range of languages and cultures in assembly time. Pupils learn to sing in Spanish and are proud of this ability.”
- “The trust provides good support for the school, which includes training and mentoring. The trust, school leaders and those responsible for governance ensure that staff workload and well-being are considered. They provide appropriate resources and give those teachers at the beginning of their careers the necessary help to ensure that they are effective.”
- “The arrangements for safeguarding are effective.”

There is a lot to be proud of in this report, but one aspect that stands out is the reinforcement of our core values: resilience, uniqueness, and ambition. We are thrilled that the diverse opportunities we offer have been recognised for their contribution to these principles.