

Big enough for opportunity



Small enough to care

Crosscanonby St John's Church of England Primary School 2015



Big enough for opportunity

CROSSCANONBY ST JOHN'S
CHURCH of ENGLAND PRIMARY SCHOOL

MISSION STATEMENT

Crosscanonby St John's Church of England Primary School is a caring community which strives to achieve a common goal. Each child is given the opportunity to fulfil his/her potential, respecting differences and encouraging kindness, consideration and respect.

We will endeavour to create a happy and enriching learning environment for everyone involved with our school.

Small enough to care



Stephen Mitchelhill
Headteacher

“Learning should be fun and exciting and our aim is to provide a school where children want to learn, feel safe and cared for. Our School enjoys a beautiful setting with a rich variety of resources. Our children, families, staff and governors make this a wonderful place to learn. I think I’m very lucky to be the Headteacher of this School.”

Thank you for reading our prospectus, if you want to know more please come and visit us.”

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AIMS OF THE SCHOOL

The aim of the school is to educate children in accordance with their age, ability and aptitude, to ensure a happy school in which children have a positive and self disciplined approach to their work.

Thus we aim:

- to help pupils develop lively, enquiring minds, the ability to question and argue rationally and apply themselves to tasks and physical skills.
- to help pupils acquire knowledge and skills relevant to adult life and employment in a fast changing world.
- to help pupils use language and number effectively.
- to promote respect for religious and moral values and tolerance of other races, religions and ways of life.
- to help pupils understand the world in which they live, and the interdependence of individuals, groups and nations.
- to help pupils appreciate human achievements and aspirations.

Small enough to care

SCHOOL GOVERNORS

Foundation Governors

TERM

The Reverend Canon Mary Day, The Vicarage, Crosby, 01900 814192 **1/03/98 - 1/02/20**
(Chairperson)
Mrs P Anderson **1/09/13 – 1/09/17**

Co-opted Governors

Mr C Beal **1/02/15 - 1/02/19**
(Vice Chair)
Mrs L McDonald **1/09/14 – 1/09/18**

LA Governor

Mrs M Miller **1/03/13 – 1/03/17**

School Staff Governors

Mr S W Mitchelhill - Headteacher Governor **1/09/05**
Mrs J Rothery - Teacher Governor **1/07/12 – 1/07/16**

Parent Governors

Mr R Thwaites **1/03/13 - 1/03/17**
Mrs A Anderson **1/11/14 – 1/11/18**
Mrs L Richardson **1/09/13 – 1/09/17**
Mrs S McLean **1/09/14 – 1/09/18**

Clerk to Governors

Mrs A Shipp

Appointed 1st January 2012

SCHOOL TIMES

Preliminary Bell	08.50
Morning Session Commences	09.00
Mid-morning Break	10.30 - 10.50
Lunchtime Break	12.00 - 13.00
Lessons end	15.10
School ends	15.15



CUMBRIA EDUCATION COMMITTEE/09

Telephone Number

01900 812326

Fax :- 01900 816420

Email: - head@crosscanonby.cumbria.sch.uk

Website – www.crosscanonby.cumbria.sch.uk

Crosscanonby St John's CofE Primary School

Garborough Close

Crosby

MARYPORT CA15 6RX

Head Teacher Mr S W Mitchelhill

This Annual Report and Prospectus has the following purposes. As an annual report it reports the working and activities of the School over the last year. As a Prospectus it is intended to help new pupils settle into the school by giving them, and their parents, general information concerning the running of the school. It is hoped that it will act as a guide in setting out the general aims of school policy in terms of work and behaviour.

Description

Day Mixed Church of England (Controlled) Primary School (3 -11)

Staff

Mr S W Mitchelhill B.Ed.Hons..... Dip.Spec.Ed. .N.P.Q.H.	Headteacher
Mrs J RotheryB. Ed. Hons.....	Class teacher
Mrs K Connor ...B Ed Hons	Class teacher
Mrs K Bowe ...BA Hons Eng Lit.....	Class teacher
Mrs L Mogford...B.Ed..	Class teacher (covering a 12 month maternity leave)
Mrs J Douglas .BA Hons, PGCE MFL	Modern foreign language teacher (part time)
Mrs N Walling(25 hrs) Paediatric First Aid,NVQ4	Higher Level Teaching Assistant
Mrs J Douglas (5hrs).....	Teaching Assistant
Mrs C Moore (15 hrs) NVQ3	Teaching Assistant
Miss P Hodgins	School Administrator
Mrs A Shipp	Clerk to the Governors
Mrs E Melton	Cleaner in Charge
Mrs J Jackson	Cleaner
Mrs D Stamper	Kitchen Team Leader
Mrs E Melton	Kitchen Team Member
Mrs E Melton	Senior Mid-day Supervisor
Mrs J Royal	Mid-day Supervisor
Mrs D Phillips	Mid-day Supervisor

LA Office (01228) 606060

Education Department,

5, Portland Square,

CARLISLE CA1 1PU

Area Office (01946) 695561

Union Hall,

Scotch Street

WHITEHAVEN



The Reverend Canon Mary Day, Chairperson.

ROLE OF THE GOVERNING BODY

The governing body has the responsibility for ensuring that Crosscanonby St John's Church of England Primary School provides the best possible education for its pupils. It is responsible for determining the aims and overall conduct of the school and the well being of its pupils. To this end it is accountable to the LA, the parents of the pupils and to the local community for the effectiveness of the school.

The governing body is responsible for ensuring that the statutory requirements of the National Curriculum are met, that religious education is being provided and reporting on assessments and examination results. It is responsible for implementing the school's Action Plan following the OFSTED inspection. It has responsibility for adoption of the school budget and monitoring and evaluating expenditure, for producing, with the Head Teacher, documented school policies and is also involved with some aspects of staff selection.

Day to day management and operation of the school remain the responsibility of the Head Teacher and staff with whom the governors have a close working partnership.

Copies of the minutes of meetings of the governing body and its committees are available to parents and can be obtained on request.

BUILDINGS AND SECURITY

Our school is situated in a quiet location behind Garborough Close, away from the main road. It has extensive playing facilities and a large playground area which has been extended to include an outdoor learning area for our younger pupils.

As part of a series of phased improvements to the FS/Key Stage 1 area of the School, the playground has been further improved by installing an all weather shelter over it so that our younger children are able to enjoy outdoor play what ever the conditions. In addition Class 1 has been completely refurbished to provide what we believe is an excellent learning environment and plans are in hand to improve this still further.

The main building was completed in 1966 to 'house' the Infant department. Further extensions in 1973 saw the completion of the Junior area and the kitchens.

The School is divided into two main blocks:

The lower school block comprises a spacious classroom with its own separate toilet block and an adjacent resource base. The large attractive hall is used for collective worship, music, drama and PE. It is also used as our dining room over the lunchtime period.

The upper School was extensively refurbished during the summer of 1996. It now comprises two large teaching areas, one incorporating a library. Beyond the teaching space is a resource area, computer bay and wet area used by all upper school children

The school is organised on broadly traditional lines with classes as far as possible being organised according to age.

At the present time this means a span of two/three school years in all teaching groups:

Viz.	Nursery	(From Monday 12 th January 2015) 8.50am to 11.50am Mrs Mogford/Mrs Walling
	Class 1	Reception, Yr 1 & Yr 2 - Mrs Mogford
	Class 2	Yr. 3 & 4 - Mrs Rothery
	Class 3	Yr. 5 & 6 - Mrs Bowe/Mr Mitchelhill

A CCTV system operates around the perimeter of the School.

The school has a rolling programme for the redecoration and refurbishment of its class and other rooms. In the interests of safety the main entrance door is locked during the school day. Access may be gained by ringing the bell. The main pedestrian entrance gate is controlled remotely during the day.

The Governors are committed to an ongoing programme of improvements designed to improve the learning environment.

To enhance the scope and range of our Foundation provision we have now an enclosed playground which supports coverage of the three areas of prime learning and the four

specific areas of learning in an outdoor setting and a safe environment. There are two structures which encourage the physical and emotional development of the children. The speakers encourage listening, language development and knowledge and understanding of the world, the Hopscotch encourages Mathematical development and Social development. There is plenty of space around the playground to use non-static equipment (for example construction area, sand and water area, role play area and painting activities) which provides the children with enjoyable, enriching experiences to consolidate their learning. We are currently improving this area to incorporate an outdoor kitchen and dedicated play surfaces.

On the main playground there is provision for ball games, traditional outdoor activities and playground games. The new academic year will see the development of a separate, quiet, reflective area with resurfacing and outdoor furnishings. The PTA has provided an adventure play area adjacent to the main playground.

All classes have interactive whiteboards installed, providing a wide range of teaching and learning opportunities for every child. The school hall benefits from having a large projector screen linked to our computer network. This facilitates direct internet access, educational screenings and an invaluable resource for acts of collective worship.

“This is a good school. Achievement is good and pupils make good progress throughout the school. Teaching is good and pupils find lessons interesting. Behaviour and safety are good. The school is a happy place where pupils feel safe.

In lessons and around the school, behaviour is frequently excellent and pupils are considerate of others”

Ofsted June 2012

Our School was inspected by Ofsted in June 2012 when it was judged as “good”.

As a Church School we are subject to the National Society Statutory Inspection of Anglican Schools (SIAS). This took place on 3rd July 2012. Overall the School was judged as “good”.

“The school, through its distinctive Christian character, is outstanding at meeting the needs of learners”

S.I.A.S. Section 48 Inspection 3/07/2012

THE CURRICULUM

EARLY YEARS FOUNDATION STAGE

The Early Years Unit is a provision for Nursery and Reception children aged 3 to 5 years old. The unit is housed in dedicated accommodation that is also used by children in Key Stage 1 and facilitates continuous provision throughout. The unit aims to provide these children with quality learning experiences that gives a secure foundation and allows a smooth transition into school life. Small class sizes allow us to offer highly individual learning experiences. This allows us to get out and about so children gain experiences in the real world. Our curriculum follows the Statutory Framework for the Early Years Foundation Stage.

KEY STAGE 1

Class 1 is made up of pupils who range from 4 years old to 7 years old. This is a mixture of children from Year 1 & Year 2. This arrangement encourages the older boys and girls to encourage and support the younger learners and provides a smooth transition between the year groups. The curriculum is broad based and is being developed along the lines of changes to National Curriculum 2014. Language and Number work are taught in discrete lessons. Pupils who may experience short or longer term difficulties are well supported to ensure they can in time achieve as well as their peers.

Topic work draws on all the different areas of the curriculum. Generous adult to pupil ratios means that we can enrich the children's curriculum experiences through regular "Out and about" learning opportunities. Children also benefit from a programme of planned visits to local attractions and amenities. These visits are incorporated into a topic based approach to support their learning (e.g. *Whinlatter Forest, Maryport Aquarium, various local businesses and enterprises*). We regularly invite members of the wider community into school to share their experiences with the children.

KEY STAGE 2

Class 2 is made up of pupils in Years 3 & 4 with Class 3 comprised of Years 5 & 6. The children follow the new National Curriculum 2014 in core and foundation subjects. The National Literacy and Numeracy Strategies are fully implemented. Science and foundation subjects are taught as topics on a 2 year rolling programme to ensure a broad and balanced curriculum. Children who experience short or long term difficulties are again well supported to ensure they achieve as well as possible. We are able to make full use of local resources. For example regular field trips to the nearby Lake District hills and rivers, the nearby Solway Coast and the immediate environment to the school provide a rich source of learning for geographic topic based learning. Our past participation in local historical projects has resulted in strong links with a number of archaeological groups and in particular the Senhouse Museum in Maryport. Children are provided with many opportunities to develop "hands-on" experiential learning through educational visits and visitors into School.

Certain aspects of the curriculum are taught as whole class lessons with a focus on particular skills, knowledge or processes. All pupils' progress is tracked individually in core subjects. This allows us, where appropriate, to identify and address individual children's needs.

COMPUTER STUDIES

Our school has embraced the changes to this aspect of study as described in the new National Curriculum 2014. We are developing programmes of study to ensure all children meet and exceed the demands required in computing studies for children of primary school age. The school is well equipped with the appropriate hardware and software and staff are currently being up skilled through professional development to ensure the children are fully computer literate.

The expanded computing facilities allow pupils to learn and research using the internet and interactive whiteboards. Computing studies are incorporated to support learning in all subjects of the curriculum as well as teaching of the basic computing skills. This is an area we are constantly seeking to develop to ensure our pupils are confident with new learning technologies. Governors support this by ensuring that funding is channelled to keep equipment and software up to date, for example during the past twelve months all computers have been replaced. We are shortly providing each class with their own tablet which will allow children to explore, create and develop their computing skills.

RELIGIOUS STUDIES

Religious Education is taught in accordance with the articles of the Trust Deed of the school and the agreed syllabus of Religious Education. The full title of the school is Crosscanonby St. John's Church of England (Voluntary) School. As a controlled school we make provision for a collective act of worship each day. Under the Act parents have the right to have their children excused from Acts of Worship and from religious instruction. Should a parent have any doubts about this matter we suggest they get in touch with the Head teacher. Christian ethos and behaviour is fundamental to how our school works. Our Christian foundation is the basis of all we try to do in all aspects of school life. Universal beliefs and values are stressed for example, honesty, fairness, forgiveness, and tolerance. We strive to model behaviour that is consistent with this ethos. We enjoy very close links with our church of Crosscanonby St John's the Evangelist. The children take part in services regularly and we have two after school church led clubs.



MUSIC

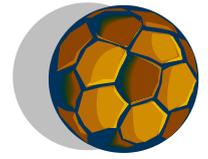
Music teaching is led by a specialist who comes into school once a week. Mr McKenzie makes sure all children receive high quality coverage of the programmes of study for music as outlined in the National Curriculum 2014. Mr McKenzie works with class teachers to help them deliver the curriculum. Following the success of our choir we have employed Mr Mark Hazard on a regular basis to provide children with the opportunity to perform, sing and enjoy making music. Children sing in events in school and the wider community.



Pupils in key Stage 2 can learn the guitar from Mr McKenzie in an after school class. There is a small charge for this. Once a week, free tuition on the recorder is provided by Ms Facer to Key Stage 2 during the school day.

PHYSICAL EDUCATION

Our school places particular emphasis on physical well being and good sporting standards which are an essential part of school activities. The school teams have acquitted themselves with distinction over the years and we are proud of our children's achievements. Our partnership with Netherhall Sports College and the Allerdale School Sport Partnership provides our pupils with a wide range of activities and coaching that includes swimming, tennis, cricket and netball. All pupils have the opportunity to go swimming during the course of the academic year. This is school funded. Our School employs professional coaches through the Carlisle United Sport in the Community Scheme. They provide on-site coaching that follows the new National Curriculum requirements, they are supported in delivering and assessing pupil progress by school staff.



MODERN FOREIGN LANGUAGES

All our children receive dedicated foreign language teaching led by a qualified Modern Foreign Language specialist teacher, Mrs Douglas. KS1 - 30mins and KS2 - 1 hour per week. The new language is introduced in a fun way with children taking part in language games, role play, singing songs and raps, using the interactive whiteboard and computer games. Emphasis is on the spoken language, relative to the children's age and interests. The School follows the course adopted by Cumbria LA which is in line with the National Languages Strategy.



SEX EDUCATION

As your child moves through school their sex education (via health education, hygiene, science, topic work etc.) is geared to their stage of development, not simply concerning itself with the basic facts but allowing the children to develop a growing awareness of themselves, their place in society, and their relationship with others in the all embracing context of a loving, caring Christian family community. As they grow in maturity a wider range of issues will be brought to their attention.

During Year 6 the school nurse comes into school and provides our pupils with a formal presentation regarding sex education appropriate to age and maturity. Parents have the right to withdraw their child from the presentation.

SPECIAL EDUCATION NEEDS

In line with current legislation, the school is now required to use the guidelines laid down in the Code of Practice for SEN when planning for children with special educational needs. The school has a register of all children with SEN, whether or not they have a Statement of Special Educational Need. All children on the register are closely monitored by staff, with parents being kept informed regularly about progress.

The school has a policy for Special Educational Needs. Use may be made of the County Psychological Service as deemed necessary.

Special Educational Needs attracts some extra funding and this is used to employ more staff as appropriate to ensure that the needs of the children are met. The school has had particular success in identifying reading difficulties in Key Stage 1 and in channelling resources to support these children with particular needs.

PUPILS WITH DISABILITIES

The School produces a disability access plan in line with the Disabilities Act amendment 2001.

EXTRA CURRICULAR ACTIVITIES

Our small school offers a wide range of extra curricular activities. These are run by qualified coaches, staff and volunteers. We publish a timetable of weekly activities every half term. The activities include sports, arts, crafts and dance.

LINKS WITH THE COMMUNITY

Our school is committed to playing its full part in our local community. Links with the Church continue to be strong. Our Vicar, who is also our Chair of Governors, shares in the pastoral and spiritual care of the children of the School through assemblies and curriculum input. Our children enthusiastically contribute to church services throughout the year. The School is looking to further to promote its links with Sure Start, run by Barnardo's.

The School actively supports local community initiatives, for example we run a weekly playgroup for children under school age. This is held every Wednesday afternoon, during term time, and is led by some parent volunteers from our school. It is a very well-attended by parents and grandparents from both in and out of the village.

We have further engaged with the local community by providing meals from our school kitchen to a community group who meet in the local centre.

WEEKLY NEWSLETTER

A weekly newsletter is provided to keep parents informed of the following week's activities and what the children will be learning. School has invested in a texting service, which allows parents to communicate with school and school with home. This is particularly useful when children feel unwell or there are changes to day to day arrangements.

“Pupils understand school rules, comply with them and manage their own behaviour well so that a calm and orderly atmosphere is the norm”.

“... pupils said that the school deals well with all types of bullying and that they are typically seen to get on well with each other and to treat each other respectfully”.

Ofsted Inspection June 2012

EXPECTATIONS AND RULES

1. We expect and encourage a considerate, courteous and seemly manner.
2. We expect and encourage thoughtfulness towards fellow pupils and those who work in or visit the School.
3. Bullying, fighting and abuse have no place at this School. Incidents of inappropriate behaviour are dealt with promptly and in accordance with the School's anti-bullying policies. We believe everyone in School should feel safe and happy. Where inappropriate behaviour does occur, we aim to deal with individual situations in an open and even handed way that will restore appropriate behaviour. We endeavour to work in partnership with parents to ensure that difficulties are corrected and positive behaviour is celebrated in line with our Christian ethos.
4. Children should move around the School sensibly and quietly and be prepared to offer assistance (standing back at doors etc.).
5. Out of School, walking locally or travelling between home and school, children are expected to display the same courtesy to others as we would expect in School.
6. We expect and encourage excellent attendance/punctuality.
7. In the interests of pupil safety children must not leave the School premises without permission from the Headteacher or teacher in charge.
8. An explanatory note for absence is required please.
9. Although not compulsory, we encourage and would prefer that children wear the School uniform: it reinforces school identity and a sense of belonging.
10. For health and safety reasons school strongly discourages the wearing of all jewellery in School with the exception of a watch. In particular it should be noted that children are not allowed to wear any jewellery during - PE, Games, Swimming and Dance lessons. Where jewellery is brought to School it remains the responsibility of the individual child and School does not accept responsibility for loss or damage.
11. Children who wear their hair long should have a means of tying it back during PE, games, swimming and dance lessons. This is advisable in all art lessons too.

12. We ask parents to discourage children bringing in inappropriate items. If they do, school will store them away to be returned at the end of the day. The following items should not be brought to school.

- a. Radios, personal stereos and mobile phones.
- b. Toys (Except - skipping ropes, soft play balls - Tennis balls and the like, footballs etc.).
- c. Sweets, chewing/bubble gum.

13. Personal property including clothing should be clearly marked with the owner's name.

14. Medicines etc.

With certain specific exceptions, staff will not undertake to routinely administer medicines in School. However, the Headteacher will accept responsibility in certain/exceptional circumstances for the administration of medicines. Non- prescription drugs (e.g. cough medicines, Calpol, throat sweets) will not be allowed in School.



The School will work with parents/guardians where a child requires assistance with long term or complex medical needs.

The School and parents will be responsible for specific health care plans relating to dangerous or life threatening conditions e.g. ANAPHYLAXIS DIABETES.

The School will require signed authorization. In the event of self-medication e.g. inhalers the School will require parents to fill out a request form available from School. A register of pupils requiring medicines or self- administered medicines will be kept.

PASTORAL CARE

We are proud of our caring and friendly atmosphere.

“Children are very happy and feel safe in school. They are very appreciative of being cared for as individuals and actively demonstrate care for each other”

S.I.A.S. Section 48 Inspection 3/07/2012

Class teachers are responsible for the care and welfare of the children during the school day. Arrangements will be made to have sick children taken home or to a place agreed with parents e.g. Grandparents. It is very important to update your contact information if your circumstances change.

School has a texting service set up to allow parents to communicate with school and vice versa. This is particularly useful way that children’s daily welfare can be communicated between School and home.

Please remember if your child is troubled or worried about any aspect of school life, I would like you to let me know. What appears trivial to an adult might be a nagging anxiety to your child.

VISITS

Our School places emphasis on learning beyond the classroom, consequently we support the curriculum and extra curricula activities through a wide range of trips and visits. During the course of these visits, health and safety consideration are paramount. In accordance with authority guidelines, risk assessments, appropriate staffing and parental permission are sought and completed. We endeavour to adhere strictly to local authority published guidelines.

INSURANCE

Some parents wrongly assume that if a child is injured at school, the County Council is held to be responsible regardless of the circumstances, and that its insurance will automatically apply. This is not so - the County Council's responsibility is strictly limited to cases where there was negligence by them or their staff. Accidents can happen in school, on the sports field or during school visits when the County Council or its staff are not in any way at fault and are therefore not responsible.

The provision of personal accident insurance is considered to be the responsibility of parents. Parents who are interested in this form of insurance can contact their local insurance broker but may be interested to know that the National Confederation of Parent-Teacher Associations has arranged a suitable policy. It provides for substantial compensation in the event of disabling injury, regardless of how or when it was caused. Information is available at the school. If applying by post, please enclose a stamped addressed envelope.

Parents and volunteers who help to transport children to various events must hold an appropriate motor insurance policy and be compliant with the new regulations regarding the use of seatbelts and booster seats. We are always grateful for help offered by parents in this aspect.

PARENT TEACHER ASSOCIATION

There are opportunities for those parents who wish to take a more active part in the life and work of the school through our parent group Crosscanonby St. John's Parent Teacher Association. It meets at intervals throughout the school year to organise fund raising and social events which provide a valuable extra dimension to our school activities and a forum for informal discussion on school policy. They organise various events each year, the proceeds of which have been used to pay for the cost of the children's Christmas parties and gifts. Also, over the last few years they have provided the school with a great many additional pieces of equipment and books. Notices of the activities of the Association are sent to all parents during the year.

FORMAL COMPLAINTS PROCEDURE

If you become concerned in any way about your child's education, it is important that you tell us about this. As a first step you should discuss your concerns with your child's teacher. If you are still concerned after talking with the teacher, you should arrange to meet with the Head Teacher. Obviously, as a staff we will do all we can to resolve your concerns and to ensure you are happy with your child's education. It is in the interests of the children that communication between home and school is promoted and that our children see and understand that school and home are working together for them.

There may be some occasions when parents wish to complain about matters relating to the curriculum and collective worship, which are the responsibility of the Governing Body and / or the Local Education Authority. Special formal arrangements exist for dealing with complaints of this kind. Copies of a leaflet, which outlines these arrangements, are available from the school, as are copies of the full arrangements themselves. Advice on how to pursue a formal complaint is also available from Schools Section, Education Department, 5 Portland Square, Carlisle CA1 1PU (Tel: 01228 606877)

NEW ENTRANTS AND ADMISSIONS POLICY

NURSERY

We will be delighted to show you around and answer your questions about our school. Please make an appointment with the Head teacher. Children are eligible for funded places (15 hours per week, Monday – Friday, 08:50-11:50) at the start of the term following the child's 3rd birthday.

Children will be eligible for entry to Reception from 1st September of each school year during which the child's 5th birthday falls.

Parents will receive an admission letter, Form SPT/1, the school brochure, information booklet and list of schools within travelling distance in the locality.

Parents who wish their child to attend this school but do not live in the catchment area should also complete form SPT/1 and return it to School.

New entrants and parents will have the opportunity to visit school in the summer term immediately prior to the autumn term in which the children start school.

The children will be encouraged to stay in school, for several sessions, including staying for lunch (parents are also invited), to get acquainted with school and meet new classmates and their teacher.

The Reception teacher and Head Teacher will be available to answer any questions at this time.

Any parent wishing to make private arrangements to view the school prior to this is most welcome to do so.

SCHOOL UNIFORM

The school uniform consists of navy blue cardigans or sweater with grey skirts for the girls and grey trousers for the boys. These may be purchased from Marks & Spencer's, Asda and many other shops.

The school usually sends for T-shirts, sweatshirts and fleece jackets during the summer term. These items bear the school logo and have proved to be hard wearing and practical.

The school recommends the wearing of uniform but it is not obligatory. Wherever possible, please label uniform.

The School and Governors reserve the right to discourage the wearing of inappropriate clothing or shoes.

The prices at the time of printing are on the following Order Form:

SCHOOL:

CROSSCANONBY ST. JOHNS C E SCHOOL
CROSBY, MARYPORT, CUMBRIA, CA15 6RX



Big enough for opportunity
 Small enough to care

PUPIL:

CLASS:

We are pleased to offer you a range of quality clothing embroidered with the school logo. If you wish to order, please complete this form, and return it to the school office in a sealed envelope with your payment by cash or cheque – made payable to the school.

(NB: Please check your child's size as embroidered garments cannot be exchanged.)

ITEM	CHILD SIZES	CHILD'S QUANTITY REQUIRED	CHILD PRICE	ADULT SIZES	ADULT'S QUANTITY REQUIRED	ADULT PRICE	COLOUR REQUIRED	SCHOOL TOTAL
CREW NECK SWEATSHIRTS "UNION" Colours Available: NAVY	24"		£7.50	34"		£9.00		
	26"			S				
	28"			M				
	30"			L				
	32"			XL				
POLOSHIRTS JERZEES 539B / POLYCOTTON Colours Available: SKY	(22-24") 3-4		£6.50	X (35-36") S		£8.50		
	(26-28") 5-6			(37-38") S				
	(30") 7-8			(39-40") M				
	(32") 9-10			(41-42") L				
	(34") 11-12			X (43-44") L				
FLEECE JACKETS FULL ZIP / JERZEES 870B Colours Available: ROYAL	(22-24") 3-4		£12.00	X (35-36") S		£15.00		
	(26-28") 5-6			(37-38") S				
	(30") 7-8			(39-40") M				
	(32") 9-10			(41-42") L				
	(34") 11-12			X (43-44") L				
* NO EMBROIDERY * REVERSIBLE JACKETS RESULT R160B / WATERPROOF PVC WINDPROOF FLEECE Colours Available: ROYAL/NAVY OR NAVY/NAVY	(24") 3-4		£15.00	(38") S		£25.00		
	(28") 5-6			(41") M				
	(30") 7-8			(44") L				
	(32") 9-10			X (47") L				
	(34") 11-12			X (50") L				
	(36") 13-14							
HOODED SWEATSHIRTS JERZEES 575B Colours Available: NAVY	(22-24") 3-4		£9.00	X (35-36") S		£12.00		
	(26-28") 5-6			(37-38") S				
	(30") 7-8			(39-40") M				
	(32") 9-10			(41-42") L				
	(34") 11-12			X (43-44") L				
SWEATSHIRT CARDIGANS JERZEES 273B Colours Available: NAVY	(22-24") 3-4		£10.50	X (35-36") S		£13.00		
	(26-28") 5-6			(37-38") S				
	(30") 7-8			(39-40") M				
	(32") 9-10			(41-42") L				
	(34") 11-12			X (43-44") L				
PRINTED (IRON ON) NAME TAPES IN PACKS OF 20 AVAILABLE							£1.75	
PLEASE PRINT NAME HERE IN BLOCK LETTERS: _____								
							ORDER TOTAL =	

HOMEWORK



Homework is subject to a school policy document. All parents of children currently in School will have received a copy of this.

SCHOOL MEALS

From September 2014 all Reception, Year 1 & 2 (Key Stage 1) children will receive a **FREE SCHOOL MEAL**.

We encourage healthy eating and pupils are given guidance on a balanced diet. The school has its own kitchen and cook who provides a varied planned menu of hot meals freshly cooked daily. These are supplemented with fresh fruit, yoghurt, jacket potatoes, with various fillings, bread and butter, and salad daily. The school meal at the present time costs £2.00 each day. Pupils may bring a packed lunch if this is preferred. We encourage parents to provide healthy packed lunches which support our healthy eating aims.



MILK AND FRUIT

School provides fruit for all Key Stage I children. This is a government scheme to encourage young children to increase their daily intake of fruit and vegetables.



Children in our Nursery are provided with a daily, healthy snack.



Cartons of milk are also available, as part of our healthy school promotion, the cost is 21p per carton, under fives are free. Parents and children do, however, need to make a commitment to a half term supply.

School runs a healthy tuck shop where pupils can buy a healthy snack at morning break times every day.

REPORTS



You will have the opportunity to meet your child's class teacher to discuss how they have settled in and to share learning goals and targets for your child.

A progress report on each child will be sent to parents during the summer term. This report is then discussed at the school Open-night when the class teacher will meet his/her pupils' parents.

PRIVATE CARS

Congestion outside school can occur at the beginning and end of the day. We encourage parents to walk with their children to school if at all possible – thank you.



CHARGING POLICY

Under the terms of the Education Act the Governors of Crosscanonby St John's C of E School have a policy, which explains the procedure for charging within the School, e.g. for school organised trips. This policy is available for inspection on request.

ATTENDANCE

We would respectfully remind parents/guardians that attendance at school is compulsory.

Authorised/Unauthorised Absence

An authorised absence is any absence, through illness or other medical reasons where the school has been notified: any absence for out of school activities e.g. educational visits, off site education.

An unauthorised absence is one where the child or parent absents the child from school without the school's permission or in excess of agreed holiday leave. The Headteacher is not permitted to authorise such absence except in exceptional circumstances.

Absence

In the event of absence parents are requested to telephone/notify school before 9.15 a.m. on the first day of absence. Occasionally where an absence is known of before hand e.g. Holiday, special visit, dental etc. it is a good idea to notify school before the absence. Most parents are very considerate in these respects and we would encourage this co-operation to continue.

School Prospectus Analysis

Period : 01/09/2013 to 18/07/2014

Year Group - 01 + 02 + 03 + 04 + 05 + 06

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Year 01	7	6	85.7	6.0	1	14.3	0.0
Year 02	5	4	80.0	5.4	0	0.0	0.0
Year 03	9	8	88.9	3.3	1	11.1	0.1
Year 04	11	8	72.7	3.9	0	0.0	0.0
Year	11	10	90.9	2.9	0	0.0	0.0

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
05							
Year 06	9	9	100.0	6.9	0	0.0	0.0
Totals	52	45	86.5	4.5	2	3.8	0.0

Dental appointments

If these appointments are made privately, parents are requested to try and ensure that they are during school holidays or after school hours.



SCHOOL TERM DATES 2015/2016

AUTUMN TERM 2015

STARTS	ENDS	HALF - TERM HOLIDAY
Monday 7 September	Thursday 17 December	Monday 26 October - Friday 30 October



Number of school days in term - 69

SPRING TERM 2016

STARTS	ENDS	HALF - TERM HOLIDAY
Tuesday 5 January	Thursday 24 March	Monday 15 February - Friday 19 February



Number of school days in term - 53

SUMMER TERM 2016

BANK HOLIDAY

STARTS	ENDS	HALF - TERM HOLIDAY
Monday 11 April	Friday 21 July	Good Friday - 25 March Easter Sunday - 27 March Bank Holiday Monday 2 May Monday 30 May - Friday 3 June



Number of school days in term - 68

Inset Days - Thursday 3 September and Friday 4 September 2015

Monday 4 January 2016

INFORMATION ON ROUTES TAKEN BY PRIMARY STUDENTS

At present Crossscanonby St John's School have pupils who will move on to Secondary Education at the following schools.

County Secondary School

NETHERHALL SCHOOL

Netherhall Road

Maryport

CA15 6NT Tel: (01900) 813434 Fax: (01900) 814867

Roll: Age 11 - 16 687 (GCSE and Vocational Courses)
 Age 16 - 18 105 (A Level and Vocational Courses)
 Total roll: 792

Nelson Thomlinson School

WIGTON

Cumbria

CA7 9PX Telephone: 016973 42160

Roll: Age 11 - 16 1128 (GCSE and Vocational Courses)
 Age 16 - 18 245 (A Level and Vocational Courses)
 Total roll: 1373

Cockermouth School Castlegate Drive

Cockermouth

CA13 9HF Telephone: 01900 898888

Roll: Age 11 - 16 1112 (GCSE and Vocational Courses)
 Age 16 - 18 293 (A Level and Vocational Courses)
 Total roll: 1405

Voluntary Aided

KESWICK SCHOOL

Main Street

KESWICK

Cumbria Telephone Number: - 017687 72605

Roll: Age 11 - 16 813 (GCSE and Vocational Courses)
 Age 16 - 18 232 (A Level and Vocational Courses)
 Total roll: 1045

COMPARATIVE REPORT

These tables show the percentage of Year 6 pupils achieving each level in 2015, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2014.

The number of eligible children is: 7

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6		
English	School	0	0	0	0	86	14	0	0	0
	National	1	1	2	10	48	37	1	0	0
Mathematics	School	0	0	0	14	57	29	0	0	0
	National	1	0	2	10	45	36	6	0	0
Science	School	0	0	0	0	71	29	0	0	0
	National	1	0	2	10	50	38	0	0	0

TEST RESULTS									
		Percentage at each level							
		B	3	4	5	6			N
Grammar Punctuation & Spelling*	School	0		42	58	0	0	0	
	National	3	20	26	46	2	3	0	
Reading	School	0		25	75	0	0	0	
	National	3	8	41	44	0	2	0	
Mathematics	School		17	50	33	0	0	0	
	National	3	11	44	35	7	1	0	

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2015) and nationally (2014) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 7 Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2C	2B	2A	3	4	Disapplied Children	Absent Children
Speaking & Listening	Boys	School	0	0	-	100	-	0	0	0	0
		National	2	12	.	67	.	19	0	0	0
	Girls	School	0	0	-	20	80	0	0	0	0
		National	1	7	.	65	.	27	0	0	0
	All	School	0	0	-	43	57	0	0	0	0
		National	2	9	.	66	.	23	0	0	0
Reading	Boys	School	0	0	0	100	0	0	0	0	0
		National	3	11	11	25	25	25	0	0	0
	Girls	School	0	0	0	20	80	0	0	0	0
		National	1	7	8	22	28	33	0	0	0
	All	School	0	0	0	43	57	0	0	0	0
		National	2	9	10	23	26	29	0	0	0
Writing	Boys	School	0	0	100	0	0	0	0	0	0
		National	4	16	21	30	19	10	0	0	0
	Girls	School	0	0	20	60	20	0	0	0	0
		National	2	8	15	30	26	20	0	0	0
	All	School	0	0	43	29	28	0	0	0	0
		National	3	12	18	30	22	15	0	0	0
Mathematics	Boys	School	0	0	0	50	50	0	0	0	0
		National	2	8	13	26	26	25	0	0	0
	Girls	School	0	0	20	60	20	0	0	0	0
		National	1	6	13	28	31	21	0	0	0
	All	School	0	0	14	57	29	0	0	0	0
		National	2	7	13	27	28	23	0	0	0
Science	Boys	School	0	0	0	100	0	0	0	0	-
		National	2	9	.	66	.	23	0	0	.
	Girls	School	0	0	0	40	60	0	0	0	-
		National	1	7	.	71	.	21	0	0	.
	All	School	0	0	-	57	43	0	0	0	-
		National	2	8	.	68	.	22	0	0	.

1. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.
2. Speaking and Listening and Science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.
4. Absent and Disapplied are not reported in science main level but are reported as U (unable). These are shown in the disapplied column for the purposes of this table.
5. '-' represents 'Not Applicable'.
6. 'x' indicates a figure not shown in order to protect confidentiality.

TEST RESULTS COMPARATIVE REPORT by GENDER Key Stage 2 2014

This table shows the percentage of Year 6 pupils achieving each level in 2014, compared to national end of Key Stage 2 test results for 2013. Results have been broken down by gender.

The number of eligible children is: 7

Figures may not total 100 per cent because of rounding.

			Percentage at each level						
			B	3	4	5	6	N	A
Grammar Punctuation & Spelling*	All	School	0	0	0	0	0	0	0
		National	3	20	26	46	2	3	0
	Boys	School	0	0	0	0	0	0	0
		National	4	23	27	41	1	4	0
	Girls	School	0	0	0	0	0	0	0
		National	2	17	25	52	2	2	0
Reading	All	School	0	0	0	0	0	0	0
		National	3	8	41	44	0	2	0
	Boys	School	0	0	0	0	0	0	0
		National	4	9	42	41	0	3	0
	Girls	School	0	0	0	0	0	0	0
		National	2	7	40	48	1	2	0
Mathematics	All	School	0	0	0	0	0	0	0
		National	3	11	44	35	7	1	0
	Boys	School	0	0	0	0	0	0	0
		National	3	10	41	35	8	1	0
	Girls	School	0	0	0	0	0	0	0
		National	2	11	46	34	5	1	0

TEACHER ASSESSMENT COMPARATIVE REPORT by GENDER Key Stage 2 2014

This table shows the percentage of year 6 pupils achieving each level in 2014, compared to national end of Key Stage 2 teacher assessment levels for 2013. Results have been broken down by gender.

The number of eligible children is: 7

Figures may not total 100 per cent because of rounding

			Percentage at each level									
			W	1	2	3	4	5	6		D	A
English	All	School	0	0	0	0	86	14	0		0	0
		National	1	1	2	10	48	37	1		0	0
	Boys	School	0	0	0	0	50	50	0		0	0
		National	1	1	3	12	51	31	1		0	0
	Girls	School	0	0	0	0	100	0	0		0	0
		National	0	0	2	7	45	44	2		0	0
Mathematics	All	School	0	0	0	14	57	29	0		0	0
		National	1	0	2	10	45	36	6		0	0
	Boys	School	0	0	0	0	0	100	0		0	0
		National	1	1	2	10	42	36	7		0	0
	Girls	School	0	0	0	20	80	0	0		0	0
		National	0	0	2	10	47	35	5		0	0
Science	All	School	0	0	0	0	71	29	0		0	0
		National	1	0	2	10	50	38	0		0	0
	Boys	School	0	0	0	0	0	100	0		0	0
		National	1	1	2	11	48	37	0		0	0
	Girls	School	0	0	0	0	100	0	0		0	0
		National	0	0	1	9	51	38	0		0	0

CUMBRIA EDUCATION SERVICE
GENERAL ADMISSIONS POLICY 2014/2015
Community and Voluntary Controlled Schools

Where there are more applications than places available at a community or voluntary controlled school for entry to all year groups **except Year 12**, applications will be prioritised using the criteria below. They will be applied in conjunction with explanatory notes 1 - 6 which form part of the policy.

1. Children looked after, i.e. in public care, giving priority, if necessary, to the youngest child(ren) and children who were previously looked after - see note 1 overleaf.
2. Children living in the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of admission. See notes 2 and 3 overleaf.
3. Children living outside the catchment area who, at the time of their admission, have brothers or sisters in the school (or associated infant or junior school) who a) have a statement of special educational need that names that school or b) were directed to that school by the LA in the absence of a place being available in the catchment area school due to oversubscription and the school was identified by the LA as the next nearest with a place available – see note 4 overleaf.
4. In relation to Church of England Voluntary Controlled Schools, children living within the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.
5. Other children living in the catchment area giving priority to those living closest to the school, measured by the shortest walking route by road - see note 6 overleaf.
6. Children living outside the catchment area who have brothers or sisters in the school (or associated infant or junior school) on 16 April 2014 for entry to Reception and Year 3 or 1 March 2014 for entry to Year 7 and at the time of their admission - see notes 2 and 3 overleaf.
7. In relation to Church of England Voluntary Controlled Schools, children living outside the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.
8. Children living outside the catchment area, giving priority to those who live closest to the school, measured by the shortest walking route by road - see note 6 overleaf.

Applications will be prioritised on the above basis. An exception will be made under the Authority's policy for the education of children with special needs (i) where a child holds a Statement of Special Educational Needs, or (ii) is currently undergoing a statutory assessment, and in either case it is considered that attendance at a particular school is necessary to meet the identified needs of that child.

Explanatory Notes

[These notes are part of the policy]

Note 1

A child looked after is a child in public care, who is looked after by a local authority within the meaning of Section 22 of the Children Act 1989. Children previously looked after are children who were looked after, but have ceased to be so because they were adopted (under the terms of the Adoption and Children Act 2002) or became subject to a Residence Order or Special Guardianship Order (Children Act 1989).

Note 2

In criteria 2, 3 and 6, priority will be given to those children with the youngest siblings. Brothers and sisters are those living at the same address and includes step and foster children. Priority will only be given where it is known at the time of allocating places that a sibling will be attending the school [excluding a nursery class] at the time of admission.

Note 3

Where reference is made to associated infant and junior schools this is to describe those situations where infant and junior schools share the same catchment area.

Note 4

If parents or carers believe they qualify for consideration under criterion 3, they should indicate this on their preference form in the place provided for this purpose.

Note 5

To be considered under criteria 4 or 7 parents or carers must provide proof with the completed form that they regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. 'Regular' is defined as at least twice a month. Attendance may be at more than one church but should be for at least two years prior to the application date.

In criteria 4 or 7 applications will be prioritised using the distance measurement methodology set out at Note 6 below, with those living closest to the school measured by the shortest route by road given priority.

Note 6

Distance measurements will be undertaken using the Local Authority's computerised Geographical Information System [GIS]. This measures the route from the centre of the pupil's home to the nearest entrance on the school site which is available to pupils at the time of undertaking the assessment. The route used will be the shortest walking route by road as identified by GIS at that time.

CUMBRIA LOCAL AUTHORITY
GENERAL ADMISSIONS POLICY 2015/2016
Community and Voluntary Controlled Schools

Where there are more applications than places available at a community or voluntary controlled school for entry to all year groups **except Year 12**, applications will be prioritised using the criteria below. They will be applied in conjunction with explanatory notes 1 - 6 which form part of the policy.

1. Children looked after and who were previously looked after, i.e. in public care, giving priority, if necessary, to the youngest child(ren) - see note 1 overleaf.
2. Children living in the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of admission. See notes 2 and 3 overleaf.
3. Children living outside the catchment area who, at the time of their admission, have brothers or sisters in the school (or associated infant or junior school) who were allocated a place at that school by the LA either (a) in the absence of a place being available in the catchment area school due to oversubscription and the school was identified by the LA as the next nearest with a place available or (b) the school is named in the sibling's Statement of Special Educational Needs/Education, Health and Care Plan - see notes 2, 3 and 4 overleaf.
4. In relation to Church of England Voluntary Controlled Schools, children living within the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.
5. Other children living in the catchment area giving priority to those living closest to the school, measured by a straight-line measure between the centre of the pupil's home address and a common point on the school site as determined by the LA.- see note 6 overleaf.
6. Children living outside the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of their admission - see notes 2 and 3 overleaf.
7. In relation to Church of England Voluntary Controlled Schools, children living outside the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.
8. Children living outside the catchment area, giving priority to those who live closest to the school, measured by a straight-line measure between the centre of the pupil's home address and a common point on the school site as determined by the LA - see note 6 overleaf.

Applications will be prioritised on the above basis. An exception will be made under the Authority's policy for the education of children with special needs (i) where a child holds a Statement of Special Educational Needs/Education Health and Care Plan, or (ii) is currently undergoing a statutory assessment, and in either case it is considered that attendance at a particular school is necessary to meet the identified needs of that child.

Explanatory Notes

[These notes are part of the policy]

Note 1

A child looked after is a child in public care, who is looked after by a local authority within the meaning of Section 22 of the Children Act 1989. Children previously looked after are children who were looked after, but have ceased to be so because they were adopted or became subject to a Child Arrangements Order or Special Guardianship Order (Children Act 1989).

Note 2

In criteria 2, 3 and 6, priority will be given to those children with the youngest siblings. Brothers and sisters are those living at the same address and includes step and foster children. Priority will only be given where it is known at the time of allocating places that a sibling will be attending the school [excluding a nursery class] at the time of admission.

Note 3

Where reference is made to 'associated' infant and junior schools this is to describe those situations where infant and junior schools share the same catchment area.

Note 4

If parents or carers believe they qualify for consideration under criterion 3, they should indicate this on their preference form in the place provided for this purpose.

Note 5

To be considered under criteria 4 or 7 parents or carers must provide proof with the completed form that they regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. 'Regular' is defined as at least twice a month. Attendance may be at more than one church but should be for at least two years prior to the application date.

In criteria 4 or 7 applications will be prioritised using the distance measurement methodology set out at Note 6 below, with those living closest to the school measured by the shortest straight line distance given priority.

Note 6

Distance measurements will be undertaken using the Local Authority's computerised Geographical Information System [GIS]. This measures a straight-line measure between the centre of the pupil's home address and the main entrance to the school building as determined by the LA in conjunction with the Headteacher at the time the determination was made.



Privacy Notice - Data Protection Act 1998

We at Crosscanonby St John's Church of England Primary School are the Data Controller for the purposes of the Data Protection Act. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to:

- support your teaching and learning;
- monitor and report on your progress;
- provide appropriate pastoral care, and
- assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information^A, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Children, Schools and Families (DCSF).

If you want to see a copy of the information we hold and share about you then please contact Mrs Linda Mossom.

The Local Authority also holds information for children who have been offered an assessment or service by the Authority. For more information please go to the LA website or contact them using the details below.

If you require more information about how the LA and/or DCSF store and use this data please go to the following websites:

- <http://www.cumbria.gov.uk/childrensservices/schools/>
- <http://www.teachernet.gov.uk/>

If you are unable to access these websites, please contact the LA or the DCSF as follows:

- Performance Unit
Children's Services
5 Portland Square
Carlisle
CA1 1PU
website: www.cumbria.gov.uk/childrensservices
email: shaun.smith@cumbriacc.gov.uk
tel: 01228 226860
 - Public Communications Unit
Department for Children, Schools and Families
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
website: www.dcsf.gov.uk
email: info@dcsf.gsi.gov.uk
tel: 0870 000 2288.
-

Nursery and Primary Age Pupils - Fair processing notice

DATA PROTECTION ACT

Schools, Local Education Authorities (LEAs), the Department for Education and Skills (DfES), the government department which deals with education, the Qualifications and Curriculum Authority (QCA), Ofsted and the Learning and Skills Council (LSC) all process information on pupils in order to run the education system, and in doing so have to comply with the Data Protection Act 1998. This means, among other things, that the data held about pupils, must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The **school** holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to LEAs, the DfES and to agencies, such as QCA, Ofsted, LSC and Primary Care Trusts (local health authorities) that are prescribed by law.

The **Local Education Authority** uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. Under the children's trust arrangements of the Children's Act 2004 the LEA must share information with appropriate local agencies who are working to improve the well-being of children and young people. Such agencies include the Primary Care Trusts, Police Authority, Probation Service, LSC, Connexions and Youth Offending Team Board. The LEA also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

The **Qualifications and Curriculum Authority** uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to DfES in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

Ofsted uses information about the progress and performance of pupils to help inspectors evaluate the work of schools, to assist schools in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Inspection reports do not identify individual pupils.

The **Learning and Skills Council** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

The **Department for Education and Skills (DfES)** uses information about pupils for research and statistical purposes, to inform, influence and improve education policy and to monitor the performance of the education service as a whole. The DfES will feed back to LEAs and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school. The DfES will also provide Ofsted with pupil level data for use in school inspection. Where relevant, pupil information may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans.

Pupil information may be matched with other data sources that the Department holds in order to model and monitor pupils' educational progression; and to provide comprehensive information back to LEAs and learning institutions to support their day to day business. The DfES may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually

voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

Pupil data may also be shared with other Government Departments and Agencies (including the Office for National Statistics) for statistical or research purposes only. In all these cases the matching will require that individualised data is used in the processing operation, but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any results. This data sharing will be approved and controlled by the Department's Chief Statistician.

The DfES may also disclose individual pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

The **Primary Care Trusts** (local health authorities) use information about pupils for their health-check and inoculation programs in schools.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the school at Crosscanonby St John's Church of England Primary School;
- the LEA's Data Protection Officer at Cumbria Education Service, 5 Portland Square, Carlisle, CA1 1PU;
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE;
- LSC's Data Protection Officer at Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT;
- the DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.
- the Caldicott Guardian for the local Primary Care Trust (local health authority);
- Eden Valley PCT, 8 Tynfield Drive, Penrith, CA11 8JA
- Carlisle & District PCT, Wavell Drive, Rosehill, Carlisle, CA1 2ST
- West Cumbria PCT, Old Town Hall, Oxford Street, Workington, CA14 2RS
- Morecambe Bay PCT, Tenterfield, Brigsteer Road, Kendal, LA9 5EA;

- the Connexions Cumbria Data Protection Officer at Unit 12 South Range, Hackthorpe Hall Business Centre, Hackthorpe, Penrith CA10 2HX

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the information requested.

Separately from the Data Protection Act, regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's educational record at the school. If you wish to exercise this right you should write to the school.

The information supplied in this document is in accordance with the information at present available to the Governors and is believed to be correct at the date of printing (8th July 2015) but its accuracy is not guaranteed. In particular, nothing herein prejudices the right of the Education Committee or any of its sub-committees, or the Governors, or the Head of the School, to make any decision relating to the school as it sees fit without regard to whether this will affect the accuracy of any matters contained in this publication. Further, neither the Governors, nor the school, nor the Education Authority, nor any members of the authority of the school is deemed responsible for any erroneous information in this document.